



Affirmative Action Plan

2015

Reporting Period

January 1st, 2014 to December 31st, 2014

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a. 2014 Letter of Commitment



July 29, 2014

Neva Elaine Vigezzi
Commission on Human Rights and Opportunities
25 Sigourney St, 7th Floor
Hartford, CT 06106

RE: 2014 Affirmative Action Plan – Disapproved

Dear Ms. Vigezzi,

On July 9th, 2014, the Connecticut Commission on Human Rights and Opportunities ruled to disapprove the 2014 Affirmative Action Plan of Three Rivers Community College, which furthermore resulted in the reinstatement of the College's annual filing schedule. The College President, Mary Ellen Jukoski, and her Affirmative Action designee, Gregory Souza, accept this ruling as fair and appropriate. We ask that this letter serve as a formal Letter of Acknowledgement to that effect.

In compliance with the ruling of the board and all relevant statutes, the College's Affirmative Action designee met with the assigned Reviewer, Neva Elaine Vigezzi, on July 25th, 2014 to review the sections of the plan that were deemed deficient. What follows is a summary of the deficiencies discussed in that meeting along with the means by which they shall be addressed for the immediate revision of the plan and / or its next submission on April 30, 2015, as relevant.

Regarding the plan's Availability Analysis section, two changes will be made to improve future submissions. First, to increase the transparency of our processes for review, all relevant worksheets that would better reveal the underlying math of these final figures will be disclosed. Second, the weights granted to the different labor markets will be reevaluated to better reflect the realities of the institution's hiring practices. Corrections to the Availability Analysis should, in turn, greatly increase the accuracy of the Utilization Analysis as well as the Hiring / Promotion Goals and Timetables section.

Regarding the Goals Analysis section, several changes will be made. Quantifiable details pertaining to a candidate's fitness for a given position will be further stressed in the narratives describing why Goal Candidates were not selected for interview. Moreover, the language describing the performance of Goal Candidates in interviews will offer much more

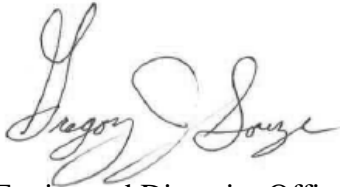
concrete and explicit detail (quantifiably, when appropriate) to establish the ways in which candidates did not meet the standards defined by the position posting and its associated criteria. Finally, in order to generally increase the clarity of the section, it will be reorganized such that the reviews for each occupational category are consolidated.

In addition to these principle deficiencies, a variety of other weaknesses will also be addressed. The Internal Communication section of future submissions will address a noted ambiguity by containing a more detailed narrative explaining the College's training operations. The figures for that training, and indeed those of the personnel evaluations in the Employment Analyses section, will also be more thoroughly scrutinized for accuracy, and there will be ongoing efforts to ensure that this data is being recorded for these occasions. In that same fashion, the Upward Mobility Section will be bolstered with a renewed commitment to formally recording all instances of employee career counseling and the general dispersal of any upward mobility resources. Finally, every section of the next filing will be allotted a larger timeframe in which to check for errors and/or omissions.

Though we are disappointed in the outcome of this plan's filing, we fully accept this ruling and embrace these measures. We wish once more to communicate our fullest commitment to Affirmative Action and Equal Employment Opportunity, and we will work closely with the Commission to ensure that Three Rivers' 2015 Affirmative Action Plan is worthy of these ideals.

Sincerely,

Gregory Joseph Souza

A handwritten signature in cursive script that reads "Gregory J. Souza".

Equity and Diversity Officer

Mary Ellen Jukoski

A handwritten signature in cursive script that reads "Mary Ellen Jukoski".

President – Three Rivers Community College

I. Policy Statement (Section 46a-68-33)

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A Message from President Mary Ellen Jukoski

As the President and Chief Executive Officer of Three Rivers Community College, I hereby express my personal commitment to the ideals and practice of Affirmative Action. At the same time, I reaffirm the College's commitment to Affirmative Action and pledge to make every effort to achieve the goals within the timetables set forth in the College's Affirmative Action Plan.

Three Rivers Community College is committed to its Affirmative Action programs. "Affirmative Action" means positive action, undertaken with conviction and effort, to overcome the effects of practices, policies or barriers to equal employment opportunity and to achieve the full and fair participation of all groups found to be underutilized in the workforce or affected by policies or practices having an adverse impact.

It is useful to distinguish between Affirmative Action and equal employment opportunity. The latter implies an absence of discrimination. In contrast, Affirmative Action recognizes that a simple stance of neutrality is not sufficient to surmount existing patterns of underrepresentation and underutilization both in employment and education.

Three Rivers is, however, equally committed to Equal Employment Opportunity. Equal employment opportunity refers to the employment of individuals without consideration of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the basis of veteran status or criminal record, unless the provisions of sections 46a-60(b), 46a-80(b), or 46a-81(b) of the Connecticut General Statutes are controlling, or there is a bona fide occupational qualification foregoing. Although it is recognized that there are bona fide occupational qualifications which provide for exception from employment prohibitions, it is understood these exceptions are to be applied pursuant to Section 46a-68-33 of the administrative regulations.

Furthermore, discrimination on the basis of sex shall include sexual harassment as defined in section 46a-60(8) of Connecticut General Statutes. The College has substantially increased its efforts to combat sex-based discrimination and sexual misconduct through its expanded resources and education for employees and students. The College views these measures as inseparable from its larger goal of a safe, inclusive, and equitable workplace and learning environment.

This philosophy can be seen in practice through the College's employment process, which consists of recruitment, selection, placement, promotion, transfer, tenure consideration, salary and fringe benefit determination, separation and termination, and job training. The role of Affirmative Action is to provide an environment for the application of equal opportunity principles and to monitor the employment process to prevent instances of illegal

discrimination from arising or existing. Affirmative Action in the employment process seeks to ensure that:

- Recruitment and hiring of protected group members reflect their availability in the job market.
- Selection, tenure, placement, and related activities are based upon job related factors and criteria and that practices which have an illegal discriminatory impact have been identified and eliminated.
- Salary and fringe benefits, including opportunities for training and education, are administered in an equitable manner.
- Transfer, reassignment, separation and termination decisions are non-discriminatory and do not result in an illegal adverse impact upon members of protected groups, and where there is a negative impact upon protected groups, and where there is a negative impact upon protected groups, alternative approaches to separation and termination are explored.

We have a special obligation as an educational institution to set a standard for the employment and fair treatment of all groups. I believe that it is the mission of community colleges to encourage prosperity for all - not just a privileged few. This mission is inextricable from the goals of Affirmative Action and equal employment opportunity, and just as the College wishes for all of its students to enjoy an affordable, high-quality education, so too does it wish for its employees, current and future, to know that their rights and opportunities shall never be unjustly abridged.

We continue to make every effort to maintain an environment that promotes and nurtures a full-fledged commitment to equal opportunity and Affirmative Action on the part of every individual in our college community. It is my personal objective, as President, to see that this occurs.

I have appointed Gregory Souza as our Equity and Diversity Officer for the calendar year 2015. It is the duty of the Equity and Diversity Officer to coordinate the Affirmative Action Program at Three Rivers Community College. Mr. Souza can be reached in Room A-116 or at 860-215-9486 on the Three Rivers Community College Campus (574 New London Turnpike, Norwich, CT 06360).



Mary Ellen Jukoski
President

Board of Regents for Higher Education – Affirmative Action Policy Statement

BOARD OF REGENTS FOR HIGHER EDUCATION AFFIRMATIVE ACTION POLICY STATEMENT

As the statewide policy making authority for public higher education in Connecticut, the Board of Regents for Higher Education is committed to leading, by example, in the areas of equal employment opportunity and affirmative action. Additionally, the Board of Regents has been charged by state statutes to promote representative racial and ethnic diversity among the students, faculty, administrators and staff at public institutions of higher education. The Board of Regents for Higher Education's policies also advance compliance with the Americans with Disabilities Act at all Connecticut state colleges and universities. Equal employment opportunity and affirmative action are essential to achieving higher education's twin goals of academic excellence and equity.

The Board of Regents for Higher Education recognizes that affirmative action is positive action undertaken with diligence and conviction to:

Overcome any remaining effects of past practices, policies or barriers to equal employment opportunity, and;

Achieve the full and fair participation of all protected class members found to be underutilized in the workplace, or adversely impacted by policies or practices.

The Board of Regents for Higher Education deems equal employment opportunity to be the employment of individuals without consideration of race, color, sex, religious creed, marital status, national origin, ancestry, intellectual disability, past or present history of mental disability, learning disability, physical disability, age, gender identity or expression, sexual orientation or transgender status. The Board will not request or require genetic information from job applicants or employees, or otherwise discriminate against any person in employment conditions on the basis of genetic information. Additionally, the Board of Regents for Higher Education will not unlawfully discriminate against persons with a prior criminal conviction. Equal opportunity is the purpose and goal of affirmative action.

It is the policy of the Board of Regents for Higher Education to administer all personnel policies in manners that insure that there is no discrimination based upon race, color, sex, religious creed, marital status, national origin, ancestry, intellectual disability, past or present history of mental disability, learning disability, physical disability, age, genetic information, gender identity or expression, sexual orientation or transgender status. The Board's personnel policies involve employment applications, job qualifications, job specifications, recruitment practices, job structuring, orientation, training, counseling, grievance procedures, evaluation procedures, layoffs and terminations. To ensure the full and fair participation of protected group members in the employment process the Manager of Diversity and Equity shall be consulted and shall monitor the complete employment process. In addition, the Manager of Diversity and Equity has sign off responsibilities in all aspects of the staff recruitment and selection process.

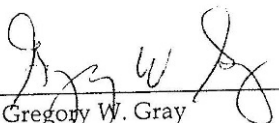
The Board of Regents for Higher Education recognizes the hiring difficulties experienced by persons with disabilities and by many older persons. If necessary, the Board shall establish program goals within the Affirmative Action Plan for action eliminating hiring barriers and actively recruiting members from these groups, to overcome any remaining effects of past discrimination against these groups and to achieve full and fair participation of such persons in the workforce.

The Board of Regents for Higher Education shall explore alternative approaches wherever personnel practices have a negative impact on protected classes and establish procedures for the extra effort deemed necessary to assure that the recruitment and hiring of protected group members reflect their availability in the job market. To this end, the Board of Regents for Higher Education shall continuously review its personnel policies and procedures to ensure that barriers that unnecessarily exclude protected classes and practices that have a discriminatory impact are identified and eliminated. Recognizing that there are residual effects of past discrimination, the Board of Regents for Higher Education pledges not only to provide services in a fair and impartial manner, but also establish, through this policy, affirmative action and equal opportunity as immediate and necessary Board objectives.

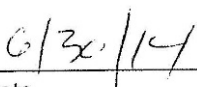
The Board of Regents for Higher Education is committed to maintaining a work environment free from influence or prejudicial behavior and sexual harassment and a workplace in which all terms, conditions, privileges and benefits are administered in an equitable manner.

Dr. Gregory W. Gray, the President for the Board of Regents for Higher Education, is committed to successfully implementing the Affirmative Action Plan within timetables set forth. The President assures that all employees, especially managers and professionals, understand the policies and their responsibilities for implementing such and take positive steps to ensure compliance with the Affirmative Action Plan, AA/EEO policies and procedures.

Leah Glende, Manager of Diversity and Inclusion is the appointed Affirmative Action Officer for the Board of Regents for Higher Education. The Affirmative Action Plan is available to all members of the workforce through the Human Resources Office which is located at 61 Woodland Street, Hartford, CT 06105. Ms. Glende can be reached by telephone at (860) 723-0794 or by email at glendel@ct.edu.



Dr. Gregory W. Gray
President



Date

Anti-Discrimination Law List

Connecticut Constitutional Provisions

Article First – Section 1 – (Equality of Rights)

Article First – Section 3 – (Right of Religious Liberty)

Article First – Section 20 - (Equal protection. No segregation or discrimination.)

Connecticut General Statutes

CGS – Section 2-120 – Establishment of Latino and Puerto Rican Affairs Commission

CGS – Section 2-121 – Establishment of African American Affairs Commission

CGS-Section 4-61u – Establishment of programs for career mobility for all levels and job classifications complete with Affirmative Action annual goals, timetables and accommodation/entry level training of persons with disabilities

CGS-Section 4-61dd(b)(2)(3) – Whistleblower complaint provisions, allows state or quasi-public agency employees, or employees of large state contractors to file retaliation complaints with CHRO Chief Human Rights Referee or Attorney General.

CGS-Section 4a-60 – Affirmative Action provisions in state contracts and non-discrimination on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, includes blindness.

CGS-Section 4a-60a – Non-discrimination provision in state contracts on the basis of sexual orientation.

CGS-Section 4a-60g – Establishment of small business and minority business enterprise set-aside program involving state contracts; administered by Department of Administrative Services.

CGS-Section 4a-61 – Requirement of procedures for the award of state contracts concerning minority business enterprises.

CGS-4a-62 – Establishment of Minority Business Review Committee

CGS-Section 5-227- Prohibition of discrimination in state classified service because of discriminatory employment practices (as defined in CGS-Section 46a-51) and discrimination due to political affiliation.

CGS-Section 8-265c – Non-discrimination in housing financed by Connecticut Housing Finance Authority (CHFA) on the basis of race, creed, color, national origin, ancestry or sex; Affirmative Action required of contractors engaged in construction of housing financed by CHFA.

CGS- Section 10-15c - Discrimination in public schools prohibited on the basis of race, color, sex, religion, national origin or sexual orientation.

CGS-Section 10-17f – Requires program of bilingual education in public schools where applicable.

CGS-Section 10-18a – Requires use in public school of instructional materials representative of all races, ethnic origins and both sexes.

CGS-Section 10-153 – Non-discrimination in employment of teachers by local or regional boards of education on the basis of sex and marital status.

CGS-Section 10a-10 – Establishment of Office of Educational Opportunity to aid disadvantaged students and ensure workforce diversity in public institutions of higher education.

CGS-Section 10a-11(a) – The Board of Governors of Higher Education shall develop a strategic plan, consistent with its Affirmative Action policy, to ensure racial and ethnic diversity of workforce within state system of higher education.

CGS-Section 17a-541, 17a-549 – Prohibition against denying housing, employment, civil or legal rights on the basis of psychiatric disability or past or present history of mental disability.

CGS-Section 27-59 – Prohibition against discrimination and segregation in armed forces of the state on the basis of race, creed or color.

CGS-Section 31-22p – Non-discrimination in apprenticeship program training standards within state on the basis of race, color, religion, sex age and national origin; provide training, employment and upgrading opportunities for disadvantaged workers.

CGS-Section 31-75 – Non-discrimination in wages solely on the basis of sex.

CGS-Section 36a-737 – Prohibition against discrimination in granting of mortgage and home improvement loans for owner-occupied properties by financial institutions on the basis of geographical or neighborhood areas.

CGS-38a-446 – Prohibition against discrimination towards classes of insureds in transactions involving life insurance.

CGS-Section 38a-543 – Age discrimination in group insurance coverage prohibited.

CGS-Section 38a-816 – Prohibition against certain unfair insurance practices on the basis of race, color, creed, physical disability, mental retardation, blindness, and genetic information.

CGS-Section 38a-824 – Prohibition against redlining in real estate insurance transactions.

CGS-Section 46a-1 – Establishment of a Permanent Commission on the Status of Women.

CGS-Section 46a-10 – Establishment of an Office of Protection and Advocacy for persons with disabilities.

CGS-Section 46a-27 – Establishment of a commission for the advocacy of deaf and impaired persons, and the providing of qualified interpreter services.

CGS-Section 46a-52 – Establishment of the state commission for civil and human rights enforcement, the Commission on Human Rights and Opportunities.

CGS-Section 46a-54(15)(A) – Requirement of employers with 3 or more employees to post notice of prohibition against sexual harassment; requirement of employers with 50 or more to provide training to supervisors regarding sexual harassment law.

CGS-Section 46a-54(16) - Requirement that state agencies conduct diversity training for state employees.

CGS- Section 46a-56 – Broad grant of authority regarding discriminatory practices.

CGS-Section 46a-58(a) – Prohibition against deprivation of civil rights on the basis of religion, national origin, alienage, color, race, sex, blindness, physical disability, or sexual orientation.

CGS-Section 46a-59(a) – Prohibition against discrimination in professional and occupational associations on the basis of race, national origin, creed, sex, or color.

CGS-Section 46a-60(a)(1) – Prohibition against refusal to hire or employ, to bar or discharge from employment, discriminate in compensation, or in terms, conditions or privileges of employment, on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disability, mental retardation, learning disability, and physical disability (including blindness) without bona fide occupational qualification or need.

CGS-Section 46a-60(a)(2) – Prohibition against employment agencies' failure or refusal to properly classify or refer one on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disability, mental retardation, learning disability, and physical disability (including blindness).

CGS-Section 46a-60(a)(3) – Prohibition against discrimination regarding membership rights; discrimination against members or employers or to expel from membership by labor organizations on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disability, mental retardation, learning disability or physical disability, (including blindness).

CGS-Section 46a-60(a)(4) – Prohibition against retaliation for exercising right to file or participate in the processing of a discrimination complaint, prohibition against retaliation on the basis of opposing discriminatory employment practices.

CGS-Section 46a-60-(a)(5) – Prohibition against aiding, abetting, or inciting discriminatory employment practices.

CGS-Section 46a-60(a)(6) – Prohibition against advertising of employment opportunities in a manner that discriminates on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry,

present or past history of mental disability, mental retardation, learning disability, and physical disability (including blindness).

CGS-Section 46a-60(a)(7) – Prohibition against termination of employment because of pregnancy; right of reinstatement and employment benefits; right to request temporary transfer.

CGS-Section 46a-60(a)(8) – Prohibition against sexual harassment in employment.

CGS-Section 46a-60(a)(9) – Employers and labor organizations prohibited from requiring any information concerning familial responsibilities, pregnancy, or birth control information in employment situations or union membership unless bona fide occupational qualification exists.

CGS-Section 46a-60(a)(10) – Requirement of employer to take reasonable measures to protect employee from exposure to workplace hazard pursuant to CGS-Section 46a-60(a)(9).

CGS-Section 46a-60(a)(11) – Prohibition against employer requiring genetic information; discrimination in employment situations prohibited on the basis of genetic information.

CGS-Section 46a-64 – Prohibition against discrimination and segregation in places of public accommodation on the basis of race, creed, color, national origin, ancestry, sex, marital status, age, lawful source of income, mental retardation, mental disability, or physical disability; requirement of full and equal access to blind, deaf, or mobility impaired persons with guide dog; prohibits limiting breast-feeding.

CGS-Section-46a-64c – Prohibition against housing discrimination on the basis of race, color, creed, national origin, ancestry, sex, marital status, age, lawful source of income, familial status, learning disability, physical or mental disability.

CGS-Section 46a-66 – Prohibition against discriminatory credit practices by creditors on the basis of sex, age, race, color, religious creed, national origin, ancestry, marital status, mental retardation, learning disability, blindness or physical disability.

CGS-Section 46a-68(b)(3)(5) – Requires CHRO and Permanent Commission on the Status of Women (PCSW) to conduct annual training of state Affirmative Action officers, and designees representing their agencies before CHRO or EEOC; state Affirmative Action officers prohibited from representing their agencies before CHRO or EEOC

CGS-Section 46a-68(c) – Requires state agencies to file Affirmative Action plans with the CHRO. Agencies with fewer than 20 employees to file biennially.

CGS-Section 46a-69 – Prohibition against discriminatory practices by state agencies.

CGS-Section 46a-70(a) – Guarantee of equal employment opportunities in state agencies on the basis of race, color, religious creed, sex, marital status, age, national origin, ancestry, mental retardation, mental disability, learning disability or physical disability (including blindness).

CGS-Section 46a-70a – Judicial Department included in guarantee of equal employment in state agencies, including filing an Affirmative Action Plan with the CHRO.

CGS-Section 46a-71 – Non-discrimination in services provided by state agencies on the basis of race, color, religious creed, sex, marital status, age, national origin, ancestry, mental retardation, mental disability, learning disability, or physical disability (including blindness).

CGS-Section 46a-72 – Non-discrimination in job placement activities by state agencies on the basis of race, color, religious creed, sex, marital status, age, national origin, ancestry, mental retardation, mental disability, learning disability or physical disability (including blindness).

CGS-Section 46a-73 – Non-discrimination in state licensing and charter procedures on the basis of race, color, religious creed, sex, marital status, age, national origin, ancestry, mental retardation, mental disability, learning disability, or physical disability (including blindness).

CGS-Section 46a-74 – Prohibition against state agencies allowing discriminatory practices in professional or occupational associations, public accommodations, or housing, in violation of state anti-discrimination laws.

CGS-Section 46a-75(a) – Non-discrimination in state educational, counseling, apprenticeship, and on-the-job training programs on the basis of race, color, religious creed, sex, marital status, age, national origin, ancestry, mental retardation, mental disability, learning disability, or physical disability (including blindness).

CGS-Section 46a-76(a) – Non-discrimination in allocation of state benefits on the basis of race, color, religious creed, sex, marital status, age, national origin, ancestry, mental retardation, mental disability, learning disability, or physical disability (including blindness).

CGS-Section 46a-79 – Statement of encouragement for all employers to hire qualified persons with criminal conviction records.

CGS-Section 46a-80 – Prohibition, with certain exceptions, against denial of state employment or licensing based on prior conviction of a crime.

CGS-Section 46a-81b – Prohibition against discrimination in professional and occupational associations on the basis of sexual orientation.

CGS-Section 46a-81c – Prohibition against employment discrimination on the basis of sexual orientation.

CGS-Section 46a-81d – Prohibition against discrimination and segregation in places of public accommodation on the basis of sexual orientation.

CGS-Section 46a-81e – Prohibition against housing discrimination on the basis of sexual orientation.

CGS-Section 46a-81f – Prohibition against discriminatory credit practices by creditors on the basis of sexual orientation.

CGS-Section 46a-81h – Requirement of equal employment in state agencies on the basis of sexual orientation. State agencies to promulgate written directives and conduct orientation and training programs.

CGS-Section-46a-81i – Non-discrimination in services provide by state agencies on the basis of sexual orientation.

CGS-Section 46a-81j – Non-discrimination in job placement activities by state agencies on the basis of sexual orientation.

CGS-Section 46a-81k – Non-discrimination in state licensing and charter procedures on the basis of sexual orientation.

CGS-Section 46a-81 l – Prohibition against sate agencies allowing discriminatory practices in professional or occupational associations, public accommodations, or housing in violation of state anti-discrimination laws regarding sexual orientation.

CGS-Section 46a-81m – Non-discrimination in state educational, counseling, apprenticeship, and on-the-job training programs on the basis of sexual orientation.

CGS-Section 46a-81n – Non-discrimination in allocation of state benefits on the basis of sexual orientation.

CGS-Section 46a-83b – Alternate Dispute Resolution available to address discriminatory employment practice complaints field with CHRO; CHRO can promulgate procedural regulations for ADR.

CGS-Section 47-59a - Recognition of equal rights and privileges for resident Indians of state tribes.

CGS-Section 47-59b(a) – Establishment of Indian Affairs Council to oversee rights of Indians of state tribes.

CGS-Section 53-37 – Ridicule on account of creed, religion, color, denomination, nationality, or race prohibited.

CGS-Section 53-37a – Deprivation of a person’s civil rights on the basis of religion, national origin, alienage, color, race, sex, blindness or physical disability prohibited when using concealing hood/mask.

CGS-Section 54-1m(f)(g) – Municipal and state police prohibited from stopping, detaining, or searching a person solely on the basis of race, color, ethnicity, age, gender or sexual orientation; African-American Affairs Commission authorized to review reports and make recommendations.

Recent Public Acts

PA 07-62 – Amends Conn. General Statutes Sec. 46a-58 by adding sexual orientation as a protected class.

PA-07-142 – Establishes procedures for hearing complaints against state contractors and subcontractors by the CHRO and requires a state contractor to adopt a resolution by its board of directors to support the nondiscrimination provisions of the contract.

PA 07-181 – An act concerning the investigation of a discrimination complaint against or by an agency head or state commission or board member

PA 07-245 – Adds civil union status as a protected class in various statutes under the CHRO’s jurisdiction.

PA 08-4 – Allows permanent full-time state employees and quasi-public agency employees, who are blind or physically disabled, to use up to 15 days of accumulated paid sick leave to take guide dog or assistance dog training.

PA 08-45 – Prohibits the state from claiming or applying a lien against any money received as a settlement or award in a public accommodation discrimination case by people who have been supported wholly or in part by the state in a humane institution.

PA 08-49 – Makes it a violation of Conn. General Statutes Sec. 46a-58 to place a noose or simulation thereof on public property or on private property without the consent of the owner with the intent to intimidate or harass.

PA 08-166 – Establishes a 13-member Asian Pacific American Affairs Commission within the Legislative Department.

Regulations

Sections 46a-54-1a – 46a-54-103a – Complaint processing and contested case proceedings regulations.

Sections 46a-68-1 – 46a-68-17 – Apprenticeship regulations.

Sections 46a-68-32 – 46a-68-74 – Agency Affirmative Action Plan regulations

Sections 46a-68j-21 – 46a-68j-43, Sections 46a-68k-1 through 46a-68k-8; Sections 46a-56(d)-1 – 46a-56(d)-7 – Contract compliance regulations.

Sections 46a-54-200 through 46a-54-207 – Regulations for sexual harassment prevention posting and training requirements.

Sections 4-61dd-1 through 4-61dd-21 – Rules of practice for contested case proceedings under the Whistleblower Protection Act.

Guidelines

1978 guidelines established by the Upward Mobility Committee.

Executive Orders

Executive Order No. 3, Governor Thomas J. Meskill:

Requirement that state contractors file compliance reports with the Commissioner of Labor on their equal employment opportunity practices.

Executive Order No. 9, Governor William A. O’Neill:

Affirmative Action compliance mandated a top priority for state agencies.

Executive Order No. 11, Governor Ella T. Grasso:

Provision for promulgating Affirmative Action guidelines and technical assistance to state agencies.

Executive Order No. 12, Governor Ella T. Grasso:

Establishment of Governor’s Council on opportunities for Spanish speaking persons.

Executive Order No. 18, Governor Thomas J. Meskill:

Establishment of Affirmative Action program for ensuring equal employment opportunities within state service.

United States Constitution

First Amendment – Freedom of religion for all persons.

Thirteenth Amendment – Prohibition against slavery and involuntary servitude.

Fourteenth Amendment – Equal protection under the law for all persons.

Fifteenth Amendment – Prohibition against denying voting rights on the basis of race and color.

Nineteenth Amendment – Abolishment of voting restrictions on the basis of sex.

Federal Laws

15 U.S.C. 1691 – Equal Credit Opportunity Act, prohibiting discrimination by creditors on the basis of race, color, religion, national origin, sex, marital status, age or as a result of income derived from public assistance.

20 U.S.C. 1681 (a) – Title IX of the Education Amendments of 1972, prohibiting discrimination on the basis of sex in federally funded educational services and programs.

29 U.S.C. Section 206(d) – Equal Pay Act of 1963, prohibiting discrimination in wages on the basis of sex.

29 U.S.C. 791 et seq – Rehabilitation Act of 1973, as amended, requiring Affirmative Action and prohibition discrimination in the federal sector and federally funded activities and programs on the basis of disability.

29 U.S.C. Section 621 et seq – Age Discrimination in Employment Act of 1967, as amended, (ADEA) prohibiting age discrimination in employment.

42 U.S.C. Sections 1981 – Civil Rights Act of 1866, providing equal right under the law and property rights for persons of all races and national origins.

42 U.S.C. Section 1981a et seq – Civil Rights Act of 1991, providing additional coverage and remedies under several federal anti-discrimination laws, involving age, disability, race, color, national origin, sex and religious discrimination, specifically provides for damages in cases of intentional discrimination in employment.

42 U.S.C. Section 2000d et seq – Title VI of the Civil Rights Act of 1964, prohibition against exclusion from participation in, denial of benefits of, and discrimination under federally assisted programs on the grounds of race, color, or national origin.

42 U.S.C. Section 2000e et seq – Title VII of the Civil Rights Act of 1964, as amended, prohibiting employment discrimination on the basis of race, color, religion, national origin, and sex.

42 U.S.C. Section 3601 et seq – Title VIII of the Civil Rights Act of 1968, as amended, prohibiting discriminatory housing on the basis of race, color, religion, sex, national origin, disability and familial status, specifically provides for fair housing throughout the United States.

42 U.S.C. Section 12101 et seq – American with Disabilities Act of 1990, (ADA) prohibiting discrimination on the basis of disability in employment, public accommodations, public services and telecommunications.

Federal Regulations

12 CFR 202.1 et seq – Equal Credit Opportunity regulations.

28 CFR Part 36 – Regulations on non-discrimination toward persons with disabilities by public accommodations and commercial facilities.

29 CFR Part 30 – Equal Employment Opportunity in apprenticeship and training.

29 CFR Part 32 – Non-discrimination in federally assisted programs on the basis of handicap.

29 CFR Parts 1600 through 1699 – Regulations of the Equal Employment Opportunity Commission (EEOC).

29 CFR Part 1602 – EEOC records and reports under Title VII and the ADA.

29 CFR Part 1620 – Interpretations of Equal Pay Act.

29 CFR Part 1627 – ADEA records and reports regulations.

29 CFR Part 1630 – Equal employment opportunities for individuals with disabilities.

31 CFR Part 51 – Non-discrimination by revenue sharing recipients.

41 CFR Part 60-1 – Office of Federal Contract Compliance regulations.

41 CFR Part 60-741 – Affirmative Action and non-discrimination regulations pertaining to disabled workers.

Federal Guidelines

29 CFR Part 1604 – Sex discrimination guidelines.

29 CFR Part 1605 – Religious discrimination guidelines.

29 CFR Part 1606 - National origin discrimination guidelines.

29 CFR Part 1607 – Uniform guidelines on Employee Selection Procedures.

29 CFR Part 1608 – Affirmative Action guidelines under Title VII of the Civil Rights Act of 1964.

29 CFR Part 1625 – Interpretations of Age Discrimination in Employment Act. (ADEA)

Executive Orders

EO 10590, President Dwight D. Eisenhower – Establishment of The President's Committee on Government Employment Policy as amended by EO10722 and superseded by EO 11246. I have a copy of 10590 from the National Archives)

EO 10925, President John F. Kennedy – Establishment of Equal Employment Opportunity Commission (EEOC).

EO 11063 – Establishment of President's Committee on Equal Opportunity in Housing, amended by EO 12259, repealed in part by EO 12892.

EO 11141 – Declaring a public policy against discrimination on the basis of age.

EO 11246 and EO 11375, President Lyndon B. Johnson – Non-discrimination in federal employment by federal contractors on the basis of race, color, religion, sex, and national origin. Amended by EO's 11375, 11478, 12086, and 12107.

EO 11625 – Prescribing additional arrangements for developing and coordinating a national program for Minority Business Enterprises. Amended by EO 12007, Continued by EO's 11827, 11948.

EO 12067 – Providing for coordination of federal equal employment opportunity programs. Amended by EO 12107.

EO 12138, President Jimmy Carter – Creating a national Women's Business Enterprise policy and prescribing arrangements for developing, coordinating, and implementing a national program for Women's Business Enterprise. Amended by EO 12608.

EO 12190 – Establishment of Advisory Committee on Small and Minority Business Ownership. Continued by EO's 12258, 12399, 12489, 12534, and 12610.

EO 12259 – Leadership and coordination of Fair Housing in federal programs.

EO 12432, President Ronald Reagan – Development of Minority Business Enterprises.

EO 12640 – Re-establishment of the President’s Committee on Employment of People with Disabilities.
(Also, review EO 10555)

EO 12898, President William Clinton – Environmental Justice.

II. Internal Communication (Section 46a-68-34)

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Internal Communication - Overview

Three Rivers Community College is an Affirmative Action/Equal Opportunity Employer. In order to achieve the College's goals, it is essential that employees and students are aware of and knowledgeable about their rights at the College. To facilitate this awareness and to increase knowledge, a variety of internal communications are utilized.

The College strives to involve employees in the development and review of the College's Affirmative Action Plan. The President's Policy Statement on Affirmative Action and a summary of the objectives of the plan are posted and distributed at least annually to all employees. This distribution is intended to afford all employees the opportunity to review and comment on the policy and plan.

A copy of the Affirmative Action Plan is made available to all employees on the College's intranet website. A copy is also provided in the College library for their review throughout the calendar year.

Employees are encouraged to review the plan, the policy statement, and the plan's objectives, and to make comments and suggestions to the Equity and Diversity Officer at any time. Copies of all Affirmative Action related Internal Communication and comments are dated and maintained by the Equity and Diversity Officer. To date, no comments or suggestions have been received by the Equity and Diversity Officer.

Gregory Souza was assigned the duties as the Equity and Diversity Officer for 2014 to 2015. He has served the college since 2012 as an instructor, tutor, data analyst and Title IX Coordinator. He can be reached at (860) 215-9486 and is located in room C-131 on the Three Rivers campus at 574 New London Turnpike, Norwich, CT 06360.

Internal Training Opportunities

In addition to the aforementioned resources, the College offers its employees regular opportunities for training. **Please Note:** All trainings and their attendance are broken down in greater detail in the Employment Analyses section.

These training opportunities include:

Continuing Ed / Conferences

This category refers to all opportunities undertaken by employees to develop their professional skills. This could take the form of events held on-campus and hosted by the College, or events off-campus for which the College has agreed to reimburse employees for their expenses. This form of training is strongly encouraged but entirely optional, with the notable exception of the annual Professional Day.

EEO 6 Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
All Categories	26	6	20	5	19	0	0	0	0	1	1

Sexual Harassment

This training in sexual harassment is conducted in the manner outlined by the Department of Administrative Services, and it is required of all new employees. This training is also offered to part-time and non-permanent employees, but it is not required of them.

EEO 6 Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
All Categories	7	3	4	2	3	0	1	0	0	1	0

Workplace Diversity

This training in workplace diversity is conducted in the manner outlined by the Department of Administrative Services, and it is required of all new employees with supervisory responsibilities. This training is also offered to non-supervisory employees, part-time employees, and non-permanent employees, but it is not required of them.

EEO 6 Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
All Categories	4	2	2	1	1	0	1	0	0	1	0

Title IX / Sexual Misconduct

This training refers to the programming provided on the proper response to student or employee disclosures of sex-based discrimination and sexual misconduct. Included in this training is a review of what constitutes “sex-based discrimination” and “misconduct,” the rights and options of victims, the services of community victim advocacy organizations, and the College’s own internal reporting policies. This training is required of all College employees, and it is being provided in a number of forms, but it is

anticipated that additional time will be needed to train the entire population, and the results provided here reflect only the training completed as of December 31, 2014. Since that time, extensive training of the faculty has taken place, which shall be reflected in the College's next Affirmative Action Plan filing.

EEO 6 Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
All Categories	48	17	31	15	24	1	4	0	1	1	2

Internal Communication – Appendix

i. Notice of Non-Discrimination – distributed electronically and posted

NOTICE OF NON-DISCRIMINATION AND AFFIRMATIVE ACTION POLICY

Three Rivers Community College, through its Affirmative Action programs, is endeavoring to redress any past discrimination against all protected groups. We are directing efforts to ensure that recruitment practices, working conditions, and promotional opportunities are consistent with our program to assure full justice in employment. That is, Three Rivers protects present and future students, faculty, and staff from discrimination based on race, color, sex, religious creed, marital status, national origin, ancestry, genetic information, intellectual disability, past or present history of mental disability, learning disability, physical disability, age, gender identity or expression, sexual orientation, and transgender status.

The College's protections also extend to veteran status or criminal record, unless the provisions of sections 46a-60(b), 46a-80(b), or 46a-81(b) of the Connecticut General Statutes are controlling, or if there is a bona fide occupational qualification foregoing. Discrimination on the basis of sex shall include sexual harassment as defined in section 46a-60(8) of Connecticut General Statutes. Although it is recognized that there are bona fide occupational qualifications that provide for exception from employment prohibitions, it is understood these exceptions are to be applied pursuant to Section 46a-68-33 of the administrative regulations.

Any student or staff person having a question or complaint pertaining to equal education and employment opportunity can take the following steps:

Contact Gregory Souza, the Equity and Diversity Officer, Title IX Coordinator, and ADA / Section 504 Coordinator, room C-131 TRCC Campus, or by telephone at (860) 215-9486

Make use of the College's Affirmative Action grievance procedures which are described in the Affirmative Action Plan. The Affirmative Action Plan is available in the College library's reserved reading area and also on the College's Intranet at <http://trweb.trcc.comnet.edu/>

Contact the State of Connecticut Commission on Human Rights and Opportunities (CHRO) at 25 Sigourney Street, Hartford, CT 06106, or by telephone at (860) 541-3400)

Contact the Boston office of the United States Equal Employment Opportunities Commission (EEOC), John Fitzgerald Kennedy Building, 475 Government Center, Boston, MA 02203, or by telephone at (800) 669-4000 or (800) 669-6820

Sexual Misconduct Resources and Education



If you have experienced sexual harassment, sexual assault, domestic violence, stalking, or any other form of sexual misconduct, there are people in the College and in the community who are ready to help you, no matter your race, sex, gender, or sexual orientation

**You have Rights. You have Options.
You have Advocates.**

On-Campus Support Services

To learn about your rights and options, please contact...

Gregory Souza

Title IX Coordinator
(860) 215-9486, A-116
GSouza@trcc.commnet.edu

Christine Languth

Interim Dean of Students
(860) 215-9003, A-116,
CLanguth@trcc.commnet.edu

Counseling and Advising

Room A-119
(860) 215-9017

Confidential Off-Campus Counseling & Advocacy Services

These community agencies offer:

- 24/7 crisis counseling services
- Court and law enforcement advocacy
- Help in receiving medical care
- Emergency shelter services

All services are completely free

The Sexual Assault Crisis Center of Eastern CT

78 Howard Street, 2nd Floor
New London, CT 06320
Office: (860) 442-0604
Hotline: (860) 437-7766
<http://www.sacceec.org/>

Safe Futures

326 Washington St,
Norwich, CT 06360
Office: (860) 886-4370
Hotline: (860) 701-6000 or 6001
<http://www.safefuturesct.org/>

Emergency & Medical Services

Campus Security

Room A-102 / Front Desk
(860) 215-9053

CT State Police, Troop E

PO Box 306
Uncasville, CT 06382
Office: (860) 823-3700

Backus Hospital

326 Washington St
Norwich, CT 06360
(860) 889-8331

- If you fear for your safety, please call 911
- You can report on-campus emergencies to campus security
- Sexual Assault Exams are available at all hospitals at no charge

**For more information, please visit the Three Rivers
Sexual Misconduct Website www.threerivers.edu/smre**

iii. Announcement Email – Launch of Sexual Misconduct Website

TO: ALL MEMBERS OF THE COLLEGE COMMUNITY
FROM MARY ELLEN JUKOSKI, PRESIDENT
DATE: OCTOBER 10, 2014
SUBJ: **SEXUAL MISCONDUCT WEBSITE LAUNCH**

Good Afternoon

We are pleased to announce that our website has recently expanded as part of Three Rivers' ongoing effort to ensure the health and safety of the campus community. This new page, www.threerivers.edu/smre, is dedicated to providing resources and education for those impacted by any form of sexual misconduct.

This website offers users all of the information necessary to learn what sexual misconduct is, how to report it, and how to seek help through both Three Rivers as well as the community organizations with which the College has partnered. These agencies, The Sexual Assault Crisis Center of Eastern Connecticut and Safe Futures, can provide free, 24/7, confidential crisis counseling and advocacy services, and their contact information is featured prominently throughout the site.

All members of the Three Rivers community are encouraged to explore this website and to learn more about this important issue. Please direct any questions or concerns to Three Rivers' Title IX coordinator,

Gregory Souza
Equity and Diversity Officer
Title IX / ADA / Section 504 Coordinator
(860) 215-9486, A-116

iv. Announcement Email – Equity and Diversity / Human Resources Website Launch

TO: ALL MEMBERS OF THE COLLEGE COMMUNITY
FROM MARY ELLEN JUKOSKI, PRESIDENT
DATE: DECEMBER 29, 2014
SUBJ: **EQUITY AND DIVERSITY WEBSITE LAUNCH**

Greetings everyone,

I am pleased to announce that our website [has expanded to include pages dedicated to Equity and Diversity at Three Rivers Community College](#). Here you will find our statement of non-discrimination, our 2012-13 Affirmative Action Plan, and a range of resources for those who feel they have been discriminated against.

You may direct any questions or concerns about the website to Three Rivers' Equity and Diversity Office,

Gregory Souza
Equity and Diversity Officer
Title IX / ADA / Section 504 Coordinator
(860) 215-9486, A-116
gsouza@trcc.commnet.edu.

v. [Board of Trustees Policy Against Sexual Harassment.](#)

Please Note: reproduced below is the Board of Trustees Policy Against Sexual Harassment. The Board of Regents has not yet approved a new replacement, and so the policies below are still in effect.

This policy is made available in the orientation materials provided to all new employees. It also hosted on the Three Rivers Community College website.

POLICY AGAINST SEXUAL HARASSMENT

Implementing Statement

What is Sexual Harassment?

Sexual harassment is a form of sex discrimination which is illegal under state and federal law and is also prohibited by the Board of Trustees' Nondiscrimination Policy. The Board's Policy recognizes that sexual harassment undermines the integrity of employer-employee and student-faculty-staff relationships and interferes with the right of all members of the College community to work and learn in an environment free from harassment. Such conduct will not be tolerated.

Sexual harassment may be described as:

Any unwelcome sexual advance or request for sexual favors, or conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, (2) submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive employment or education environment.

Sexual harassment may be verbal, visual or physical. It may be overt or implicit and may, but need not, have tangible adverse effects on the victim's employment or learning experience.

Examples of conduct which may constitute sexual harassment include but are not limited to:

- Sexual flirtation, touching, advances or propositions
- Verbal abuse of a sexual nature
- Pressure to engage in sexual activity
- Graphic or suggestive comments about an individual's dress or appearance
- Use of sexually degrading words to describe an individual
- Display of sexually suggestive objects, pictures or photographs
- Sexual jokes
- Stereotypic comments based upon gender
- Threats, demands or suggestions that retention of one's employment or educational status is contingent upon toleration of or acquiescence in sexual advances.

The perpetrator of sexual harassment, like the victim of such conduct, may be a man or a woman. Sexual harassment may involve individuals of the same or opposite sex and, in the College environment, may involve an employee and a student, an employee and another employee or a student and another student. Harassment in any of these relationships is a violation of the Board's policy.

Because of the power relationship between faculty and student, and between supervisor and subordinate employee, freedom of choice may be compromised in such relationships. Accordingly, this policy holds that where a faculty member or professional staff member has responsibility for a student through teaching, advising, supervision or other obligation, romantic or sexual liaisons between such persons shall be deemed a violation of this policy. Romantic or sexual liaisons between supervisors and subordinate employees, while not prohibited are strongly discouraged.

It should be noted, additionally, that retaliation against a person for complaining or being associated in any way with the resolution of a complaint of sexual harassment also violates Board policy.

What To Do If You Are The Victim of Sexual Harassment

When an employee or student feels that he or she has been the victim of sexual harassment he or she should report such incident(s) to a College official.

Employees may report incidents of sexual harassment to the Dean of the area of the College in which the individual is involved, the College Affirmative Action Officer, or another College official who has been designated by the President as a recipient of such complaints.

Students may report incidents of sexual harassment to the Dean of Students or to such other College official as the President may have designated. Nothing shall prevent students from speaking to a college counselor about their concerns. However, such communications is not a substitute for filing a complaint of sexual harassment with an appropriate College designee.

A claim that an employee of a third party contractor has engaged in sexual harassment on College premises or in connection with the performance of the third party contract should be reported immediately either to the President or to another appropriate College official as set forth in this document. The President will ensure that appropriate follow-up action is taken.

Depending on the nature of the complaint and the desires of the complainant, the College official to whom the complaint has been made may attempt to resolve the complaint informally. Any informal resolution of a complaint must be approved by the College President. No person shall be forced to pursue informal avenues of resolution before filing a formal complaint of sexual harassment.

If informal resolution is not possible or appropriate, a written complaint would be filed in accordance with the existing Affirmative Action Grievance Procedure for employees (see Board Policy 2.1.3) or Student Grievance Procedure for students (see Board Policy 5.2.2).

For employees, a written complaint should be filed within fifteen (15) calendar days of the alleged harassment. This time frame may be extended by up to fifteen (15) additional calendar days if efforts at informal resolution have been made.

For students, a written complaint should be filed within thirty (30) days of the date the grievant knew or should have known of the alleged harassment. However, where the alleged harasser is a faculty member

and the complainant is, at the time of the acts complained of, a student in that faculty member's class, the complaint should be filed no later than fifteen (15) days after the end of the semester.

When a formal complaint of sexual harassment is received, it will be investigated by the College. The rights of all persons involved in the investigation shall be respected and every effort will be made to protect the confidentiality of both the alleged victim and the alleged harasser. Toward this end, only persons with a need to know shall be made privy to the complaint. However, complete anonymity cannot be assured, given the College's obligation under the law to investigate and take appropriate action in all cases of sexual harassment.

All complaints of sexual harassment shall be taken seriously. It is expected that complaints will be made in good faith, however. Frivolous or vexatious complaints can cause irremediable damage to the reputation of an accused person, even though he or she is subsequently vindicated. Therefore, any person who files a false complaint of sexual harassment shall himself or herself be subject to disciplinary action, up to and including termination, if an employee, or expulsion, if a student.

In addition to invoking the available grievance procedure, an employee who believes he or she has been sexually harassed may file a complaint with the Connecticut Commission on Human Rights and Opportunities, 25 Sigourney Street, Hartford, CT 06106 and/or with the Equal Employment Opportunity Commission, One Congress Street, Boston Massachusetts 02114, within 180 days of the date when the harassment occurred.

A student who believes he or she has been sexually harassed may, in addition to the available grievance procedure, file a complaint with the federal Office for Civil Rights, U.S. Department of Education (Region 1), John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, Massachusetts 02109.

Publication of Sexual Harassment Policy

This document shall be distributed to all members of the College community. Notice of the Board's policy against sexual harassment also shall be given to any independent contractor with whom a College has a business relationship, as a mandatory part of that contract.

Training

Training in the implementation of the Board's policy against sexual harassment and in sexual harassment prevention shall be provided for all supervisory employees, in accordance with the provisions of State law. Attendance at such training sessions shall be mandatory. In addition, awareness and sensitivity training for all employees and students is strongly encouraged.

The College is nearing the end of its 2009-14 Strategic Priorities and Goals, and so the continuation of those plans are produced in the next section

Priorities

Priorities for college development were identified through an extensive planning process that included internal and external listening sessions and analysis of published documents and reports describing regional trends and economic, demographic and occupational projections. The Strategic Planning team identified six priorities through intensive analysis and collective action that build on the strengths of the College and that optimally use its resources. Each is integral to the TRCC's continuing development and success, therefore the priorities listed below are not presented in order of importance.

1. FACILITATE AND SUPPORT STUDENT SUCCESS

Key Action Steps:

TRCC will provide:

- a seamless transition to 4-year colleges and universities
- clear educational and career pathways
- programs that connect students to careers through internships, credentialing and certification
- resources to develop college-level academic skills including support for tutoring, distance learning, advising and computer and information literacy
- a simplified and streamlined enrollment process
- systems and processes that are easily navigated by students
- opportunities for civic engagement and personal development
- outreach services that prepare students for collegiate study before they arrive on campus
- academic rigor in all programs, courses and curricula culminating in transfer and workplace success
- multiple delivery options to students (on-ground/traditional, on-line and hybrid) programs and courses

Performance Indicators:

- Semester-to-semester retention
- Achievement of student learning goals
- Graduation rate
- Credits completed
- Transfer rate
- Attainment of job related to curriculum
- Attainment of advanced educational degrees

2. ENSURE RESPONSIVENESS AND RELEVANCE OF CURRICULA, SERVICES AND DELIVERY SYSTEMS TO CONSTITUENCY NEEDS

Key Action Steps:

TRCC will:

- continually identify and respond to changing educational needs of the regional population
- align curricula with regional educational and workforce needs
- enhance communication with community constituencies regarding program and service offerings and college resources
- make expertise and educational resources available to the community
- systematically solicit information about employer educational and workforce needs through on-going contact with employers
- create and share memoranda of understanding outlining expectations, collaboration and delivery of services between TRCC and key constituencies

Performance Indicators:

- Evidence of curricular and program changes
- Employer satisfaction ratings
- Number of memoranda of understanding generated with employers
- Placement rate of students
- Relationship of job to program or curriculum field
- Ratings of employer satisfaction

3. ESTABLISH WORKING PARTNERSHIPS AND COLLABORATION WITH SENDING AND RECEIVING ORGANIZATIONS

Key Action Steps:

TRCC will:

- work closely with K-12 schools to identify areas of mutual benefit (developmental skills preparation, professional development, college preparedness, retention to diploma/degree, etc.)
- improve articulation and communication with 4-year colleges and universities to ensure that courses, curricula and degree requirements lead to successful transfer
- partner with 4-year colleges and universities to offer programs, courses and curricula on TRCC’s campus
- establish mutual gain partnerships with employers
- serve as a catalyst for regional economic development by bringing together key community partners

Performance Indicators:

- Evidence of active partnerships with K-12 schools (programs, activities, agreements, etc.)
- Evidence of improved articulation with 4-year colleges (expression of satisfaction with articulation by 4-year college officials)
- Number of 4-year courses offered on-campus at TRCC
- Number of partnerships with employers
- Activities geared toward regional economic development initiated by TRCC

4. ESTABLISH AND AFFIRM A BRAND IDENTITY THAT DISTINGUISHES THE COLLEGE AS A FIRST CHOICE EDUCATIONAL PROVIDER IN THE SERVICE REGION

Key Action Steps:

TRCC will:

- engage members of the college community in brand development
- distinguish and augment elements of TRCC’s unique identity with key constituencies

- develop a comprehensive marketing plan
- create a synergy with partners in the community to foster brand recognition
- leverage resources using brand recognition to create working partnerships
- position TRCC effectively for resource acquisition and use through alignment with higher education partners in Connecticut

Performance Indicators:

- Clear statement of brand for TRCC
- Development and implementation of a comprehensive marketing plan
- Evidence of faculty/staff understanding and commitment to brand
- Evidence provided by external constituencies of TRCC becoming a “go to” first step for a baccalaureate degree

5. FOSTER A CULTURE OF INCLUSIVENESS, COLLABORATION AND INNOVATION

Key Action Steps:

TRCC will:

- reaffirm and connect the college community to organizational core values
- promote a college culture that encourages risk taking, innovation and entrepreneurial pursuit
- promote a culture that values and acknowledges the contributions of individuals
- develop and institutionalize a process to encourage and promote new initiatives and innovation
- systematically provide opportunities for employee development and continuous improvement

Performance Indicators:

- Evidence of employee satisfaction
- Number and frequency of initiatives undertaken
- Frequency of, and value-added by, opportunities for professional and career growth and development for employees

6. EXERCISE RESPONSIBLE STEWARDSHIP OF RESOURCES

Key Action Steps:

TRCC will:

- systematically identify and evaluate the utilization of resources (people, facilities, energy, processes, funding and time)
- implement measures to improve the efficient use of resources
- identify all possible sources of revenue and generate alternative sources of revenue

Performance Indicators:

- Increase funding stream for operations by 1 percent over previous year
- Evidence of enhancement in annual report of metrics provided to governance bodies (human resource metrics, funding streams, student enrolment and graduation)
- Year-to-year cost savings
- Evidence of revenue enhancement through alternative sources

Strategic Intent

Three Rivers Community College aspires to the goal of becoming a premier provider of postsecondary education and training in southeastern Connecticut. Our 2013-2016 Strategic Plan, *Bridging to the Future*, is a step into the future in partnership with people and organizations in southeastern Connecticut and the State of Connecticut. Standing in the way of our aspiration are resources—both tangible and intangible—that must be leveraged in order to achieve our stated priorities. We are a strong and respected institution that makes a valuable contribution to learners and communities alike in our service region. Our resilience is evident in our ability to weather tidal waves of change that have occurred since our establishment as a unified institution in 1992: delivering education on geographically separate campuses for seventeen years; navigating contractual bargaining agreements with six different unions; enduring waves of budget reduction stemming from the national and state economic recession beginning in 2007; coping with a sudden and dramatic change in public higher education governance in 2011 that merged public 2-year and 4-year colleges (other than UConn) in one system; and undergoing intensive change in internal operating systems and procedures initiated by a new governing board and postsecondary education system.

Unquestionably, these challenges have created constraints to development. If viewed in broad perspective, however, they also open opportunity. As a learning community, we have the opportunity to come together to build on our rich intellectual and learning resources, our established base within the community, and our unparalleled physical and technological resources. More than ever before, we are at the cusp of an opportunity to establish a shared sense of community—the community that was in place at each of two geographically separate campuses that must now establish itself on a unified campus. There is no going back to the old—the only path for our College is one of going forward into the future as a united learning community. This path is one of collegiality, collaboration, teamwork and continuous improvement. The 2013-2016 strategic plan provides the building block for a process of change that must occur to enable us to achieve our aspiration and potential as a premium provider of postsecondary education in Southeastern Connecticut.

vii. President’s Cabinet Minutes – Update on Affirmative Action Program Status / Non-Discrimination Efforts

Date: Tuesday, July 22, 2014

Present: President Jukoski, Betty Baillargeon, Ann Branchini, June Decker, Steve Goetchius, Mike Lopez, Marge Valentin, Christine Languth, Meghan La Casse & Greg Souza

Absent with cause: Louise Summa

Topic	Discussion	Action
CHRO Hearing	Greg Souza, Equity & Diversity Officer, provided an overview of TRCC’s hearing with the CHRO on July 9, 2014. At this time TRCC’s Affirmative Action plan has not been approved due to a lack of an appropriate designee. The CHRO has rescinded TRCC’s biennial review status. This was an expected decision. Going forward, Greg Souza has created comprehensive processes for our one-year review.	NA
Fall Enrollment	Christine provided an enrollment update. Overall, headcount is down 3.5% and FTE is down 3.2% from this time last year. Current recruiting efforts are targeting students who have applied but not registered for classes yet. TRCC will also be hosting a joint Go Back to Get Ahead event on August 5 th with Manchester Community College, Charter Oak & Eastern.	NA
Grants Memo	The Board of Regents is consolidating grant applications to a central “Office of Sponsored Programs”. This department will target large grants that span across multiple institutions. Individual institutions can still apply for local grants. Ann Branchini has asked for an internal review of TRCC’s grant process	Ann B. would like to follow-up on TRCC’s internal grant process.
Professional Memberships	President Jukoski provided a list of institutional memberships and asked for everyone to review for any missing memberships. In addition, she has asked the deans to evaluate the usefulness of memberships.	Deans reviewing list for missing memberships; review memberships for usefulness.
Professional Development	President Jukoski asked the Deans to submit any requests for professional development to Meghan. There will be a single review period for all requests based on available funds.	Submit requests for professional development funds to Meghan by Sept.5, 2014

viii. President’s Cabinet Minutes – Update on Title IX / Non-Discrimination Program

Date: Tuesday, July 29, 2014

Present: President Jukoski, Betty Baillargeon, Ann Branchini, June Decker, Steve Goetchius, Mike Lopez, Marge Valentin, Christine Languth, Meghan La Casse, Laura Qin, Jacqueline Sironen, Rhonda Spaziani, Greg Souza, Louise Summa & Heidi Zenie

Topic	Discussion	Action
Title IX Website Changes	Greg Souza showed Cabinet members the updates to the TRCC website that make the dissemination of information regarding Title IX more readily available. The purpose of the website overhaul is to create a transparent system that allows faculty, staff and students to access any information relating to sexual misconduct and education in a clear and speedy manner.	NA
Convocation Fall 2014	Heidi Zenie presented on the survey results regarding Convocation (see Attachment 1). The general responses were that faculty and staff would prefer a more informal, lunchtime event. The date will be September 3 rd as scheduled beginning at noon in the multipurpose room with a brief program to welcome the community back for the Fall 2014 semester.	More information to follow from Convocation committee
Spring Scholarship Ball	Rhonda Spaziani and Jacqueline Sironen from Student Programs are organizing the first annual Spring Scholarship Ball for students, faculty and staff to raise money for the departmental awards. The event will be a formal dinner & dance at the Norwich Holiday Inn on February 28 th . See Attachment 2	NA
Student Work Allocations/Procedures	Christine provided a breakdown of the student worker budgets along with the form to be completed for hiring student workers. Christine, Ann, Hong-Yu and Human Resources will be meeting in the upcoming weeks to present a process to streamline the hiring and job assignments of student workers. See Attachment 3	Meeting to create process for hiring student workers and a presentation to Cabinet by the end of September

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External Communication - Overview

Three Rivers Community College is an Affirmative Action/Equal Opportunity Employer. Consistent with that posture, written and verbal expression of the College's commitment to Affirmative Action and notice of job availability is routinely communicated to individuals and organizations that can and do refer qualified applicants to the College.

Bidders, contractors, subcontractors, and suppliers of materials are notified of the agency's Affirmative Action policy on an on-going basis. Similarly, these entities are put on notice that Three Rivers Community College will not knowingly do business with any bidder, contractor, subcontractor, or supplier of materials who knowingly discriminates against members of any class protected under section 4a-60 of the Connecticut General Statutes.

Our Affirmative Action tagline is in compliance with Affirmative Action requirements relative to age and gender. Our tagline clearly conveys the desire of Three Rivers Community College to employ members of protected classes, and it omits reference to age and gender.

Pursuant to section 46a-68-35(b)(4) non-discrimination and Affirmative Action clauses have been included in all collective bargaining agreements to which employees of Three Rivers Community College are a party of. Section 46a-68-35(b)(4) specifically requires that the non-discrimination and Affirmative Action clauses be included within the collective bargaining agreements to which the state or any agency listed in Appendix A of the Affirmative Action Regulations is a party and that is true. An example of such language is that which appears in the contract between the BOARD OF TRUSTEES OF COMMUNITY-TECHNICAL COLLEGES and the CONGRESS OF CONNECTICUT COMMUNITY COLLEGES and AFSCME, LOCAL 2480, COUNCIL 4.

(Please Note: No new union contracts have been negotiated under the new Board of Regents. Not all language is congruent with modern terminology).

Section 2. Nondiscrimination

The Board and the Congress shall continue their policy of not discriminating against any member of the bargaining unit on the basis of race, color, religious creed, national origin, ancestry, sex (including sexual harassment), sexual orientation, age, marital status, political affiliation, or present or past history of mental disorder, developmental disability, learning disability or physical disability, criminal record, or opposition to discrimination, as required by any federal or Connecticut statute or regulations pursuant thereto. (No new union contracts have been negotiated under the new Board of Regents).

The Board and the Congress agree not to discriminate against bargaining unit members based upon membership or fee paying status in any union representing employees of the Board of Trustees. The parties acknowledge their mutual support of the concept of Affirmative Action. In the event that a problem arises between the parties concerning Affirmative Action, it may be raised at a meeting between the union and representatives of the Board but not through the grievance and arbitration provisions of this Agreement. *(No new union contracts have been negotiated under the new Board of Regents).*

Notice of the availability of the College's Affirmative Action Plan is sent out to the entire College community via email. The plan is available to all employees and students to review throughout the calendar year. In accordance with section 46a-68-35(a)(4) of the Affirmative Action Regulations, each of

the unions that represent College employees are sent letters notifying them that the College is an Affirmative Action / Equal Opportunity Employer and they are invited to review the plan and provide comments to the Equity and Diversity Officer. Copies of the relevant letters are contained elsewhere in this section.

The College initiates and undertakes aggressive, positive relationship-building activity to ensure that Affirmative Action is more than a paper commitment. Consistent with that effort, the College maintains and continually updates a list of the names and addresses of individuals, organizations, colleges, recruiting sources, publishers and unions capable of referring or informing qualified applicants for employment.

During the calendar year of 2014, the College advertised and filled six (6) permanent, full-time positions. These positions were advertised internally to the College community as well as in national and/or local publications as appropriate to ensure that the vacancies were made known to all qualified candidates. The Presidential Search constituted a seventh (7th) hire, though much of that process was administered by a third party. For more information on the Presidential Search, please review the Goals Analysis section.

The College has been working with the other Community Colleges in the System to share applicant pools in an effort to broaden pool diversity particularly in areas such as nursing and mathematics where recruiting qualified applicants has been very challenging.

With regard to bidders, contractors, subcontractors and providers of materials, the participation of minority business enterprises meeting qualifications established in regulations pursuant to Section 4a-61 of the Connecticut General Statutes or federal law are solicited and encouraged. The Purchasing Office has taken an affirmative lead in seeking out both "good faith" and "set-aside" opportunities, and, thus, Three Rivers has generally been successful in satisfying the SBE/MBE Supplier Diversity Goals over the past five years.

The College will not knowingly do business with any entity that has been barred from participation in any federal or state contract program or found to be in violation of any federal or state anti-discrimination law. This commitment is documented in the "Non-Discrimination" section on the back of the standard purchase order used by the College. The College also encourages bidders, contractors, subcontractors and suppliers of materials to develop and implement their own internal Affirmative Action Plans.

The College maintains the names and addresses of each organization, recruiting source, bidder, contractor, subcontractor, supplier of materials, publisher and union receiving notice of agency policy; date of notice; and copies of all communications, statements, advertising, and contract provisions with the above groups and/or individuals. We also maintain a list of recruiting sources and dates of meetings with these recruiting sources.

Community College Distribution Mailing List for Job Announcements

Asnuntuck Community College
170 Elm Street
Enfield CT 06082

Capital Community College
950 Main St, Hartford
Hartford CT 06105

Gateway Community College
60 Sargent Drive
New Haven CT 06511

Housatonic Community College
900 Lafayette Boulevard
Bridgeport CT 06604

Manchester Community College
60 Bidwell Street
Manchester CT 06040

Naugatuck Valley Community College
750 Chase Parkway
Waterbury CT 06708

Middlesex Community College
100 Training Hill Road
Middletown CT 06457

Northwestern CT Community College
Park Place
Winsted CT 06098

Norwalk Community College
188 Richards Avenue
Norwalk CT 06854

Quinebaug Valley Community College
742 Upper Maple Street
Danielson CT 06239

Tunxis Community College
271 Scott Swamp Road
Farmington CT 06032

AFSCME Council 4
444 East Main Street
New Britain CT 06051

Administrative & Residual P-5 Union
141 Washington Street
Hartford CT 06106

Protective Services NP-5 Union
141 Washington Street
Hartford CT 06106

(CEUI) CT Employees Union
110 Randolph Road
Middletown CT 06457

Congress of Connecticut Community
Colleges
907 Wethersfield Avenue
Hartford, CT 06114

Non-CONNSCU / Historically Black College Mailing List

The following pages show the Affirmative Action community mailing list and list of Historically Black Colleges, which were utilized in our external full-time searches.

ALABAMA A & M UNIVERSITY
DIRECTOR OF PLACEMENT
Huntsville, AL 35762

ALABAMA STATE UNIVERSITY
DIRECTOR OF PLACEMENT
Montgomery, AL 36195

ALCORN STATE UNIVERSITY
DIRECTOR OF PLACEMENT
LOMAN, MS 39096

CENTRAL STATE UNIVERSITY
Director of Placement
Wilberforce, OH 45384

CHEYNEY UNIVERSITY
Director of Placement
Cheyney, PA 19319

CHICAGO STATE UNIVERSITY
Director of Placement
Chicago, IL 60628

CLARK ATLANTA UNIVERSITY
Director of Placement
Atlanta, GA 30314

DELAWARE STATE COLLEGE
Director of Placement
Dover, DE 19901

DILLARD UNIVERSITY
Director of Placement
New Orleans, LA 70122

ELIZABETH CITY STATE UNIVERSITY
Director of Placement
Elizabeth City, NC 27909

FAYETTEVILLE STATE UNIVERSITY
Director of Placement
Fayetteville, NC 28301

FLORIDA A & M UNIVERSITY
Director of Placement
Tallahassee, FL 32307

GRAMBLING STATE UNIVERSITY
Director of Placement
Grambling, LA 71245

HAMPTON UNIVERSITY
Director of Placement
Hampton, VA 23668

HOWARD UNIVERSITY
Director of Placement
Washington, DC 20059

JACKSON STATE UNIVERSITY
Director of Placement
Jackson, MS 39217

JOHNSON C. SMITH UNIVERSITY
Director of Placement
Charlotte, NC 28216

LINCOLN UNIVERSITY
Director of Placement
Jefferson City, MO 65101

LINCOLN UNIVERSITY
Director of Placement
Lincoln, PA 19352

MORGAN STATE UNIVERSITY
Director of Placement
Baltimore, MD 21239

NORFOLK STATE UNIVERSITY
Director of Placement
Norfolk, VA 23504

NORTH CAROLINA A & T UNIVERSITY Director of Placement Greensboro, NC 27411	NORTH CAROLINA CENTRAL UNIVERSITY Director of Placement Durham, NC 27707	SOUTH CAROLINA STATE COLLEGE Director of Placement Orangeburg, SC 29042
SOUTHERN UNIVERSITY AT BATON ROUGE Director of Placement Baton Rouge, LA 70813	SOUTHERN UNIVERSITY AT NEW ORLEANS Director of Placement New Orleans, LA 70126	SOUTHERN UNIVERSITY AT SHREVEPORT Director of Placement Shreveport, LA 71107
SOUTHERN UNIVERSITY SYSTEM Director of Placement Baton Rouge, LA 70813	TENNESSEE STATE UNIVERSITY Director of Placement Nashville, TN 37203	TEXAS SOUTHERN UNIVERSITY Director of Placement Houston, TX 77004
TUSKEGEE UNIVERSITY Director of Placement Tuskegee, AL 36088	UNIVERSITY OF ARKANSAS Director of Placement Pine Bluff, AR 71601	UNIVERSITY OF THE DISTRICT OF COLUMBIA Director of Placement Washington, DC 20008
UNIVERSITY OF MARYLAND EASTERN SHORE Director of Placement Princess Anne, MD 21853	VIRGINIA STATE UNIVERSITY Director of Placement Petersburg, VA 23803	VIRGINIA UNION UNIVERSITY Director of Placement Richmond, VA 23220
WILBERFORCE UNIVERSITY Director of Placement Wilberforce, OH 45384	WINSTON-SALEM STATE UNIVERSITY Director of Placement Winston-Salem, NC 27110	XAVIER UNIVERSITY Director of Placement New Orleans, LA 70125
DIRECTOR OF PLACEMENT BOSTON UNIVERSITY 121 Bay Street Rd. Boston, MA 02215	DIRECTOR OF PLACEMENT BOSTON COLLEGE Chestnut Hill Boston, MA 02167-9991	DIRECTOR OF PLACEMENT M.I.T. Massachusetts Institute of Technology 77 Massachusetts Avenue Cambridge, MA 02139-4307
DIRECTOR OF PLACEMENT UNIVERSITY OF MASSACHUSETTS Amherst, MA 01003-0120	DIRECTOR OF PLACEMENT HOWARD UNIVERSITY 2400 Sixth St., N.W. Washington, D.C. 20059-0002	DIRECTOR OF PLACEMENT UNIVERSITY OF CONNECTICUT Storrs, CT 06269
DIRECTOR OF PLACEMENT EASTERN CONNECTICUT STATE UNIVERSITY Willimantic, Ct 06226-2295	DIRECTOR OF PLACEMENT CENTRAL CONNECTICUT STATE UNIVERSITY New Britain, CT 06050-4010	DIRECTOR OF PLACEMENT SOUTHERN CONNECTICUT STATE UNIVERSITY 501 Crescent Street New Haven, CT 06515-1355

DIRECTOR OF PLACEMENT
WESTERN CONNECTICUT STATE
UNIVERSITY
181 White Street
Danbury, CT 06810-6885

DIRECTOR OF PLACEMENT
UNIVERSITY OF CONNECTICUT AT
HARTFORD
2131 Hillside Road
Storrs, CT 06269

DIRECTOR OF PLACEMENT
UNIVERSITY OF RHODE ISLAND
Kingston, RI 02881

THE CONNECTICUT DIVERSITY COUNCIL
C/O THE HARTFORD GRADUATE CENTER
275 Windsor Street
Hartford, CT 06120

Director of Placement
UNIVERSITY OF RHODE ISLAND
75 Lower College Rd. Suite 2
Carlotti Admin. Building
Kingston, RI 02881

EXEC. DIRECTOR
CENTRO DE LA COMUNIDAD
109 Blinman Street
New London, CT 06320

ROCCO TRIRICCO, EXEC. DIRECTOR
OIC OF NEW LONDON COUNTY
New London, CT 06320

SPANISH ACTION COUNCIL INC.
81 w. Main Street #4
Waterbury, CT 06702-2006

Director of Placement
EASTERN CT STATE UNIVERSITY
83 Windham St., Shafer Hall
Room 9
Willimantic, CT 06226-2295

SPANISH AMERICAN DEVELOPMENT
AGENCY
1317 State Street
Bridgeport, CT 06605

ARTHUR POOLE
DEPT. OF HIGHER EDUCATION
61 Woodland Street
Hartford, CT 05105-2391

Affirmative Action Officer
COMMUNITY COLLEGE OF
PHILADELPHIA
Philadelphia, PA 19130

Affirmative Action Officer
MASSOIT COMMUNITY COLLEGE
Brockton, MA 02402

SHILOH BAPTIST CHURCH
1 Garvin Street
New London, CT 06320

DR. ANTONIO PEREZ
BOROUGH OF MANHATTAN
199 CHAMBERS STREET
NEW YORK, N.Y. 10007

CAREER SERVICES
Connecticut College
270 Mohegan Avenue
New London, CT 06320

Affirmative Action Officer
CAPE COD COMMUNITY COLLEGE
WEST BARN STABLE, MA 02668

BOSTON COLLEGE
Office of AHANA
Chestnut Hill, MA 02167-3836

PERSONNEL
ROXBURY COMMUNITY COLLEGE
1234 Columbus Avenue
Boston, MA 02120

Affirmative Action Officer,
BUNKER HILL COMMUNITY
COLLEGE
New Rutherford Avenue
Charlestown, MA 02129

CHILD & FAMILY SERVICES
1680 Albany Avenue
Hartford, CT 06105

DEPT. OF SOCIAL SERVICES
25 Sigourney Street
Hartford, CT 06106

Career Services
UMASS/BOSTON
Boston, MA 02125

LEARN
44 HATCHETTS HILL RD
OLD LYME, CT 06371-1512

CT. ASSOC. FOR HUMAN SERVICES
110 Bartholomew Avenue
Hartford, CT 06106

N.A.A.C.P.
NEW LONDON BRANCH
P.O. Box 987
New London, CT 06320

URBAN LEAGUE OF GREATER
HARTFORD
P.O. Box 320590
Hartford, CT 06132-0590

Community Renewal Team
555 Windsor Street
Hartford, CT 06120

STATE PRIDE
1841 Broad Street
Hartford, CT 06114

CT DEPT. OF LABOR
200 Foley Brook Blvd.
Wethersfield, CT 06109

SYSTEM OFFICER FOR EQUITY &
DIVERSITY AWARENESS
BOARD OF TRUSTEES
61 Woodland Street
Hartford, CT 0610

MULTICULTURAL COUNSELOR
NORWICH FREE ACADEMY
305 Broadway
Norwich, CT 06360

PRESIDENT
LBS HUMAN RESOURCE
CONSULTANTS
85 Church Street
Norwich, CT 06360

MAYOR OF NEW LONDON
181 State Street
New London, CT 06320

PRESIDENT
NORWICH NAACP
P.O. Box 24
Norwich, CT 06360

T.V.C.C.A.
1 Sylvandale Road
P.O. Box 215
Jewett City, CT 06351

THE DROP IN LEARNING CENTER
45 Broad Street
New London, CT 06320

EXECUTIVE DIRECTOR
S.A.D.A. INC.
1317 State Street
Bridgeport, CT 06605

SECRETARY
Dept. of Higher Education
61 Woodland Street
Hartford, CT 06105

EXECUTIVE DIRECTOR, DR. MARTIN
LUTHER KING JR. COMMUNITY CENTER
21 Fairmount Street
Norwich, CT 06360

GREENWICH NAACP
P.O. Box 1015
Greenwich, CT 06830

MOHEGAN TRIBE OF INDIANS OF
CT
1 Mohegan Sun Blvd
Uncasville, CT 06382

EXEC. DIRECTOR, CT WOMEN'S
EDUCATION & LEGAL FUND
135 BROAD STREET
HARTFORD, CT 06105-3701

UNIVERSITY OF CT SCHOOL OF
SOCIAL WORK
1798 Asylum Avenue
West Hartford, CT 06117

PRINCIPAL NEW LONDON HIGH
SCHOOL
490 Jefferson Avenue
New London, CT 06320

Career Services
UNIVERSITY OF BRIDGEPORT
380 University Avenue
Bridgeport, CT 06601

GREATER HARTFORD NAACP
P.O. Box 1012
Hartford, CT 06143

RELIANCE HOUSE, INC.
40 Broadway
Norwich, CT 06360

BEULAH LAND CHURCH OF GOD IN
CHRIST
63 Church St., P.O. box 268
Norwich, CT 06360

DIRECTOR. NATIONAL PUERTO
RICAN FORUM
95 Park Street
Hartford, CT 06106

EXEC. DIRECTOR, JUNTA FOR
PROGRESSIVE ACTION
169 Grand Avenue
New Haven, CT 06513

EXECUTIVE DIRECTOR
LA CASA DE PUERTO RICO
48 Main Street
Hartford, CT 06106

DAS/STATE
PERSONNEL/EMPLOYMENT
RELATIONS-Aff. Action
165 Capitol Avenue
Hartford, CT 06106

MASHANTUCKET PEQUOT TRIBAL
NATION HUMAN RESOURCES
DEPARTMENT
25 Norwich-Westerly Rd
N. Stonington, CT 06359

EXECUTIVE DIRECTOR
CASA BORICUA DE MERIDEN
204 Colony Street
Meriden, CT 06450

EXECUTIVE DIRECTOR
SAN JUAN CENTER
1293 Main Street
Hartford, CT 06103

HEAD BUSINESS,
INDUSTRY&TECHNOLOGY
SILAS BRONSON LIBRARY
267 Grand Street
Waterbury, CT 06702-1981

URBAN LEAGUE OF GREATER
HARTFORD, WORKFORCE DEV. CASE
MANAGER
P.O. BOX 320590
HARTFORD, CT 06132-0590

PRINCIPAL, BLOOMFIELD HIGH
SCHOOL
HUKLEBERRY LANE
BLOOMFIELD, CT 06002

Union Letters

The letter reproduced below was distributed to each union referenced in the Affirmative Action Plan

8/18/2014

Dear Union Leader,

In accordance with the Connecticut Affirmative Action Regulations section 46a-68-35(a)(4) this letter serves to inform you that Three Rivers Community College in Norwich Connecticut is an Affirmative Action Employer and, as such, is required to prepare and submit an Affirmative Action Plan to the Connecticut Commission on Human Rights and Opportunities in April on a biennial basis.

A copy of the college's Affirmative Action Plan is placed in the college library for public review. We invite you to review the plan and submit any comments that you may have to Gregory Souza, the college's Equity and Diversity Officer, at gsouza@trcc.commnet.edu <mailto:grezendes@trcc.commnet.edu> or at the address below.

Sincerely,

Gregory Souza
Equity and Diversity Officer
Title IX Coordinator
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360

Minority Set Aside Program Reports

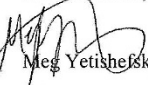
This section contains documentation describing the College's most recent financial commitments to minority set aside programs. Additionally, this section includes all relevant correspondence with the Department of Administrative Services.

Fiscal Year 2013-2014 Goal Letter

Memorandum

To: Gayle O'Neill, Three Rivers Community College Director of Finance

CC: Commission on Human Rights and Opportunities - Contract Compliance Unit
Grace S. Jones, President

From:  Meg Yetishelsky, Program Manager, Supplier Diversity Program

Date: January 30, 2014

Re: FY 2013-2014 Small/Minority Business Goal Report
Three Rivers Community College

This memo is to inform you that the DAS, Supplier Diversity Unit has received your agency's FY13-14 S/MBE goal report outlining the agency adopted budget and subsequent funds available for S/MBE purchases for FY13-14.

As indicated in CGS, 4a-60g, as amended by Public Act 13-304, "twenty-five percent of the total value of the annual budget for all contracts (including construction, rehabilitation, or rehabilitation of public buildings, the construction and maintenance of highways and the purchasing of goods and services) shall be set-aside for Small Businesses and of that computed amount, twenty-five percent must be awarded to Minority Businesses Enterprises."

A review of the agency submission has indicated the following:

Line 1: Total Agency Adopted Budget for FY 14 :	\$ 39,276,424
Line 2: Amount Available for S/MBE program : (after allowable deductions/exemptions)	\$ 1,726,043
Line 3: 25% of Line 2 - total set aside for Small/Minority Business Enterprise :	\$ 431,511
Line 4: 25% of Line 3 - total set aside for only Minority Business Enterprise :	\$ 107,878

The commitment of each state agency and political subdivision to set aside opportunities for Small/Minority Businesses will assist in the economic growth of the Connecticut Small Minority Businesses community.

The DAS, specifically the Supplier Diversity Unit will continue to offer the training needed to each state agency and political subdivision to facilitate the compliance of their annual S/MBE goal. The DAS, Supplier Diversity representative assigned to your agency is Stan Kenton. Questions regarding the agency Small/Minority Business goal report should be directed to Stan Kenton at Stanley.Kenton@ct.gov or (860) 713-5241.

Attachment

FY14 THREE RIVERS COMMUNITY COLLEGE

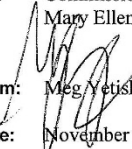
AMOUNTS REQUESTED BY AGENCY

DESCRIPTION		Page-2 Federally Funded Expenditures	Page-3 Non- Purchasing Budgeted Exp.	Page-4 Statute Required Budgeted Exp.	Page-5 Requested Exemptions	Total Deductions + Exemptions
Total Agency Adopted Budget	\$ 39,276,424	\$ 7,908,275	\$ 29,194,832	\$ 78,100	\$ 555,174	\$ 37,736,381
Budget Available for Small Contractor Program	\$ 1,540,043	Notes or Comments:				
Annual SBE Goal	\$ 385,011					
Annual MBE Goal	\$ 96,253					

AMOUNTS APPROVED BY DAS

DESCRIPTION		Page-2 Federally Funded Expenditures	Page-3 Non- Purchasing Budgeted Exp.	Page-4 Statute Required Budgeted Exp.	Page-5 Requested Exemptions	Total Deductions + Exemptions
Total Agency Adopted Budget	\$ 39,276,424	\$ 7,908,275	\$ 29,194,832	\$ 78,100	\$ 369,174	\$ 37,550,381
Budget Available for Small Contractor Program	\$ 1,726,043	Notes or Comments: The exemptions for Pipes & Roads, LLC (Snow Plowing) - \$150,000 and Wllimantic Waste (Trash Removal) - \$36,000 were not approved. The DAS, Supplier Diversity Program has several companies currently certified that provide these services.				
Annual SBE Goal	\$ 431,511					
Annual MBE Goal	\$ 107,878					

Memorandum

To: Gayle O'Neill, Three Rivers Community College Director of Finance
CC: Commission on Human Rights and Opportunities - Contract Compliance Unit
Mary Ellen Jukoski, President
From:  Meg Yetishefsky, Program Manager, Supplier Diversity Program
Date: November 18, 2014
Re: FY 2014-2015 Small/Minority Business Goal Report
Three Rivers Community College

This memo is to inform you that the DAS, Supplier Diversity Unit has received your agency's FY14-15 S/MBE goal report outlining the agency adopted budget and subsequent funds available for S/MBE purchases for FY14-15.

As indicated in CGS, 4a-60g, as amended by Public Act 13-304, "twenty-five percent of the total value of the annual budget for all contracts (including construction, rehabilitation, or rehabilitation of public buildings, the construction and maintenance of highways and the purchasing of goods and services) shall be set-aside for Small Businesses and of that computed amount, twenty-five percent must be awarded to Minority Businesses Enterprises."

A review of the agency submission has indicated the following:

Line 1: Total Agency Adopted Budget for FY 15 :	\$ 40,267,297
Line 2: Amount Available for S/MBE program : (after allowable deductions/exemptions)	\$ 1,016,863
Line 3: 25% of Line 2 - total set aside for Small/Minority Business Enterprise :	\$ 254,216
Line 4: 25% of Line 3 - total set aside for only Minority Business Enterprise :	\$ 63,554

The commitment of each state agency and political subdivision to set aside opportunities for Small/Minority Businesses will assist in the economic growth of the Connecticut Small Minority Businesses community.

The DAS, specifically the Supplier Diversity Unit will continue to offer the training needed to each state agency and political subdivision to facilitate the compliance of their annual S/MBE goal. The DAS, Supplier Diversity representative assigned to your agency is Stan Kenton. Questions regarding the agency Small/Minority Business goal report should be directed to Stan Kenton at Stanley.Kenton@ct.gov or (860) 713-5241.

Attachment

FY15 THREE RIVERS COMMUNITY COLLEGE

AMOUNTS REQUESTED BY AGENCY

DESCRIPTION		Page-2 Federally Funded Expenditures	Page -3 Non- Purchasing Budgeted Exp.	Page-4 Statute Required Budgeted Exp.	Page-5 Requested Exemptions	Total Deductions + Exemptions
Total Agency Adopted Budget	\$ 40,267,297	\$ 6,750,000	\$ 31,575,310	\$ 506,100	\$ 705,024	\$ 39,536,434
Budget Available for Small Contractor Program	\$ 730,863	Notes or Comments:				
Annual SBE Goal	\$ 182,716					
Annual MBE Goal	\$ 45,679					

AMOUNTS APPROVED BY DAS

DESCRIPTION		Page-2 Federally Funded Expenditures	Page -3 Non- Purchasing Budgeted Exp.	Page-4 Statute Required Budgeted Exp.	Page-5 Requested Exemptions	Total Deductions + Exemptions
Total Agency Adopted Budget	\$ 40,267,297	\$ 6,750,000	\$ 31,575,310	\$ 506,100	\$ 419,024	\$ 39,250,434
Budget Available for Small Contractor Program	\$ 1,016,863	Notes or Comments: The exemptions for Pipes & Roads, LLC (Snow Plowing) - \$150,000, Willimantic Waste (Trash Removal) - \$36,000 and Automated Building Systems (HVAC controls for Buildings) - \$28,000 were not approved. The DAS, Supplier Diversity Program has several companies currently certified that provide these services.				
Annual SBE Goal	\$ 254,216					
Annual MBE Goal	\$ 63,554					

Minority Set Aside Summary – January 1, 2014 to March 31, 2014

DEPARTMENT OF ADMINISTRATIVE SERVICES
 SUPPLIER DIVERSITY PROGRAM SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year
 2013 - 2014

BE SURE TO INCLUDE SUBTOTALS FOR EACH MINORITY CATEGORY!!!

FY QUARTER PERIOD	Jan 1 to March 31, 2014	In reporting data below, does your Agency utilize C.O.R.E.?	NO
<i>If not utilizing C.O.R.E. , DID YOU VALIDATE COMPANY AS A CURRENT SBE AND/OR MBE Yes_X_ No_____</i>			

Agency Name:	Three Rivers Community College
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Report Prepared by:	Gayle C. O'Neill	Agency Number:	CCC80100
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CERTIFIED VENDORS ONLY		ACTUAL EXPENDITURES		SPECIFY:
(A) Small Business Enterprise (SBE) OR Minority Business Enterprise (MBE) Vendor Name	(B) State Contract # OR P.O. #	(C) DAS Certified SBE/MBE AMOUNT	(D) MBE Category	
A Second Chance CPR & First Aid Training, LLC		\$ 45.00	SB	
Aa Lock & Key		\$ 2,369.54	SB	
Chase Glass Company, Inc.		\$ 2,455.00	SB	
Chase Graphics		\$ 1,506.79	SB	
Clog Master, LLC		\$ 145.00	SB	
Guardian Pest Control LLC		\$ 255.00	SB	
Northeast Ind. Services Inc.		\$ 1,195.00	SB	
Prime Electric LLC		\$ 4,829.20	SB	
Royal Printing Service		\$ 500.00	SB	
Roybal and Sons Fire Equipment		\$ 450.00	SB	
Shred-It		\$ 326.80	SB	
Suburban Stationers, Inc.		\$ 9,046.23	SB	
Technical Education Solutions, LLC		\$ 3,000.00	SB	
Tradesmen of New England LLC.		\$ 3,485.00	SB	
Subtotal Small Business		\$ 29,608.56	SB	
Aztec Technologies, LLC		\$ 1,345.63	W	
Jan Electronic Supplies Inc		\$ 1,899.26	W	
Ryan Business Systems Inc.		\$ 12,523.38	W	
Subtotal Woman		\$ 15,768.27	W	
Optimus Management Group LLC		\$ 23,996.21	WA	
C & C Janitorial Supplies		\$ 15,469.40	WP	
SBE/MBE TOTAL		\$ 84,842.44		

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter **1ST / 2ND / 3RD / 4TH** Fiscal Year Period **3rd**

ENTER THIS QTR-

Agency Name:	Three Rivers Community College	Agency Number:	CCC80100
Prepared by:	Gayle O'Neill	E-mail Address:	goneill@trcc.commnet.edu
Tel. # -	(860) 215-9276	<i>Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to CHFD@25 SIGOURNEY ST, Hartford CT 06105</i>	

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 39,276,424.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 1,540,043.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 385,010.75
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 96,252.69

	QUARTER		YEAR TO DATE	
	TOTALS (\$)	Number Contracts	TOTALS (\$)	Number Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 1,319,088.03	240	\$ 3,793,155.30	607

6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 84,842.44	30	\$ 321,652.43	64
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7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. <i>PLEASE CATEGORIZE:</i>				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)				
D) Disabled Individual (D)				
E) Hispanic (H)				
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 15,768.27	5	\$ 52,559.52	9
M) Woman American Indian (NW)				
N) Woman Asian (AW)	\$ 23,996.21	1	\$ 47,611.47	1
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)	\$ 15,469.40	1	\$ 33,404.17	1
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ -		\$ -	
WBE TOTAL [Lines L - W]	\$ 55,233.88	7	\$ 133,575.16	11
MBE TOTAL {Lines A - W}	\$ 55,233.88	7	\$ 133,575.16	11

Minority Set Aside Summary – April 1, 2014 to June 30, 2014

DEPARTMENT OF ADMINISTRATIVE SERVICES
 SUPPLIER DIVERSITY PROGRAM SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year
 2013 - 2014

BE SURE TO INCLUDE SUBTOTALS FOR EACH MINORITY CATEGORY!!!

FY QUARTER PERIOD	Apr 1 to June 30, 2014	In reporting data below, does your Agency utilize C.O.R.E.?	NO
If not utilizing C.O.R.E. , DID YOU VALIDATE COMPANY AS A CURRENT SBE AND/OR MBE Yes_X_ No_____			

Agency Name:	Three Rivers Community College
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Report Prepared by:	Gayle C. O'Neill	Agency Number:	CCC80100
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CERTIFIED VENDORS ONLY		ACTUAL EXPENDITURES		SPECIFY:
(A) Small Business Enterprise (SBE) OR Minority Business Enterprise (MBE) Vendor Name	(B) State Contract # OR P.O. #	(C) DAS Certified SBE/MBE AMOUNT	(D) MBE Category	
ABC Sign Corporation		\$ 200.00	SB	
Aa Lock & Key		\$ 795.10	SB	
Guardian Pest Control LLC		\$ 170.00	SB	
HB Communications, Inc.		\$ 3,686.40	SB	
High Tech Consultants, LLC		\$ 86,372.76	SB	
Modern Mechanical Systems, Inc.		\$ 964.00	SB	
Northeast Ind. Services, Inc.		\$ 945.00	SB	
Prime Electric LLC		\$ 3,176.32	SB	
Royal Printing Service		\$ 698.00	SB	
Roybal & Sons Fire Equipment		\$ 1,056.00	SB	
Shred-It		\$ 607.65	SB	
Suburban Stationers		\$ 6,446.35	SB	
Tradesmen of New England LLC		\$ 9,617.79	SB	
Subtotal Small Business		\$ 114,735.37	SB	
Aztec Technologies, LLC		\$ 2,258.83	W	
Ryan Business Systems, Inc.		\$ 13,514.99	W	
Subtotal Woman		\$ 15,773.82	W	
C & C Janitorial Supplies		\$ 10,006.95	WP	
SBE/MBE TOTAL		\$ 84,842.44		

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter **1ST / 2ND / 3RD / 4TH** Fiscal Year Period **4th**

ENTER THIS QTR-

Agency Name:	Three Rivers Community College	Agency Number:	CCC80100
Prepared by:	Gayle O'Neill	E-mail Address:	goneill@trcc.commnet.edu
Tel. # -	(860) 215-9276	<i>Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to CHFD@ 25 SIEDEWNEY ST, Hartford CT 06106</i>	

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 39,276,424.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 1,540,043.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 385,010.75
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 96,252.69

	QUARTER	Number	YEAR TO DATE	Number
	TOTALS (\$)	Contracts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 1,069,146.54	302	\$ 4,862,171.84	823

6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 140,516.14	27	\$ 462,168.57	79
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7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. <i>PLEASE CATEGORIZE:</i>				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)				
D) Disabled Individual (D)				
E) Hispanic (H)				
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 15,773.82	5	\$ 68,333.34	10
M) Woman American Indian (NW)				
N) Woman Asian (AW)			\$ 47,611.47	1
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)	\$ 10,006.95	1	\$ 43,411.12	1
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ -		\$ -	
WBE TOTAL [Lines L - W]	\$ 25,780.77	6	\$ 159,355.93	12
MBE TOTAL (Lines A - W)	\$ 25,780.77	6	\$ 159,355.93	12

Minority Set-Aside Summary – July 1, 2014 to September 30, 2014

DEPARTMENT OF ADMINISTRATIVE SERVICES
 SUPPLIER DIVERSITY PROGRAM SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year
 2014 - 2015

BE SURE TO INCLUDE SUBTOTALS FOR EACH MINORITY CATEGORY!!!

FY QUARTER PERIOD	Jul 1 to Sep 30, 2014	In reporting data below, does your Agency utilize C.O.R.E.?	NO
<i>If not utilizing C.O.R.E. , DID YOU VALIDATE COMPANY AS A CURRENT SBE AND/OR MBE Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></i>			

Agency Name:	Three Rivers Community College		
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Report Prepared by:	Gayle C. O'Neill	Agency Number:	CCC80100
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CERTIFIED VENDORS ONLY		ACTUAL EXPENDITURES		SPECIFY:
(A) Small Business Enterprise (SBE) OR Minority Business Enterprise (MBE) Vendor Name	(B) State Contract # OR P.O. #	(C) DAS Certified SBE/MBE AMOUNT	(D) MBE Category	
Aa Lock & Key		\$ 1,194.72	SB	
Chase Glass Company		\$ 2,360.00	SB	
Chase Graphics		\$ 469.00	SB	
D H Marvin & Son Inc.		\$ 35.62	SB	
Guardian Pest Control		\$ 170.00	SB	
H B Communications, Inc.		\$ 910.00	SB	
John W. Gross Company		\$ 322.30	SB	
Prime Electric LLC		\$ 165.00	SB	
Roybal & Sons Fire Equipment		\$ 3,228.87	SB	
Shred-It		\$ 579.70	SB	
Suburban Stationers		\$ 11,633.65	SB	
Tec Control Systems, Inc.		\$ 12,275.00	SB	
Tradesmen of New England LLC		\$ 3,697.00	SB	
Subtotal Small Business		\$ 37,040.86	SB	
Adams Ahearn Sign Solutions, Inc.		\$ 4,377.60	W	
American Silk Screening, LLC		\$ 2,558.64	W	
Aztec Technologies, LLC		\$ 1,839.54	W	
Ryan Business Systems, Inc.		\$ 12,790.29	W	
Subtotal Woman		\$ 21,566.07	W	
C & C Janitorial Supplies		\$ 7,185.90	WP	
SBE/MBE TOTAL		\$ 65,792.83		

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter **1ST / 2ND / 3RD / 4TH** Fiscal Year Period **1st**

ENTER THIS QTR-

Agency Name:	Three Rivers Community College	Agency Number:	CCC80100
Prepared by:	Gayle O'Neill	E-mail Address:	goneill@trcc.commnet.edu
Tel. # -	(860) 215-9276	<i>Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to CHFD@25 SIGOURNEY ST, Hartford CT 06106</i>	

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 40,267,297.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 1,016,863.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 254,215.75
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 63,553.94

	QUARTER		YEAR TO DATE	
	TOTALS (\$)	Number Contracts	TOTALS (\$)	Number Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 1,056,244.85	235	\$ 1,056,244.85	235

6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 65,792.83	25	\$ 65,792.83	25
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7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. PLEASE CATEGORIZE:				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)				
D) Disabled Individual (D)				
E) Hispanic (H)				
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 21,566.07	7	\$ 21,566.07	7
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)	\$ 7,185.90	1	\$ 7,185.90	1
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ -		\$ -	
WBE TOTAL [Lines L - W]	\$ 28,751.97	8	\$ 28,751.97	8
MBE TOTAL {Lines A - W}	\$ 28,751.97	8	\$ 28,751.97	8

Minority Set-Aside Summary – October 1, 2014 to December 31, 2014

DEPARTMENT OF ADMINISTRATIVE SERVICES
 SUPPLIER DIVERSITY PROGRAM SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year
 2014 - 2015

BE SURE TO INCLUDE SUBTOTALS FOR EACH MINORITY CATEGORY!!!

FY QUARTER PERIOD	Oct 1 to Dec 31, 2014	In reporting data below, does your Agency utilize C.O.R.E.?	NO
<i>If not utilizing C.O.R.E. , DID YOU VALIDATE COMPANY AS A CURRENT SBE AND/OR MBE Yes_X_ No_____</i>			

Agency Name:	Three Rivers Community College		
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Report Prepared by:	Gayle C. O'Neill	Agency Number:	CCC80100
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CERTIFIED VENDORS ONLY		ACTUAL EXPENDITURES		SPECIFY:
(A) Small Business Enterprise (SBE) OR Minority Business Enterprise (MBE) Vendor Name	(B) State Contract # OR P.O. #	(C) DAS Certified SBE/MBE AMOUNT	(D) MBE Category	
Aa Lock & Key		\$ 522.01	SB	
Air Temp Mechanical Services		\$ 12,537.00	SB	
Central Mechanical Services		\$ 566.88	SB	
Chase Graphics		\$ 2,539.00	SB	
Ductco, LLC		\$ 1,200.00	SB	
Guardian Pest Control, LLC		\$ 85.00	SB	
H B Communications, Inc.		\$ 6,084.00	SB	
Prime Electric LLC		\$ 1,391.53	SB	
Roybal and Sons Fire Equipment		\$ 628.65	SB	
Shred-It		\$ 506.70	SB	
Suburban Stationers, Inc.		\$ 12,872.65	SB	
Thomas W Raftery, Inc.		\$ 6,612.80	SB	
Subtotal Small Business		\$ 45,546.22	SB	
Adams Ahern Sign Solutions		\$ 486.40	W	
American Silk Screening, LLC		\$ 1,053.00	W	
Eastern Energy Services, LLC		\$ 9,760.00	W	
Ryan Business Systems, Inc.		\$ 13,462.70	W	
Subtotal Woman		\$ 24,762.10	W	
C & C Janitorial Supplies		\$ 15,917.96	WP	
SBE/MBE TOTAL		\$ 86,226.28		

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter **1ST / 2ND / 3RD / 4TH** Fiscal Year Period **2nd**

ENTER THIS QTR-

Agency Name:	Three Rivers Community College	Agency Number:	CCC80100
Prepared by:	Gayle O'Neill	E-mail Address:	goneill@trcc.commnet.edu
Tel. # -	(860) 215-9276	<i>Please Submit a copy of this form and Back-Up Sheets via InterOffice Mail to CHFD@25 SIGOURNEY ST, Hartford CT 06105</i>	

1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report	\$ 40,267,297.00
2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS	\$ 1,016,863.00
3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined)	\$ 254,215.75
4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only	\$ 63,553.94

	QUARTER		YEAR TO DATE	
	TOTALS (\$)	Number Contracts	TOTALS (\$)	Number Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 1,590,175.13	212	\$ 2,645,470.98	389

6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 86,226.28	28	\$ 151,550.11	42
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7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only. <i>PLEASE CATEGORIZE:</i>				
A) American Indian (N)				
B) Asian (A)				
C) Black (B)				
D) Disabled Individual (D)				
E) Hispanic (H)				
F) Iberian Peninsula (I)				
G) Disabled American Indian (DN)				
H) Disabled Asian American (DA)				
I) Disabled Black American (DB)				
J) Disabled Hispanic American (DH)				
K) Disabled Iberian Peninsula American (DI)				
L) Woman (W)	\$ 24,762.10	6	\$ 46,328.17	10
M) Woman American Indian (NW)				
N) Woman Asian (AW)				
O) Woman Black (BW)				
P) Woman Disabled (DW)				
Q) Woman Hispanic (HW)				
R) Woman Iberian Peninsula (IW)	\$ 15,917.96	1	\$ 23,103.86	1
S) Disabled American Indian Woman (DNW)				
T) Disabled Asian American Woman (DAW)				
U) Disabled Black American Woman (DBW)				
V) Disabled Hispanic American Woman (DHW)				
W) Disabled Iberian Peninsula American Woman (DIW)				
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$ -		\$ -	
WBE TOTAL [Lines L - W]	\$ 40,680.06	7	\$ 69,432.03	11
MBE TOTAL {Lines A - W}	\$ 40,680.06	7	\$ 69,432.03	11

Position Announcements

The following position announcements were used to advertise each of the full-time, permanent positions filled during the reporting period. **Please Note:** the most recent position searches have been advertised with a revised tagline which omits a reference to “protected groups” as those who are strongly encouraged to apply. This change was made to acknowledge that the state of Connecticut recognizes all groups as protected. However, these searches were initiated prior to that change being put into effect.

President – Three Rivers Community College



Presidential Search

A large and dynamic two-year institution seeks a skilled and committed higher education administrator to assume its highest leadership position. **Three Rivers Community College (TRCC)**, a comprehensive public institution located in Norwich, Connecticut, provides high quality, affordable, and accessible education to a diverse population of over 5,000 credit and 1,800 continuing education students in 48 associate degree programs and 44 certificate programs. The new President will lead an institution that is a highly respected, integral part of the economy and intellectual life of the region. Serving as the chief executive officer of the College and reporting to the President of the Board of Regents for the Connecticut State Colleges & Universities (ConnSCU), the next President joins ConnSCU as it seeks to be a national leader in promoting expanded college access, affordability, and opportunities for students of all backgrounds and ages. S/he will be a skilled administrator and visionary who is committed to community engagement and partnerships, takes a collegial and team-oriented approach to administration, and successfully engages Three Rivers' constituencies. The successful candidate will establish relationships with ConnSCU officers, state and local officials, and corporate partners to effectively advocate for TRCC and promote the College's programs and initiatives. The ideal candidate will have a well-rounded background in leadership and demonstrated success in financial management, fundraising, and strategic and academic planning. A motivated and collaborative work ethic, strong communication skills, and knowledge of national trends in higher education will be necessary characteristics for this position. An advanced degree is required for this opportunity, while a doctorate is preferred. Candidates with equivalent and/or applicable senior-level leadership experience are encouraged to apply.

Three Rivers' integration of technical, career, and liberal arts programs allows its students to easily move from one program to another, gain admission to 4-year colleges and universities, pursue fulfilling careers, and become enlightened stewards in the community. As one of 17 institutions that make up ConnSCU, TRCC is committed to student success, boasting a dedicated faculty and both institutional and specialized accreditation of its business, education, nursing, and engineering technology programs. TRCC was created in 1992 through legislation enacted by the Connecticut General Assembly and is headquartered on a newly renovated campus that provides an educational, cultural, and physical resource to the community. Named in recognition of the three primary rivers in the region—the Shetucket, the Yantic, and the Thames—Three Rivers Community College is an important provider of affordable training and retraining for regional business and industry. For more information about the College, please explore www.trcc.commnet.edu.

Environment: Nicknamed “The Rose of New England,” Norwich, Connecticut, is a small city of fewer than 50,000 residents located less than 20 miles north of Mystic seaport and village. The city is an easy, scenic coastline drive away from New Haven to the southwest and Providence to the northeast. Boasting both fresh and saltwater recreation options in its extensive river system, public parks, theater and performance venues, museums, and shopping and leisure alternatives, Norwich is a picturesque setting and a charming, family-friendly municipality, with a congenial atmosphere and intriguing historic connections.

Application: Interested candidates should submit only a cover letter and resume/CV to RPA Inc. at Threerivers@rpainc.org. For a confidential discussion, please call Kate Nolde, Vice President, or Isaac Karaffa, Senior Recruitment Specialist, RPA Inc. at 800-992-9277. The first review of candidates will begin in early March. Applications will be accepted until the position is filled. ConnSCU is an equal opportunity/affirmative action employer.



For a confidential discussion
call 800-992-9277

www.rpainc.org



**President – Three Rivers Community College
Norwich, Connecticut**

College Mission:

Three Rivers Community College is an accessible, affordable, and culturally diverse community college that meets varied educational needs by creating an environment that stimulates learning.

Expanding Opportunities and Achieving Goals:

Since their inception, America's community colleges have helped generations of students to realize their aspirations for an improved quality of life through educational opportunities. Three Rivers Community College is a commuter college that serves Southeastern Connecticut and eastern regions of the state with a variety of credit and non-credit degree and certificate programs designed to meet the dynamic needs of the learning community. Three Rivers was formed in 1992 as a result of a mandate enacted by the Connecticut General Assembly, which merged community and technical colleges in five geographic areas around Connecticut. Named in recognition of the region's three primary rivers—the Shetucket, the Yantic and the Thames, Three Rivers Community College, now at a single location, was formed from the merger of Mohegan Community College and Thames Valley State Technical College. In addition to the main campus at 574 New London Turnpike, the College also has an off-campus instructional center located at the Naval Submarine Base in Groton.

To accomplish its mission, Three Rivers Community College offers post-secondary educational opportunities; encourages life long learning; provides a well-rounded and rewarding educational experience with an emphasis on critical thinking, effective communication, and the College's institutional values; fosters an appreciation of the natural and social sciences, humanities, technology, and the arts; helps students achieve their goals; serves as a community resource for people and institutions within its service area; delivers its services efficiently and measurably; and contributes to economic development of this region and the state.

Academic Excellence:

Three Rivers Community College strives to meet the diverse educational needs of the community by creating a dynamic academic environment that stimulates learning in, and beyond, the classroom. Knowing that the educational goals of students are as diverse as their backgrounds, Three

affordable and accessible to all Connecticut citizens. Credit enrollment is approximately 92,000 full- and part-time students. In addition, more than 40,000 students attend non-credit skill-building or personal interest programs at the colleges, making the system the largest constituent unit in Connecticut's system of higher education.

The colleges seek to enrich the intellectual, cultural, and social lives of the communities they serve. They support the economic growth of the state through programs that supply business and industry with a skilled, well-trained workforce.

Accredited by the New England Association of Schools and Colleges (NEASC) and the Connecticut Board of Governors for Higher Education, the colleges are administered by a 20-member Board of Regents. The ConnSCU awards certificates, associate degrees, bachelor degrees, and several graduate degree programs.

Equal Opportunity:

More than two-thirds of the African American and Latino undergraduates enrolled in public higher education in Connecticut are enrolled in one of the community college in the System. The colleges are committed to providing educational opportunities for all potential students, regardless of race, creed, or ethnic background, and they make special efforts to serve nontraditional students, including those with disabilities.

Accessibility:

Courses are delivered in a variety of on-campus and off-campus locations to assure accessibility for the homebound, the elderly, the institutionalized, and the disabled. For certain veterans and persons over 62, tuition and fees are waived for tax-supported (General Fund) courses, on a space-available basis. ConnSCU is also the largest provider of distance learning programs in the state.

Child Care:

Childcare centers at each college provide a high-quality educational environment for the children of students, staff, and area residents. These centers are essential in ensuring access to education for parents of young children. At several colleges, the centers are used as learning laboratories for direct observation, experience, and research in child psychology and instruction, as part of Early Childhood Education and other programs.

Business and Industry Services:

A collaborative effort of the system's 17 colleges, the Business & Industry Services Network, serves as a statewide link between business, industry, state government, and higher education. Through courses, seminars, and workshops on a variety of topics, including computer literacy, workplace literacy, basic skills training, and supervisory training, the Network plays a major role in training and retraining employees of Connecticut's businesses and industries. Using the combined resources of the system, an expert faculty, state-of-the-art equipment, laboratories, and

instructional technology, the Network supplies the educational services necessary for continued economic growth for Connecticut.

Presidential Position Description:

The Board of Regents invites nominations and applications for the position of President of Three Rivers Community College.

The President serves as the chief executive and academic officer of the college, reporting and recommending directly to the President of the Board of Regents for the Connecticut State Colleges and Universities; selects, supervises, and evaluates all personnel in accordance with personnel policies established by the Board; directs the expenditures of funds within allocations made by the Board from appropriations authorized by the Connecticut General Assembly and from other operating fund revenues; develops, maintains, and provides for evaluation of educational programs in cooperation with professional staff of the College, as authorized by the Board and other appropriate State authorities; directs and supervises, in cooperation with the President, the planning and development of the College's facilities; develops and maintains an appropriate administrative organization for the College; and develops and maintains effective relations with all elements of the region served by the College.

Qualifications:

A strong commitment to the mission of the comprehensive community college; highly developed skills in leadership, communications and interpersonal relations, and the ability to work effectively with all elements of the college and the community it serves; substantial administrative ability and skills in fiscal management; experience in academic and administrative leadership; knowledge of use and implementation of technology in academic and administrative environments; An advanced degree is required for this opportunity, while a terminal degree is preferred.

Equivalencies:

Applicants who do not meet the minimum qualifications stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and to provide appropriate references.

Salary and benefits commensurate with qualifications
Position Available: Spring 2014

Nominations and Applications:

To nominate a colleague or friend: Please forward your nomination by email to TRCC@rpainc.org, with "Nomination" in the subject line. Please include a statement as to whether we may use your name in speaking with the individual you nominate. NOTE: Nomination is not required for candidacy.

To apply: Submit by email to: TRCC@rpainc.org only a letter of application with detailed resume. Email may be addressed to Kate Nolde, Vice President and Senior Consultant, or Isaac Karaffa, Senior Recruitment Specialist, RPA Inc.

Instructor of English as a Second / Other Language (ESOL)

Three Rivers Community College
ANNOUNCEMENT OF POSITION OPENING

POSITION: INSTRUCTOR, English as a Second Language
Full-time, 10-month, tenure track position

ANTICIPATED STARTING DATE: August 25,2014

MINIMUM QUALIFICATIONS: Master's degree in TESOL
Experience teaching Academic ESL in a Community College is desirable.

In addition, the following core skills are required: demonstrated ability to respond to and work with multiple constituencies and demonstrated computer literacy, including instructional application. An understanding of the community college mission is essential.

PREFERRED QUALIFICATIONS:

- Graduate course work in teaching English as a Second Language.
- Experience teaching at a community college and/or freshman and sophomore levels.
- Experience using technology in a variety of learning environments.
- Experience in curriculum development and assessment.
- Good organizational and leadership skills.
- Knowledge of current ESL methodology and academic best practices.

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

RESPONSIBILITIES: Under the supervision of the chairperson of the English Department, the ESL Instructor will serve as Curriculum Leader for the ESL division of the department; instruct students from diverse backgrounds and/or cultures in ESL; determine the English language skill development needs of students using tools such as placement tests and other assessment instruments; advise ESL students ; recruit adjunct faculty; use learning centered strategies to engage students and promote student success ; demonstrate innovation in teaching, learning and the scholarship of learning by focusing on student learning, retention, and achievement. The ESL Instructor will also serve on divisional and college-wide committees and other responsibilities related to a full-time faculty position.

Minimum Salary: \$50,610 approximate annual salary

TO APPLY: Send letter of intent, resume, names and address of three references, college transcripts and completed application form* to :

Barbara Billups /Human Resources
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360

*Link to form : <http://www.commnet.edu/Employment/Employment%20Application.docx>

Three Rivers College is an Affirmative Action/Equal Opportunity Employer, M/F. Protected group members are strongly encouraged to apply.

Three Rivers Community College does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, veteran status, sexual orientation, genetic information or criminal record.

Instructor of Developmental Math

Three Rivers Community College

ANNOUNCEMENT OF POSITION OPENING

POSITION: INSTRUCTOR, DEVELOPMENTAL MATHEMATICS
Full-time, 10-month, tenure track position

ANTICIPATED STARTING DATE: Fall 2014

MINIMUM QUALIFICATIONS: Master's degree in Mathematics

PREFERRED QUALIFICATIONS: Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons. Teaching experience and excellent communication and interpersonal skills along with demonstrable knowledge of the current methods and practices for teaching developmental courses are preferred--as well as a strong preference for college-level teaching. Considered preferences will include the following: community college experience, computer literacy, innovative instructional applications, a demonstrated ability to respond to and work with diverse and varied student populations.

RESPONSIBILITIES: Under the supervision of the chairperson of the Math Department, the Math instructor is expected to teach in the area primarily of developmental mathematics. Teaching schedule may include evenings and/or weekends. Additional responsibilities include the development of and participation in the following: advisement and registration for developmental students, special college projects, working on new instructional techniques, course and program development, and other college and community service activities consistent with a strong commitment to the Community College mission.

Minimum Salary: \$50,610 approximate annual salary

TO APPLY: Send letter of intent, resume, names and address of three references, college transcripts and completed application form* to :

Barbara Billups / Human Resources
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360

*Link to form : <http://www.commnet.edu/Employment/Employment%20Application.docx>

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**THREE RIVERS COMMUNITY COLLEGE
ANNOUNCEMENT OF ANTICIPATED POSITION OPENING**

Three Rivers Community College is looking for an innovative, energetic, knowledgeable and skilled administrator to lead the college's recruitment, admissions and enrollment processes.

POSITION:

Director of Admissions, (Community College Professional 19)
12 Month Tenure Track Position

RESPONSIBILITIES:

Reporting to the chief Student Affairs Officer, the Director of Admissions manages a full range of student recruitment, admissions and enrollment services for a two-year Connecticut Community College which has open enrollment and which offers degree and certificate programs in a broad range of liberal arts, transfer, occupational and career studies. The Director of Admissions is accountable for achieving the College's enrollment requirements through effective performance in the essential functional areas of Student Recruitment and Marketing, Admissions Management and Departmental administration.

MINIMUM QUALIFICATIONS:

A minimum of a Master's degree in an appropriate field and two years of closely related experience in higher education is required. Two years of supervisory experience is also required. In addition, applicants are required to have a significant understanding of undergraduate academic enrollment requirements; demonstrated knowledge and competence in marketing and recruitment in academic environments; demonstrated competence in advising students; strong automated data technology literacy; and a demonstrated ability to develop and manage operational budgets. Applicants must also have strong written and oral communication skills, decision-making skills, as well as the ability to multitask in a high volume, fast paced environment.

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position. They must also provide appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

ANTICIPATED STARTING DATE:

July 2014

MINIMUM SALARY:

\$64,491, approximate annual, plus excellent medical insurance, retirement and related fringe benefits.

TO APPLY:

Send letter of intent, resume, names and address of three references, college transcripts and completed application form* to :

Barbara Billups / Human Resources
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360

*Link to form : <http://www.comnet.edu/Employment/Employment%20Application.docx>

Three Rivers College is an Affirmative Action/Equal Opportunity Employer, M/F.
Protected group members are strongly encouraged to apply.

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Position Announcement

Three Rivers Community College is recruiting to fill a permanent full time Clerk position.
(Candidates on the Reemployment/SEBAC lists will be given preference in filling this vacancy.)

POSITION: Clerk

OFFICE: Administrative Services/Cashiering

HOURS: Full Time 40 hpw

CLOSING

DATE: February 14, 2014

The Clerk (Cashier's Office) works under the supervision of a Financial Clerk in the Administrative Services Division.

The Clerk duties include: Entering and retrieving automated financial records for all payments received by the college including cash, checks, and debit and charge card transactions; Posting and processing of tuition and fee payments to student accounts; mailing receipts; Answering telephone calls and routine requests for information from students or other work units; Assists the Financial Clerk with daily balancing of bank deposits and online payments; Works collegially with other student centered departments to facilitate the registration process (e.g. Financial Aid, Admissions, Registrar, etc.); Typing a variety of materials (e.g. completion of forms, cards, labels, envelopes, and routine memos); Maintaining established office procedures; initiates recurring work; and performs related duties as required.

This position may be required to work evening and Saturday hours to cover busy registration times and performs related duties as required.

MINIMUM QUALIFICATIONS REQUIRED: Some knowledge of grammar, spelling, punctuation; ability to perform basic clerical tasks such as coding, sorting, alphabetizing and numeric ordering; ability to follow oral and written instructions; filing ability; ability to operate office equipment; basic skills in performing arithmetic computations; basic interpersonal skills.

MINIMUM SALARY: \$ 32,783 Approximate annual

TO APPLY: Send a resume and completed CT-HR-12 form (state of Connecticut application form) link can be found at http://das.ct.gov/HR/Forms/CT-HR-12_Application.pdf

To: Three Rivers Community College
Human Resource Department
574 New London Turnpike
Norwich, CT 06360

THREE RIVERS COMMUNITY COLLEGE IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER; M/F AND PROTECTED.GROUP MEMBERS ARE STRONGLY ENCOURAGED TO APPLY.

Fiscal Administrative Assistant

Three Rivers Community College JOB OPPORTUNITY

Fiscal Administrative Assistant --Cashier's Office

PLEASE FOLLOW THE SPECIFIC APPLICATION FILING INSTRUCTIONS AT THE BOTTOM OF THIS PAGE!

Open To: Candidates on a current examination list

Candidates on the Reemployment/SEBAC lists will be given preference in filling this vacancy.

Location: Norwich, CT

Hours: 8:00 am to 4:30 pm - Extended hours may be required during registration periods

Salary: AR-19: \$54,171 approximate annual

Closing Date: September 15, 2014

Eligibility Requirement:

Candidates must have applied for and passed the Fiscal/Administrative Assistant examination and be on the current certification list promulgated by the Department of Administrative Services for this classification. State employees currently holding the above title or those who have previously attained permanent status may apply for lateral transfer.

KNOWLEDGE, SKILL AND ABILITY: Knowledge of bookkeeping, financial record keeping and basic governmental accounting principles and practices; accurately post payments to a comprehensive EDP system; prepares daily bank deposits; knowledge of cash control procedures; performs complex computations such as reconciling point of sale transactions for internet and in-person charges and calculates refunds; ability to review and examine financial documents prepared by others to ensure completeness and accuracy; ability to understand and apply statutes and regulations; ability to utilize EDP systems for financial management; interpersonal, oral and written communication skills; and performs other related duties as assigned.

PREFERRED EXPERIENCE/KNOWLEDGE:

Strong interpersonal, oral and written communication skills; ability to reconcile discrepancies between cash reports, banking statements, and online credit card information; knowledge of comprehensive EDP systems including Banner and CORE financial systems; strong analytical skills; and supervisory experience.

EXPERIENCE AND TRAINING:

General Experience: Four (4) years of experience in complex clerical work in one or more fiscal/administrative functions such as accounting, accounts examining, budget management, grant administration, human resources, payroll, or purchasing.

Note: Complex clerical work is defined as generally routine fiscal/ administrative work, such as financial record keeping or examining, bookkeeping, requisitioning or payroll preparation at or above the level of Financial Clerk.

Substitutions Allowed:

1. College training may be substituted for the General Experience on the basis of fifteen (15) semester hours equaling one-half (1/2) year of experience to a maximum of two (2) years.
2. One (1) year as a Pre-Professional Trainee in fiscal/administrative work may be substituted for the General Experience.

Note: The filling of this position will be in accordance with reemployment, SEBAC, transfer, promotion and merit employment rules, if applicable. Applicants who do not submit all the requested documents will not be considered. The candidate pool resulting from these interviews may be used to fill future Fiscal/Administrative Assistant positions within twelve months.

Application Instructions:

Interested and qualified candidates who meet the above requirements should submit a cover letter, a resume, an Application for Employment (CT-HR-12), and State employees must also include copies of their last (2) service ratings by September 15, 2014 to:

Barbara Billups—Human Resources
Three Rivers Community College
574 New London Turnpike
Norwich CT 06360

THREE RIVERS COMMUNITY COLLEGE IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER, M/F. PROTECTED GROUP MEMBERS ARE STRONGLY ENCOURAGED TO APPLY.

Three Rivers Community College does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, veteran status, sexual orientation, genetic information or criminal record.

Custodian – 3rd Shift

Please Note: though this position was advertised with an anticipated closing date of September, 2013, the filling of this position was much delayed for both logistical reasons and the accumulation of a sufficiently diverse applicant pool.

POSITION ANNOUNCEMENT-

THREE RIVERS COMMUNITY COLLEGE is recruiting to fill a permanent full-time Custodian position.
The filling of this position will be in accordance with re-employment and SEBAC rules

POSITION: Custodian
OFFICE: Building Maintenance
CLOSING DATE: September 20,2013

MINIMUM QUALIFICATIONS:

- Some interpersonal, oral and written communication skills;
- Ability to operate ,care for and perform minor maintenance on tools and equipment used in daily work
- Ability to follow written and oral instructions, simple record keeping
- Ability to lift moderate to heavy weights;
- Must have and be able to maintain adequate physical strength, stamina and agility. *A physical exam will be required*
- Must possess a valid CT driver's license.

HOURS: **Full -time 37.5 hours per week.**
Position shift is 8:00 pm -4:00 am

DUTIES INCLUDE: Performs custodial tasks and maintenance of areas such as, classrooms, offices, auditoriums, wards, kitchens, dining rooms and lavatories including outdoor areas (i.e. trash around buildings); dusts, mops, sweeps, scrubs, strips, waxes and polishes floors using appropriate equipment such as floor polishers and buffers; washes, dusts and polishes glass including windows, woodwork, walls, furniture and metal equipment; sweeps walks; collects and disposes of trash; reports needs for repairs; performs minor maintenance; runs errands; inspects buildings for damage and reports conditions to supervisor; may change light bulbs and replace fuses; may lubricate or tighten door hinges, drawers, cabinets, etc.; may replace ceiling or floor tiles; may remove snow and ice from stairways and walkways around buildings; may sand and salt stairways and walkways; may move furniture and/or set-up classrooms; performs related duties as required.

MINIMUM SALARY: **\$15.54 per hour approximate starting rate, \$16.79 per hour after successful completion of a working test period, plus State medical insurance, retirement and related fringe benefits.**

TO APPLY: Submit a State of CT Employment Application form (Link to form - http://www.das.state.ct.us/HR/Forms/CT-HR-12_Application.pdf) to:

Human Resources Office
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
Fax #: 860-859-9213

THREE RIVERS COMMUNITY COLLEGE IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER, M/F.
PROTECTED GROUP MEMBERS ARE STRONGLY ENCOURAGED TO APPLY

IV. Assignment of Responsibility (Section 46a-68-36)

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Assignment of Responsibility - Overview

The ultimate responsibility for promoting and enforcing Affirmative Action rests with the Board of Regents for Higher Education and individually with the Chairperson of the Board, Nicholas M. Donofrio, and with the Board President, Dr. Gregory W. Gray.

However, at each of the individual colleges, the College President is responsible for the implementation of the College's Affirmative Action Program. To acquaint employees with their specific responsibilities under the plan, the Board President and the College President shall each schedule regular meetings that emphasize:

- human relations and inter-group relations;
- nondiscriminatory employment practices;
- the legal authority for Affirmative Action and the appointing authority's commitment thereto;
- review of the Affirmative Action Program; and
- identification of obstacles in meeting the goals of the Plan.

The College President appoints an Equity and Diversity Officer for each college (a position formerly referred to as "Equal Employment Opportunity Officer" or "Affirmative Action Officer"). The duties of the Equity and Diversity Officer are specified below. The Equity and Diversity Officer reports directly to the President. He/She:

- develops, maintains, and monitors the agency Affirmative Action Program;
- initiates and maintains contact with recruiting sources and organizations serving members of protected classes; and
- informs the agency of developments in Affirmative Action law

In compliance with 46a-68-36(e), the College evaluates and monitors the Affirmative Action performance of any employee assigned Affirmative Action responsibilities. Subject to Chapters 67 and 68 of the Connecticut General Statutes, such performance shall be considered in promotion and salary increase decisions.

No employee shall be coerced, intimidated, or retaliated against by the agency or any person for performing any of the duties recited in this section. Any person so aggrieved may file a complaint with the Commission on Human Rights and Opportunities provided that nothing herein shall preclude an agency from disciplining or discharging an employee for just cause.

The College maintains a record of each person performing any duty related to the development or implementation of the Affirmative Action plan by name, job title, percentage of time devoted to Affirmative Action duties, and an outline of specific responsibilities.

The Equity and Diversity Officer duties for 2014 through 2015 were assigned to Gregory Souza. Mr. Souza assumed the responsibilities of the Equity and Diversity Officer on March 21, 2014.

These responsibilities represent approximately 50% of Mr. Souza's overall work. He otherwise serves the College as its Title IX Coordinator and an instructor of literature and composition.

Mr. Souza's work in his capacity as the Equity and Diversity Officer includes several key responsibilities. These responsibilities include, but are not limited to:

- meeting with the President for regular discussions of Affirmative Action and equity and diversity concerns
- instructing search committees on their responsibilities to equal employment opportunity and Affirmative Action law
- maintaining records of all applicants for all positions
- reviewing applicant pools with President Jukoski to determine if the pool is sufficiently diverse and / or if appropriate search practices have been followed
- delivering an annual brief to the President's cabinet on the status of the College's Affirmative Action Plan and its Affirmative Action Program

Since April 2014, Mr. Souza's responsibilities have also extended to chairing the College's Equity and Diversity Advisory Committee. The committee, formerly known as the Affirmative Action Advisory Committee, has met approximately once per month to direct the implementation of the Affirmative Action Plan and to evaluate the most pressing equal opportunity concerns of the moment. This work requires a fullness of perspective, and so the committee has recently expanded to include a greater number of members representing greater ethnic and occupational diversity.

The precise duties of the Equity and Diversity Officer are detailed on the next page.

Duties of the Equity and Diversity Officer

The duties of the Equity and Diversity Officer are reproduced below from the original position description

Equity and Diversity Officer

(Part-time Position – 20 hours per week)

The Equity and Diversity Officer reports directly to the President in carrying out the EEO/Diversity function. The Equity and Diversity Officer is a specialized resource to the college on policies, functions and procedures relating to Affirmative Action. The Equity and Diversity Officer represents the college in all matters relating to the function.

Effectiveness Areas:

Affirmative Action:

- Development and administration of Affirmative Action plan and programs
- Liaison and community outreach and recruitment activities to
- facilitate Affirmative Action goals
- Investigation and resolution of CHRO, sexual harassment and related EEO/AA complaints
- Counseling on matters related to Affirmative Action

Functional Responsibilities:

Affirmative Action:

- Directs the college's Affirmative Action program providing support and technical expertise to the President, management, and staff in developing awareness at all levels of the needs of protected class members.
- Assists the President in development and dissemination of policies, procedures, and directives concerning Affirmative Action and equal employment opportunities.
- Acts as advisor to search committees regarding appropriate search and selection techniques. Advises contract committees on policies related to promotion and tenure.
- Coordinates and prepares the college's Affirmative Action Plan and all major reports governing Affirmative Action and equal opportunity employment to ensure that the college is in compliance with all Federal and State regulations.

- Counsels protected group members in matters of Affirmative Action equal employment opportunities and ensures confidentiality of records.
- Reviews personnel actions to ensure compliance with Affirmative Action guidelines.
- Conducts and completes complaint investigations involving discrimination and sexual harassment.
- Maintains appropriate liaison with community based organizations.
- Conducts research on attrition and retention patterns from under-represented social and ethnic groups.
- Performs related duties as required.

Equity and Diversity Advisory Committee

Equity and Diversity Advisory Committee – Mission, Goals, and Membership

Mission

The mission of the Three Rivers Equity and Diversity Advisory Committee is to advise the President on the implementation of the Affirmative Action program at the College. This will be accomplished by facilitating an on-going dialogue regarding the value of having a culturally diverse and inclusive community where differences can be understood, respected, and practiced with civility and equity by each of its members.

Major Goals

- To recommend annual program goals for the Colleges Affirmative Action plan that will encourage understanding across social barriers within the College community.
- To monitor progress of the College’s annual Affirmative Action plan program goals.
- To continually review College hiring practices, training procedures, and other policies and procedures relative to the Affirmative Action Plan as appropriate to make recommendations for improvements.

The committee accomplishes these goals by meeting approximately once per month.

Membership

The Equity and Diversity Advisory Committee will be chaired by the Equity and Diversity Officer. Membership of the committee will be appointed by the President on an annual basis for duration of one year.

Equity and Diversity Advisory Committee - Membership List

Barbara Billups
Administrative Assistant Human Resources

Kenneth Briggs
Financial Aid Associate

Matthew Burbine
Tutoring Center Associate

Scott Carolan
Associate Registrar

Edward Derr
Instructor of History and Sociology

Stephen Finton
Director of Admissions

Mildred Hodge
Director Library Services

Laura Qin
Director of Institutional Research

Gregory Souza
Equity and Diversity Officer

Louise Summa
Director of Human Resources

Equity and Diversity Advisory Committee - Committee Demographics

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female
3	2		1		1	2		1	

Assignment of Responsibility - Appendix

- i. Records of regular meetings between the President and the Equity and Diversity Officer

July 18, 2014

Friday

July 2014					August 2014								
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa

	FRIDAY	Daily Task List
	18	Arrange by: Due Date
7 AM		
8		
9		
10		
11		
12 PM		
1		
2	Greg & Mary Ellen Weekly Appt C209 La Casse, Meghan S	Notes
3		
4		
5		
6		

August 29, 2014

Friday

August 2014					September 2014								
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa

	FRIDAY	Daily Task List
	29	Arrange by: Due Date
7 AM		
8		
9		
10	Biweekly Meeting with the President	
11		
12 PM		
1		
2		Notes
3		
4		
5		
6		

September 26, 2014

Friday

September 2014					October 2014								
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6			1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

FRIDAY		Daily Task List
26		Arrange by: Due Date
7 ^{AM}		
8		
9		
10		
11		
12 ^{PM}		
1		
2	Biweekly meeting with the President	
3		
4		
5		
6		

Souza, Gregory

5

4/28/2015 2:28 PM

October 31, 2014

Friday

October 2014					November 2014								
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	3	4					1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						

FRIDAY		Daily Task List
31		Arrange by: Due Date
7 ^{AM}		
8		
9		
10		
11		
12 ^{PM}		
1		
2	Prepare for President Meeting	
3	Biweekly Meeting with the President	
4		
5		
6		

Souza, Gregory

5

4/28/2015 2:30 PM

ii. Equity and Diversity Advisory Committee Minutes – May 2014

Equity and Diversity Advisory Committee (EDAC) Minutes

May 14, 2014. 3:00 PM.

Present: Mildred Hodge, Gregory Souza, Louise Summa, Laura Qin

This meeting served as an introduction to and overview of the newly formed Equity and Diversity Advisory Committee.

Topics discussed:

- The major programmatic goals of the 2012 Affirmative Action Plan.
- Suggestions for achieving and expanding goals.
- Improving the search committee experience for committee members.
- General Equity and Diversity-related issues.

Particular emphasis was placed on a general need for intelligent expansion of recruiting efforts, both in terms of the strategy for attracting applicants as well as in ensuring a consistent and productive experience for the search committee members. Suggestions included:

- The EDO may begin to formally monitor and potentially institutionalize the role of individual departments (and even committee members) in personally recruiting peers for vacant positions.
- Application documents could expand to give candidates an opportunity to more easily identify internal sources of recruitment.
- Search committees may benefit from ensuring that each have a highly experienced “ringer” to ensure that process comes first.
- There should be stricter standards for the availability of committee members so as to ease some recurring logistical problems.
- Future search charges should emphasize to the committees that their role is ultimately “advisory” so as not to become too personally attached to candidates.
- The EDAC / EDO should campaign for a dedicated interview space, again to ease logistical difficulties.

Regarding the website, the consensus was that a full overhaul of application collection is needed since the current manual system, essentially managed by one person, is untenable; however, the resources are not yet available to make all necessary changes. However, some suggestions for short-term improvements to the website included:

- A proper Equity and Diversity page with links to relevant Affirmative Action Plan material.
- A landing page with direct links to all the relevant internal / BoR policies for grievances to address the relative obscurity of that information.

It was agreed that the EDAC should meet on a roughly monthly basis to discuss emerging issues and to review the progress of AA goals.

The committee concluded at about 4:00 PM.

Minutes prepared by Gregory Souza, Equity and Diversity Officer.

iii. Equity and Diversity Advisory Committee Minutes – June 2014

Equity and Diversity Advisory Committee (EDAC) Minutes

June 18, 2014. 12:00 PM.

Present: Barbara Billups, Louise Summa, Gregory Souza, Laura Qin

This meeting reviewed the major points of progress in the wake of the 2014 Affirmative Action Plan's submission and generated discussion about a tentative agenda to bring forth to the incoming president.

Topics discussed:

- The final submission of the Affirmative Action Plan.
- The creation of new databases and documentation materials.
 - Demographic data / search committee databases
 - New tracking documents
- The imminent review of Title IX compliance
 - Christine Languth, Tom Clark, and Greg Souza will be meeting on 6/25 to review Title IX and its implications for TRCC.
- The formation of search committees / the future of hiring practices

Regarding the formation of an agenda moving forward, which would be governed in part by the disposition of the new president, particular emphasis was placed on the subject of job searches.

- The need for a dedicated interview space was reiterated, and will be raised with the new president as soon as possible and appropriate.
- A true "cut-off" date for incoming application was also reiterated so as to ease the recurring logistical difficulties presented by a potentially infinite applicant flow.
- It was suggested that the current tracking of search materials be expanded into a ready available and deliberately organized pool of interview questions in order to ease the difficulties faced by less experienced chairs.
- The potential decentralization of the search / application review process was suggested, so as to allow for searches to be conducted under the banner of the appropriate department rather than strictly HR.
- More immediate remedies included the EDO making himself available to the Deans so that search committees can be more easily composed of appropriately diverse and experienced members, as aided by the new database.

On this same general topic, pointed questions on hiring priorities / general practices were raised that will be explored in the coming weeks and months. These questions include:

- What shall the meaning of "diversity" be under our new leadership?
- To what extent, if any, shall we extend privilege to applicants that are veterans?

The committee will meet again in approximately one month, when it will discuss the outcome of the AA plan's review, as well as the initial contact with our new president.

The committee concluded at about 1:00 PM.

Minutes prepared by Gregory Souza, Equity and Diversity Officer.

iv. Equity and Diversity Advisory Committee Minutes – July 2014

Equity and Diversity Advisory Committee (EDAC) Minutes

July 30th, 11:00 AM.

Present: Barbara Billups, Louise Summa, Gregory Souza, Laura Qin

Topics discussed:

- The outcome of the Affirmative Action Plan's submission.
- Modifications to the Affirmative Action Committee's composition.
- The revision of the optional demographic form used in job searches.

Regarding the Affirmative Action Plan's submission, it was discussed that:

- The Affirmative Action Plan was officially disapproved by the CHRO on July 9th, 2014 during their monthly session.
 - The biennial filing status of the plan was consequently revoked.
- The rationale for this disapproval was largely based on a lack of good faith evidence by the lack of a firm Affirmative Action Officer present for much of the reporting period.
- The president and the Equity and Diversity Officer were present for the hearing and spoke in a conciliatory fashion, pledging the institution's commitment to AA / EEO.

Regarding the Affirmative Action Committee's composition, it was discussed that:

- The committee should expand to represent a larger cross-section of the workforce
- The committee agreed to begin searching for potential additions to the committee / suggesting names to be considered for addition to the committee by the President.

Regarding the revision of the optional demographic form, it was discussed that:

- According to data gathered by the Equity and Diversity Officer, it appeared that most employees were simply checking off one vague option as a "catch-all"
- To compensate, more specific options should be added
- The language should be rearranged somewhat to make the document more welcoming / less threatening.

The committee concluded its meeting at about 12:00 and agreed to meet again in approximately a month.

v. Equity and Diversity Advisory Committee minutes – September, 2014

Equity and Diversity Advisory Committee (EDAC) Minutes

September 24, 2014

11:00 AM

Present: Barbara Billups, Mildred Hodge, Gregory Souza, Laura Qin

This meeting reviewed some recent developments pertaining to the College's Title IX compliance and the climate for non-permanent employees.

Topics discussed:

- Recent changes to search and selection process.
 - Search committees now have the ability to establish deadlines for all applications, ensuring a more thorough and orderly review of applicants.
- Website
 - The Sexual Misconduct Resources and Education site is now live.
- New Campus Advocate
 - Antoinette Cavanna, free and confidential victim advocate from Safe Futures, is available to all students and employees from 9-5 each Wednesday.
- Training
 - Training has now been conducted for
 - Student Services Division
 - Adjunct Professors
 - More training will be made available ASAP
- Adjunct / EA Security
 - Concerns of vulnerability and unrecognized diversity were discussed.
- New members for the EDAC
 - Finalists among the suggested members included
 - Edd Derr
 - Gloria Dover
 - Scott Carolan
 - Matt Burbine

Particular emphasis was placed on the climate for adjunct professors and educational assistants, who may be feeling greater anxiety for their positions in the wake of several recent dismissals. Other factors underlying that anxiety were also discussed. The issue of diversity in this population was raised since the campus's true diversity may be greatly underreported. Since the Affirmative Action Plan places considerably less emphasis on non-permanent employees, it was concluded that means of raising awareness of the size and diversity of this population must be pursued.

The meeting concluded at approximately 11:50 AM

Minutes prepared by Gregory Souza, Equity and Diversity Officer.

vi. Equity and Diversity Advisory Committee minutes – October, 2014

Date: Wednesday, October 22nd, 2014

Present: Barbara Billups, Mildred Hodge, Gregory Souza, Laura Qin

Topic	Discussion	Action
<p>1. New Business / Concerns</p>	<ul style="list-style-type: none"> No new business / concerns were raised. 	<ul style="list-style-type: none"> N/A
<p>2. Review of Equity and Diversity Committee Nominees</p>	<ul style="list-style-type: none"> The committee discussed the finalists among the members suggested An additional candidates was put forward, namely Stephan Finton 	<ul style="list-style-type: none"> The Equity and Diversity Officer will submit the finalists to the President for her final approval
<p>3. Review of Hiring Progress / Non-Permanent Employee Report</p>	<ul style="list-style-type: none"> At the urging of committee members, a report was produced to more precisely describe the demographic makeup of the non-permanent / part time staff. Concerns about diversity in the largely unregulated adjunct pool were raised It was suggested as a long-term consideration that the hiring of adjuncts be given more scrutiny 	<ul style="list-style-type: none"> N/A
<p>4. Title IX Developments</p>	<ul style="list-style-type: none"> Official policy documents including employee brochures and handouts were reviewed. Changes to official policy documents were discussed to ensure clarity and comfort for victims. 	<ul style="list-style-type: none"> Language in the “What to do if a student / employee discloses...” document will be changed to further clarify the distinction between confidential and non-confidential sources.

MEETING ADJOURNED AT 2:00 PM

vii. Equity and Diversity Advisory Committee minutes – December, 2014

Date: Wednesday, December 17th, 2014

Present: Barbara Billups, Kenneth Briggs, Matt Burbine, Stephan Finton, Laura Qin, Gregory Souza,

Topic	Discussion	Action
<p>5. Introductions</p>	<ul style="list-style-type: none"> • New members introduced one another. • The purpose of the committee was described: to oversee the development and execution of the Affirmative Action plan, and to provide a forum for the raising of equity and diversity concerns. 	<ul style="list-style-type: none"> • As the plan is developed, portions will be made available for the committee’s review by the Equity and Diversity Officer.
<p>6. The Affirmative Action Plan</p>	<ul style="list-style-type: none"> • The Affirmative Action Plan itself was described in terms of its most relevant sections – those that pertain to the development of hiring goals. • TRCC’s history of compliance was reviewed: the 2012-13 plan was disapproved on a number of grounds, most notably unjustified non-goal hires and the absence of an Affirmative Action / Equity and Diversity Officer during much of the reporting period. • TRCC’s current compliance was reported as much improved, with a projected 60% of hiring goals to be achieved. 	<ul style="list-style-type: none"> • N/A
<p>7. Intersections with Title IX</p>	<ul style="list-style-type: none"> • It was clarified that Title IX is a part of the committee’s mandate to the extent that Title IX also provides non-discrimination protection to employees. 	<ul style="list-style-type: none"> • N/A
<p>8. Challenges in the Future</p>	<ul style="list-style-type: none"> • Challenges were not discussed extensively; however, the committee noted the potentially negative impact of the less strict hiring practices that do not pertain to the documented Affirmative Action-eligible hires. • Student labor was cited as an area in which greater diversity may be needed, but further research was required. 	<ul style="list-style-type: none"> • Laura Qin (time permitting) will assemble demographic data on full-time students to determine what would be a representative level of diversity among student labor. • The committee will continue to gather input on diversity-

Topic	Discussion	Action
		related challenges in the workforce.

MEETING ADJOURNED AT 2:00 PM

V. Organizational Analysis (Section 46a-68-37)

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Organizational Analysis - Overview

Three Rivers Community College has prepared a Job Title and Occupational Category Study in the following manner:

1. Job Title Study - Each office, position and position classification shall be arranged into lines of progression that depict the order of jobs through which an employee may advance. Titles without promotional opportunity shall be listed separately. Unclassified titles are also identified.

2. Occupational Category Study - Each office, position classification listed in the job title study shall be placed in an occupational category with other offices, positions or position classifications having similar job content, compensation schedules and opportunity. Titles within an occupational category shall be ranked from the highest to lowest according to compensation schedules. The salary range for each office, position and position classification are noted.

Job Title Study and Lines of Progression

The job titles presented in this section have been arranged by their general hierarchy within the College; however, due to union rules, contractual obligations, and the highly-specialized nature of the work involved, not every title allows for simple progression from one to the next. Therefore, nearly all vacancies in the work force are met with a full search. The advancement procedures for the relevant occupational categories are detailed below.

Professional/Non-Faculty

The levels of advancement within titles remain 10-24. Progression and advancement are possible through the criteria established by the Board of Regents. When the criteria are met, the Promotion Committee makes its recommendation to the President, who submits the recommendations to the Board.

Faculty – Below Professor

The process of promotion is based on criteria established by the Board of Regents in conjunction with the union contract. When the criteria are met, the Promotion Committee makes its recommendation to the President, who submits the recommendations to the Board.

Technical / Paraprofessional

The progression and/or advancement of this category can be accomplished through the state testing system. However, merit-based promotion is also possible.

Secretarial / Clerical

The progression and/or advancement of this category can be accomplished through the state testing system. However, merit-based promotion is also possible.

Service / Maintenance

The progression and/or advancement of this category can be accomplished through the state testing system. However, merit-based promotion is also possible.

Job Titles Providing Promotional Opportunity

- I. Instructor
- II. Assistant Professor
- III. Associate Professor
- IV. Professor

- I. Associate Dean
- II. Dean

- I. Maintainer
- II. Custodian
- III. Lead / Supervisory Custodian
- IV. Skilled Maintainer (Vacant)
- V. Building Superintendent

- I. Librarian
- II. Director of Library Services

- I. Assistant Registrar
- II. Associate Registrar
- III. Registrar

- I. Associate Director of Admissions
- II. Director of Admissions

- I. Associate Dir. of Financial Aid (Vacant)
- II. Director of Financial Aid (Vacant)

- I. IT Technician I
- II. IT Technician II
- III. Coordinator of Information Technology
- IV. Network Manager
- V. Assistant Director of Information Technology
- VI. Director of Information Technology

- I. Counselor
- II. Director of Student Development

- I. Assistant Accountant
- II. Accountant
- III. Fiscal Services Officer
- IV. Associate Fiscal Services Officer
- V. Director of Finance and Admin. Services

- I. Clerk - Typist
- II. Secretary I
- III. Secretary II
- IV. Office Assistant
- V. Administrative Assistant

- I. Assistant Director of Human Resources
- II. Associate Director of Human Resources
- III. Director of Human Resources

Jobs That Do Not Lend Themselves to Promotional Opportunities

Academic Assistant	Director of Human Resources
Administrative Assistant	Director of Institutional Advancement
Associate Dean of Continuing Ed	Director of Institutional Research
Building Superintendent	Director of Learning Initiatives
Continuing Education Aide	Director of Library Services
Coordinator of Continuing Education (Vacant)	Director of Student Development
Coordinator of HRIS & Employee Benefits	Executive Assistant to the President
Coordinator of Information Technology	Facilities Scheduler
Coordinator of the Writing Center	Nursing Lab Coordinator
Dean of Academics	Nursing Research Coordinator
Dean of Administration	Payroll Clerk
Dean of Information Technology	Placement Testing Specialist
Dean of Student Services	President
Director of Academic Division	Processing Technician
Director of Academic Division – Nursing (Vacant)	Professor
Director of Business and Industry	Purchasing Assistant
Director of Career Services	Public Relations Associate (Vacant)
Director of Child Development	Registrar
Director of Data Processing	Registration Assistant
Director of Distance Learning	Storekeeper
Director of Facilities	Telecom Dispatcher
Director of Finance and Administration	(All EA / part-time positions are not considered to have direct promotional opportunity)

Occupational Category Study
Classification and Salary Range

EXECUTIVE / MANAGERIAL		
Classification / Grade	Job Title	Salary / Salary Range
P	President	\$148,326 - \$239,547
D	Dean of Information Technology	\$106,816 - \$172,507
D	Dean of Academics	\$106,816 - \$172,507
D	Dean of Student Development (Vacant)	\$106,816 - \$172,507
A5	Director of Human Resources	\$92,883 - \$150,006
AD	Associate Dean of Continuing Education	\$92,883 - \$150,006
CCP 22-12	Director of Academic Division - Nursing (Vacant)	\$85,810 - \$138,521
CCP 22-12	Director of Academic Division (Vacant)	\$85,810 - \$138,521
CCP 21-12	Director of Finance and Administration	\$78,576 - \$126,833
CCP 20-12	Director of Library Services	\$72,373 - \$116,834
A2	Associate Director of Human Resources	\$65,423 - \$105,657
A1	Assistant Director of Human Resources	\$58,879 - \$95,090

FACULTY		
Classification / Grade	Job Title	Salary / Salary Range
Professor	CC Professor - Nursing	\$70,855 - \$110,568
	CC Professor	\$70,855 - \$101,224
Associate Professor	CC Associate Professor - Nursing	\$63,781 - \$94,382
	CC Associate Professor	\$61,740 - \$88,263
Assistant Professor	CC Assistant Professor - Nursing	\$61,876 - \$79,922
	CC Assistant Professor	\$54,658 - \$76,314
Instructor	CC Instructor	\$50,610 - \$68,990

PROFESSIONAL / NON-FACULTY		
Classification / Grade	Job Title	Salary / Salary Range
CCP 21-12	Director of Student Development	\$78,576 - \$126,833
CCP 21-12	Director of Admissions	\$78,576 - \$126,833
AR 26	Associate Fiscal Services Officer	\$74,148 - \$95,363
CCP 19-12	Counselor	\$66,426 - \$107,241
CCP 19-12	Director of Business and Industry	\$66,426 - \$107,241
CCP 19-12	Director of Career Services	\$66,426 - \$107,241
CCP 19-12	Director of Child Development	\$66,426 - \$107,241
CCP 19-12	Director of Data Processing	\$66,426 - \$107,241
CCP 19-12	Director of Facilities	\$66,426 - \$107,241
CCP 19-12	Director of Institutional Advancement	\$66,426 - \$107,241

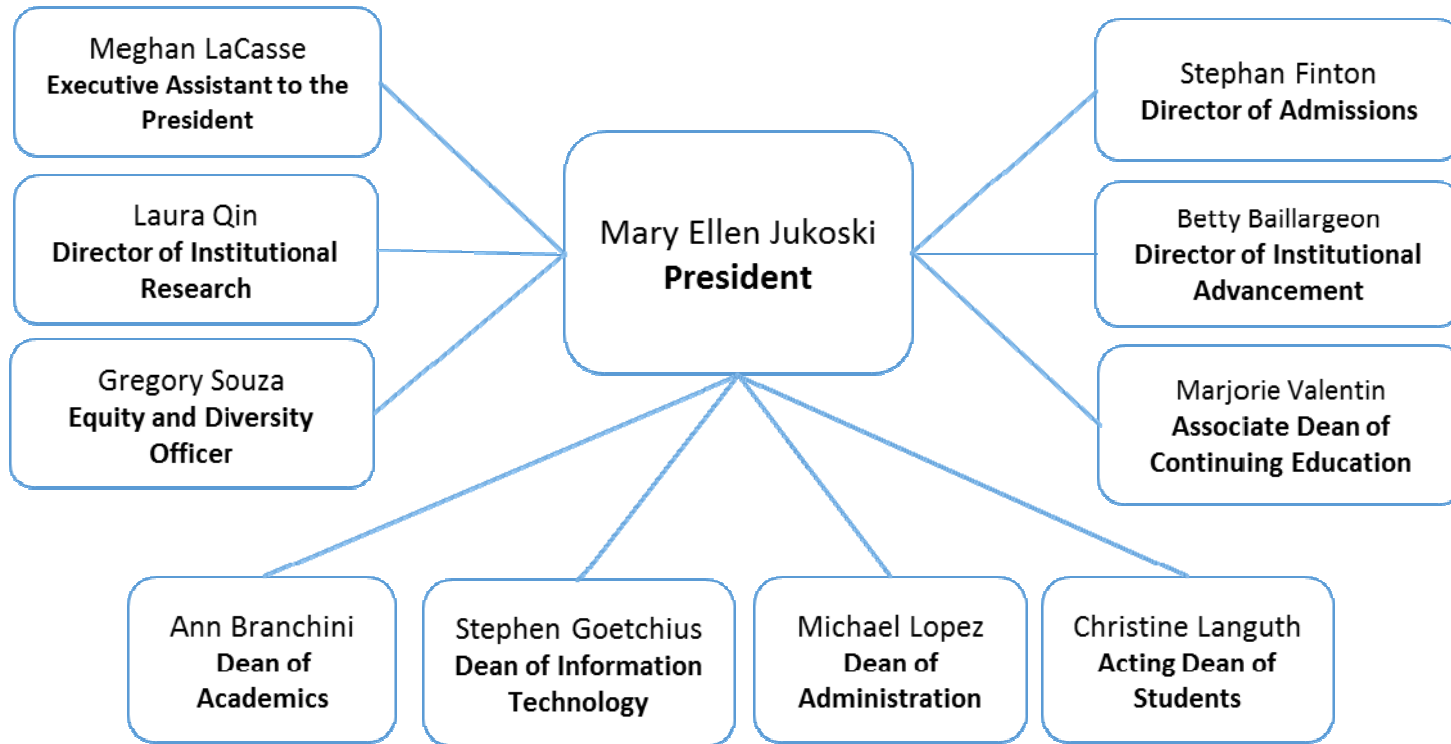
CCP 19-12	Director of Institutional Research	\$66,426 - \$107,241
CCP 19-12	Director of Learning Initiatives	\$66,426 - \$107,241
CCP 19-12	Registrar	\$66,426 - \$107,241
AR 23	Accountant	\$64,284 - \$83,103
AR 23	Fiscal Services Officer	\$64,284 - \$83,103
CCP 18-12	Allied Health Coordinator	\$61,255 - \$98,952
CCP 18-12	Assistant Director of Information Technology	\$61,255 - \$98,952
CCP 18-12	Associate Director of Admissions	\$61,255 - \$98,952
CCP 18-12	Director of Distance Learning	\$61,255 - \$98,952
CCP 18-12	Librarian	\$61,255 - \$98,952
CCP 18-12	Network Manager	\$61,255 - \$98,952
CCP 17-12	Coordinator of Information Technology	\$56,345 - \$91,020
CCP 17-12	Coordinator of the Writing Center	\$56,345 - \$91,020
CCP 17-12	Nursing Lab Coordinator	\$56,345 - \$91,020
CCP 17-12	Nursing Research Coordinator	\$56,345 - \$91,020
ESA	Executive Assistant to the President	\$55,936 - \$90,337
CCP 16-12	Associate Registrar	\$52,208 - \$84,269
CCP 16-12	Continuing Education Aide	\$52,208 - \$84,269
CCP 16-12	Coordinator of Continuing Education (Vacant)	\$52,208 - \$84,269
CCP 16-12	Coordinator of HRIS&Employee Benefits	\$52,208 - \$84,269
CCP 16-12	Information Technology Technician	\$52,208 - \$84,269
CCP 16-12	Information Technology Technician II	\$52,208 - \$84,269
CCP 16-12	Public Relations Associate (Vacant)	\$52,208 - \$84,269
CCP 15-12	Placement Testing Specialist	\$48,074 - \$77,626
CCP 14-12	Assistant Registrar	\$44,453 - \$71,742
CCP 13-12	Registration Services Assistant	\$41,780 - \$67,467

CLERICAL / SECRETARIAL		
Classification / Grade	Job Title	Salary / Salary Range
CL 19	Administrative Assistant	\$52,364 - \$67,762
CL 19	Clerk - Typist	\$52,364 - \$67,762
CL 16	Processing Technician	\$45,360 - \$59,316
CL 16	Secretary 2	\$45,360 - \$59,316
CT 19	Administrative Assistant	\$43,738 - \$56,600
CL 15	Telecom Dispatcher	\$43,301 - \$56,785
CL 14	Secretary 1	\$41,440 - \$54,377
CL 13	Clerk - Financial	\$39,709 - \$52,101
CL 13	Office Assistant	\$39,709 - \$52,101
CL 13	Clerk - Payroll (Vacant)	\$39,709 - \$52,101
CL 8	Clerk - Cashier	\$33,767 - \$42,262

TECHNICAL / PARA-PROFESSIONAL		
Classification / Grade	Job Title	Salary / Salary Range
CL 23	Purchasing Assistant	\$62,006 - \$81,538
AR 19	Fiscal Administrative Assistant	\$54,171 - \$68,931
CCP 14-12	Assistant Accountant	\$44,453 - \$71,742
CCP 14-12	Facilities Scheduler	\$44,453 - \$71,742
CCP 14-12	Financial Aid Assistant	\$44,453 - \$71,742
CCP 13-12	Academic Assistant	\$41,785 - \$67,467
CCP 13-12	Registration Services Assistant	\$41,785 - \$67,467

SERVICE / MAINTENANCE		
Classification / Grade	Job Title	Salary / Salary Range
TC 22	Building Maint Spvr	\$57,851 - \$75,658
TC 18	Building Superintendent	\$48,860 - \$63,001
TC 15	General Trades Worker	\$42,416 - \$55,255
TC 12	StoreKeeper	\$36,812 - \$46,845
TC 11	Lead/Supervisor Custodian	\$35,773 - \$45,301
TC 9	Custodian	\$33,836 - \$42,282
TC 9	Maintainer	\$33,836 - \$42,282

Organizational Chart



VI. Workforce Analysis

(Section 46a-68-38)

Workforce Analysis	99
Total Workforce	99
Executive / Administrative / Managerial	99
Faculty	100
Professional / Non-Faculty	100
Secretarial / Clerical	101
Technical / Paraprofessional	101
Service / Maintenance	102
Part-Time	102
Disabled Workforce	103
Age Analysis	104
Executive / Administrative / Managerial	104
Faculty – Below Professor	104
Professional / Non-Faculty	105
Secretarial / Clerical	105
Technical / Paraprofessional	105
Service / Maintenance	106

Workforce Analysis

Total Workforce

TOTAL WORKFORCE (as a percentage of column totals) (46a-68-38)											
Occupational Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
Executive/Managerial	10	3	7	3	6	0	1	0	0	0	0
	6%	5%	7%	6%	8%	0%	10%	0%	0%	0%	0%
Faculty	69	33	36	29	33	2	1	0	1	2	1
	43%	50%	38%	54%	43%	33%	10%	0%	33%	67%	20%
Professional	41	15	26	11	20	2	2	1	1	1	3
	25%	23%	27%	20%	26%	33%	20%	33%	33%	33%	60%
Clerical / Secretarial	17	1	16	1	11	0	5	0	0	0	0
	11%	2%	17%	2%	14%	0%	50%	0%	0%	0%	0%
Technical/Paraprofessional	8	1	7	1	4	0	1	0	1	0	1
	5%	2%	7%	2%	5%	0%	10%	0%	33%	0%	20%
Service/Maintenance	16	13	3	9	3	2	0	2	0	0	0
	10%	20%	3%	17%	4%	33%	0%	67%	0%	0%	0%
Percentage of Total Workforce	161	66	95	54	77	6	10	3	3	3	5
	100%	41%	59%	34%	48%	4%	6%	2%	2%	2%	3%

Executive / Administrative / Managerial

Labor Market: NATIONAL											
Classification:											
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL											
CATEGORY	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
President	1	0	1		1						
Dean of Academics	1	0	1		1						
Dean of Administration	1	1	0	1							
Dean of Information Technology	1	1	0	1							
Dean of Student Development	0	0	0								
Associate Dean of Continuing Ed	1	0	1		1						
Director of Academic Division	0	0	0								
Director of Academic Division - Nursing	0	0	0								
Director of Human Resources	1	0	1		1						
Director of Finance and Administration	1	0	1		1						
Director of Library Services	1	0	1				1				
Assistant Director of Human Resources	1	0	1		1						
Associate Director of Human Resources	1	1	0	1							
TOTALS	10	3	7	3	6	0	1	0	0	0	0

Faculty

Labor Market: NATIONAL											
Classification: FACULTY											
CATEGORY	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
Professor	37	16	21	14	20	1	1			1	
Associate Professor	13	7	6	7	5						1
Assistant Professor	11	7	4	5	3	1			1	1	
Instructor	8	3	5	3	5						
TOTALS	69	33	36	29	33	2	1	0	1	2	1

Professional / Non-Faculty

Labor Market: NATIONAL											
Classification: PROFESSIONAL, NON-FACULTY											
CATEGORY	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
Accountant	2	0	2		2						
Allied Health Coordinator	0	0	0								
Assistant Director of Info Technology	1	1	0	1							
Assistant Registrar	1	1	0	1							
Associate Director of Admissions	1	0	1						1		
Associate Fiscal Services Officer	1	0	1		1						
Associate Registrar	1	0	1		1						
Continuing Education Aide	1	0	1								1
Coordinator of HRIS&Employee Benefits	1	0	1		1						
Coordinator of Information Technology	1	1	0	1							
Coordinator of the Writing Center	1	1	0	1							
Counselor	5	1	4	1	2		1				1
Director of Admissions	1	1	0							1	
Director of Business and Industry	1	0	1		1						
Director of Career Services	1	1	0	1							
Director of Child Development	1	0	1		1						
Director of Data Processing	1	0	1		1						
Director of Distance Learning	1	1	0			1					
Director of Facilities	1	1	0					1			
Director of Institutional Advancement	1	0	1		1						
Director of Institutional Research	1	0	1								1
Director of Learning Initiatives	1	0	1		1						
Director of Student Development	1	0	1				1				
Executive Assistant	1	0	1		1						
Fiscal Services Officer	1	1	0	1							
Information Technology Technician	2	2	0	1		1					
Information Technology Technician II	2	1	1	1	1						
Librarian	1	0	1		1						
Network Manager	1	1	0	1							

Nursing Lab Coordinator	1	0	1		1						
Nursing Research Coordinator	1	0	1		1						
Placement Testing Specialist	1	0	1		1						
Registrar	1	0	1		1						
Retention Coordinator	1	0	1		1						
Tutoring Center Associate	1	1	0	1							
TOTALS	41	15	26	11	20	2	2	1	1	1	3

Secretarial / Clerical

Labor Market: STATE											
Classification: SECRETARIAL AND CLERICAL											
CATEGORY	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
Administrative Assistant	7	0	7		5		2				
Clerk - Cashier	1	1	0	1							
Clerk - Financial	1	0	1				1				
Clerk - Payroll	0	0	0								
Clerk - Typist	1	0	1		1						
Office Assistant	2	0	2		2						
Processing Technician	2	0	2		1		1				
Secretary 1	2	0	2		1		1				
Secretary 2	0	0	0								
Telecom Dispatcher	1	0	1		1						
TOTALS	17	1	16	1	11	0	5	0	0	0	0

Technical / Paraprofessional

Labor Market: STATE											
Classification: TECHNICAL/PARAPROFESSIONAL											
CATEGORY	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
Academic Assistant	1	0	1		1						
Assistant Accountant	0	0	0								
Facilities Scheduler	1	0	1		1						
Financial Aid Assistant	1	0	1						1		
Fiscal Administrative Assistant	1	0	1				1				
Purchasing Assistant	1	0	1		1						
Registration Services Assistant	3	1	2	1	1						1
TOTALS	8	1	7	1	4	0	1	0	1	0	1

Service / Maintenance

Labor Market: STATE											
Classification: SERVICE/MAINTENANCE											
CATEGORY	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
Building Maint Spvr	1	1	0	1							
Building Superintendent	1	1	0	1							
Custodian	8	6	2	3	2	1		2			
General Trades Worker	1	1	0	1							
Lead/Supervisory Custodian	3	3	0	2		1					
Maintainer	1	1	0	1							
StoreKeeper	1	0	1		1						
TOTALS	16	13	3	9	3	2	0	2	0	0	0

Part-Time

Labor Market: STATE											
Classification: PART-TIME											
CATEGORY	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
Educational Assistant	90	18	72	16	66	0	4	0	2	2	0
Lecturer	151	71	80	67	71	2	6	1	2	1	1
TOTALS	241	89	152	83	137	2	10	1	4	3	1

Disabled Workforce

DISABLED WORKFORCE											
Occupational Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
Executive/Managerial	0	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Faculty	0	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Professional	0	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Clerical / Secretarial	0	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Technical/Paraprofessional	0	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Percentage of Total Workforce	0	0	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Age Analysis

Executive / Administrative / Managerial

Age Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
45 to 49	1	1	0	1							
50 to 54	3	1	2	1	2						
55 to 59	2	0	2		2						
60 to 64	2	1	1	1	1						
65 to 69	2	0	2		1		1				
TOTAL	10	3	7	3	6	0	1	0	0	0	0

Faculty – Professor

Age Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
35 to 39	1	1	0	1							
40 to 44	2	1	1	1	1						
45 to 49	1	0	1		1						
50 to 54	8	5	3	5	3						
55 to 59	9	1	8	1	8						
60 to 64	9	3	6	3	5		1				
65 to 69	5	3	2	2	2	1					
70+	2	2	0	1						1	
TOTAL	37	16	21	14	20	1	1	0	0	1	0

Faculty – Below Professor

Age Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
30 to 34	1	1	0	1							
35 to 39	5	2	3	2	3						
40 to 44	5	1	4		4	1					
45 to 49	7	2	5	2	4				1		
50 to 54	5	4	1	4	1						
55 to 59	2	1	1	1	1						
60 to 64	3	2	1	2							1
65 to 69	3	3	0	3							
70+	1	1	0							1	
TOTAL	32	17	15	15	13	1	0	0	1	1	1

Professional / Non-Faculty

Age Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
25 to 29	1	1	0	1							
30 to 34	2	1	1	1	1						
35 to 39	2	1	1	1							1
40 to 44	6	1	5	1	4		1				
45 to 49	4	2	2		2	1		1			
50 to 54	7	3	4	2	2	1					2
55 to 59	9	3	6	2	6					1	
60 to 64	8	3	5	3	4		1				
65 to 69	1	0	1		1						
70+	1	0	1						1		
TOTAL	41	15	26	11	20	2	2	1	1	1	3

Secretarial / Clerical

Age Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
25 to 29	1	1	0	1							
45 to 49	3	0	3		3						
50 to 54	5	0	5		5						
55 to 59	5	0	5		2		3				
60 to 64	1	0	1				1				
65 to 69	2	0	2		1		1				
TOTAL	17	1	16	1	11	0	5	0	0	0	0

Technical / Paraprofessional

Age Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
40 to 44	2	1	1	1							1
50 to 54	4	0	4		2		1		1		
55 to 59	1	0	1		1						
60 to 64	1	0	1		1						
TOTAL	8	1	7	1	4	0	1	0	1	0	1

Service / Maintenance

Age Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
25 to 29	1	1	0	1							
30 to 34	1	1	0	1							
35 to 39	1	0	1		1						
40 to 44	1	0	1		1						
50 to 54	6	5	1	3	1	1		1			
55 to 59	5	5	0	4				1			
60 to 64	1	1	0			1					
TOTAL	16	13	3	9	3	2	0	2	0	0	0

VII. Availability Analysis (Section 46a-68-39)

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Availability Analysis - Overview

Three Rivers Community College has conducted a complete analysis by occupational category to determine the availability base of protected group members for employment. In accordance with regulations, the following were consulted in determining availability computations:

1. Employment figures (immediate labor market area).
2. Unemployment figures (immediate labor market area).
3. Racial and sexual composition of persons in feeder groups who are promotable and/or transferable.
4. Population figures (local, state, national).
5. Requisite skill figures (reasonable labor market area, local, state and national).
6. Educational/Technical training figures.

The sources used for the raw statistics listed in the availability worksheets are as follows:

1. Connecticut Occupational Statistics for Equal Employment Opportunity and Affirmative Action Planning – 2000 Census of Population and Housing – Special EEO Tabulation.
2. “Connecticut Labor Force Data for Affirmative Action Plans,” 3rd Quarter 2014. Table of Characteristics of Jobseekers registered with the Connecticut Department of Labor Employment Security Division.
3. Percentage of promotable and transferable employees in a relevant feeder group for each job classification.
4. Educational data from the Digest of Education Statistics table 287: “Employees in Degree Granting Institutions by Race/Ethnicity, Etc.” Winter 2011-12 (Table prepared July 2012).

Executive / Administrative / Managerial – Part 1

OCCUPATIONAL CATEGORY: Executive/Administrative/Managerial													LABOR MARKET: National					
JOB TITLE: All in Category																		
FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE		
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
1. Employment data in the immediate labor market area	65.6	0.10	6.6	34.4	0.10	3.4	60.1	0.10	6.0	30.6	0.10	3.1	2.0	0.10	0.2	2.2	0.10	0.2
2. Unemployment data in the immediate labor market area	57.0	0.25	14.3	43.0	0.25	10.8	40.7	0.25	10.2	27.4	0.25	6.9	5.8	0.25	1.5	7.2	0.25	1.8
3. Promotable/Transferrable	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0
6. Education/technical training data	45.8	0.65	29.8	54.2	0.65	35.2	37.9	0.65	24.6	42.6	0.65	27.7	3.7	0.65	2.4	6.0	0.65	3.9
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0
FINAL AVAILABILITY FACTOR			50.7			49.4			40.8			37.7			4.1			5.9

Executive / Administrative / Managerial – Part 2

FACTOR	HISP MALE			HISP FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASONS FOR WEIGHTING THE FACTOR
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF		
1. Employment data in the immediate labor market area	1.80	0.10	0.2	0.90	0.10	0.1	1.70	0.10	0.2	0.70	0.10	0.1	COS 2000, Vol 2, pp. 2-3 Occupation Management Occupations (Weighted average of 110001-Chief Executives, 113000- Operations Specialities, 119030 - Education Administrators) Calculation at end of section.	Due to the age of the data, the weight is set relatively low at 10%
2. Unemployment data in the immediate labor market area	5.30	0.25	1.3	5.00	0.25	1.3	5.20	0.25	1.3	3.40	0.25	0.9	CTDOL Jobseekers (3rd Qtr 2014) page 4 (Statewide); SOC Code 11.10, 11.90	-
3. Promotable/Transferrable	0.00	0.00	0.0	0.00	0.00	0.0	0.00	0.00	0.0	0.00	0.00	0.0	-	-
4. Population data in the immediate labor market area	0.00	0.00	0.0	0.00	0.00	0.0	0.00	0.00	0.0	0.00	0.00	0.0	-	-
5. Client population data	0.00	0.00	0.0	0.00	0.00	0.0	0.00	0.00	0.0	0.00	0.00	0.0	-	-
6. Education/technical training data	2.20	0.65	1.4	3.30	0.65	2.1	1.90	0.65	1.2	2.30	0.65	1.5	Digest of Education Statistics 2012 table 287: Employees in Degree granting Institutions by race/ethnicity, etc.	Data is recent/national. These positions are often filled by those in higher ed / outside the local labor market. Weight is therefore high.
7. Other Source	0.00	0.00	0.0	0.00	0.00	0.0	0.00	0.00	0.0	0.00	0.00	0.0	-	-
FINAL AVAILABILITY FACTOR			2.9			3.5			2.7			2.5		

Faculty – Professor – Part 1

OCCUPATIONAL CATEGORY: Faculty																	LABOR MARKET: National		
JOB TITLE: Professor																			
FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
1. Employment data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.00	0.0	0.00	
2. Unemployment data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.00	0.0	0.00	
3. Promotable/Transferrable	53.8	1.00	53.8	46.2	1.00	46.2	53.8	1.00	53.8	38.5	1.00	38.5	0.0	1.00	0.0	0.0	1.00	0.0	
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.00	0.0	0.00	
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.00	0.0	0.00	
6. Education/technical training data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.00	0.0	0.00	
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.00	0.0	0.00	
FINAL AVAILABILITY FACTOR			53.8			46.2			53.8			38.5			0.0			0.0	

Faculty – Professor – Part 2

FACTOR	HISP MALE			HISP FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASONS FOR WEIGHTING THE FACTOR
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF		
1. Employment data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	Positions are only filled through promotion and thus availability is dependent on faculty below level of professor.
2. Unemployment data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
3. Promotable/Transferrable	0.0	1.00	0.0	0.0	1.00	0.0	0.0	1.00	0.0	7.7	1.00	7.7	Workforce Analysis - Faculty Associate Professors - all are available for promotion	Only source for promotion to professor
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
6. Education/technical training data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
FINAL AVAILABILITY FACTOR			0.0			0.0			0.0			7.7		

Faculty – Below Professor – Part 1

OCCUPATIONAL CATEGORY: Faculty																	LABOR MARKET: National		
JOB TITLE: Below Professor																			
FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
1. Employment data in the immediate labor market area	51.7	0.10	5.2	48.3	0.10	4.80	41.10	0.10	4.10	39.0	0.10	3.9	2.6	0.10	0.3	2.5	0.10	0.3	
2. Unemployment data in the immediate labor market area	30.6	0.30	9.2	69.4	0.30	20.80	17.20	0.30	5.20	29.7	0.30	8.9	7.2	0.30	2.2	21.1	0.30	6.3	
3. Promotable/Transferrable	0.0	0.00	0.0	0.0	0.00	0.00	0.00	0.00	0.00	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.00	0.00	0.00	0.00	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.00	0.00	0.00	0.00	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
6. Education/technical training data	51.6	0.60	31.0	48.4	0.60	29.00	41.90	0.60	25.10	38.5	0.60	23.1	3.1	0.60	1.9	4.4	0.60	2.6	
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.00	0.00	0.00	0.00	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
FINAL AVAILABILITY FACTOR			45.4			54.6			34.4			35.9			4.4			9.2	

Faculty – Below Professor – Part 2

FACTOR	HISP MALE			HISP FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASONS FOR WEIGHTING THE FACTOR
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF		
1. Employment data in the immediate labor market area	2.4	0.10	0.2	2.5	0.10	0.3	5.6	0.10	0.6	4.3	0.10	0.4	COS 2000, Vol 2, pp. 6-7 Occupation PostSecondary Teachers (251000)	Due to the age of the data, the weight is set relatively low at 10%
2. Unemployment data in the immediate labor market area	3.3	0.30	1.0	12.4	0.30	3.7	2.9	0.30	0.9	6.2	0.30	1.9	CTDOL Jobseekers (12/13) page 5 (Statewide); SOC Code 25.1	-
3. Promotable/Transferrable	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
6. Education/technical training data	2.4	0.60	1.4	2.3	0.60	1.4	4.2	0.60	2.5	3.2	0.60	1.9	Digest of Education Statistics 2012 table 287: Employees in Degree granting Institutions by race/ethnicity, etc.	Data is recent/national. These positions are often filled by those in higher ed / outside the local labor market. Weight is therefore high.
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
FINAL AVAILABILITY FACTOR			2.6			5.4			4.0			4.2		

Professional / Non-Faculty – Part 1

OCCUPATIONAL CATEGORY: Professional-Nonfaculty																	LABOR MARKET: National		
JOB TITLE: All in Category																			
FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
1. Employment data in the immediate labor market area	41.9	0.10	4.2	58.1	0.10	5.8	37.2	0.10	3.7	50.8	0.10	5.1	2.7	0.10	0.3	4.0	0.10	0.4	
2. Unemployment data in the immediate labor market area	40.3	0.25	10.1	59.7	0.25	14.9	23.3	0.25	5.8	28.6	0.25	7.2	8.0	0.25	2.0	16.0	0.25	4.0	
3. Promotable/Transferrable	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
6. Education/technical training data	38.5	0.65	25.0	61.5	0.65	40.0	29.7	0.65	19.3	45.4	0.65	29.5	3.6	0.65	2.3	7.3	0.65	4.7	
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
FINAL AVAILABILITY FACTOR			39.3			60.7			28.8			41.8			4.6			9.1	

Professional / Non-Faculty – Part 2

FACTOR	HISP MALE			HISP FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASONS FOR WEIGHTING THE FACTOR
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF		
1. Employment data in the immediate labor market area	1.2	0.10	0.1	2.0	0.10	0.2	0.8	0.10	0.1	1.3	0.10	0.1	COS 2000, Vol 2, pp. 2-3 Occupation Education Administrators(119030)	Due to the age of the data, the weight is set relatively low at 10%
2. Unemployment data in the immediate labor market area	4.8	0.25	1.2	9.1	0.25	2.3	4.1	0.25	1.0	6.1	0.25	1.5	CTDOL Jobseekers (12/13) page 5 (Statewide); SOC Code 13.1, 13.2, 15.1, 21.1, 25.4, 25.9	-
3. Promotable/Transferrable	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
6. Education/technical training data	2.3	0.65	1.5	4.0	0.65	2.5	3.0	0.65	2.0	4.7	0.65	3.1	Digest of Education Statistics 2012 table 287: Employees in Degree granting Institutions by race/ethnicity, etc.	Data is recent/national. These positions are often filled by those in higher ed / outside the local labor market. Weight is therefore high.
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
FINAL AVAILABILITY FACTOR			2.8			5.0			3.1			4.7		

Secretarial / Clerical – Part 1

OCCUPATIONAL CATEGORY: Clerical and Secretarial																	LABOR MARKET: State		
JOB TITLE: All in Category																			
FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
1. Employment data in the immediate labor market area	2.60	0.10	0.30	97.4	0.10	9.7	2.3	0.10	0.2	88.9	0.10	8.9	0.0	0.10	0.0	4.4	0.10	0.4	
2. Unemployment data in the immediate labor market area	25.30	0.90	22.80	74.7	0.90	67.2	10.9	0.90	9.8	37.2	0.90	33.5	7.0	0.90	6.3	19.0	0.90	17.1	
3. Promotable/Transferrable	0.00	0.00	0.00	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
4. Population data in the immediate labor market area	0.00	0.00	0.00	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
5. Client population data	0.00	0.00	0.00	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
6. Education/technical training data	0.00	0.00	0.00	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
7. Other Source	0.00	0.00	0.00	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
FINAL AVAILABILITY FACTOR			23.10			76.9			10.0			42.4			6.3			17.5	

Secretarial / Clerical – Part 2

FACTOR	HISP MALE			HISP FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASONS FOR WEIGHTING THE FACTOR
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF		
1. Employment data in the immediate labor market area	0.0	0.10	0.0	1.8	0.10	0.2	0.3	0.10	0.0	2.3	0.10	0.2	COS 2000, Vol 2, pp. 196-197 Secretaries & Administrative Assistants (436000)	Due to the age of the data, the weight is set relatively low at 10%
2. Unemployment data in the immediate labor market area	4.3	0.90	3.9	12.4	0.90	11.2	3.0	0.90	2.7	6.1	0.90	5.5	CTDOL Jobseekers (12/13) page 29 (Norwich-New London-LMA); SOC Code 43	-
3. Promotable/Transferrable	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
6. Education/technical training data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
FINAL AVAILABILITY FACTOR			3.9			11.4			2.7			5.7		

Technical / Paraprofessional – Part 1

OCCUPATIONAL CATEGORY: Technical and Paraprofessional																	LABOR MARKET: State		
JOB TITLE: All in Category																			
FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
1. Employment data in the immediate labor market area	24.2	0.10	2.4	75.8	0.10	7.6	21.4	0.10	2.1	68.5	0.10	6.9	0.8	0.10	0.1	2.5	0.10	0.3	
2. Unemployment data in the immediate labor market area	38.5	0.90	34.7	61.5	0.90	55.4	22.5	0.90	20.3	32.5	0.90	29.3	5.9	0.90	5.3	14.2	0.90	12.8	
3. Promotable/Transferrable	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
6. Education/technical training data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
FINAL AVAILABILITY FACTOR			37.1			63.0			22.4			36.2			5.4			13.1	

Technical / Paraprofessional – Part 2

FACTOR	HISP MALE			HISP FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASONS FOR WEIGHTING THE FACTOR
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF		
1. Employment data in the immediate labor market area	0.7	0.10	0.1	2.2	0.10	0.2	1.3	0.10	0.1	2.6	0.10	0.3	COS 2000, Vol 2, pp. 196-197 Office & Admin Support Occupations (430000)	Due to the age of the data, the weight is set relatively low at 10%
2. Unemployment data in the immediate labor market area	4.1	0.90	3.7	10.1	0.90	9.1	5.9	0.90	5.3	4.7	0.90	4.2	CTDOL Jobseekers (12/13) page 27 (Norwich-New London-LMA); SOC Code 13.1, 13.2, 25.9	-
3. Promotable/Transferrable	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
6. Education/technical training data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
FINAL AVAILABILITY FACTOR			3.8			9.3			5.4			4.5		

Service / Maintenance – Part 1

OCCUPATIONAL CATEGORY: Service/Maintenance																	LABOR MARKET: State		
JOB TITLE: All in Category																			
FACTOR	TOTAL MALE			TOTAL FEMALE			WHITE MALE			WHITE FEMALE			BLACK MALE			BLACK FEMALE			
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	
1. Employment data in the immediate labor market area	63.3	0.10	6.3	36.7	0.10	3.7	48.8	0.10	4.9	27.1	0.10	2.7	5.8	0.10	0.6	1.7	0.10	0.2	
2. Unemployment data in the immediate labor market area	67.0	0.90	60.3	33.0	0.90	29.7	24.2	0.90	21.8	11.0	0.90	9.9	15.4	0.90	13.9	6.0	0.90	5.4	
3. Promotable/Transferrable	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
6. Education/technical training data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	
FINAL AVAILABILITY FACTOR			66.6			33.4			26.7			12.6			14.5			5.6	

Service / Maintenance – Part 2

FACTOR	HISP MALE			HISP FEMALE			OTHER MALE			OTHER FEMALE			SOURCE OF STATISTIC	REASONS FOR WEIGHTING THE FACTOR
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF		
1. Employment data in the immediate labor market area	4.6	0.10	0.5	4.9	0.10	0.5	4.1	0.10	0.4	3.0	0.10	0.3	COS 2000, Vol 2, pp. 192-193 Occupation Bldng & Grounds Cleaning & Maint. (370001)	Due to the age of the data, the weight is set relatively low at 10%
2. Unemployment data in the immediate labor market area	19.8	0.90	17.8	12.1	0.90	10.9	7.7	0.90	6.9	3.8	0.90	3.4	CTDOL Jobseekers (12/13) page 28 (Norwich-New London-LMA); SOC Code 37	-
3. Promotable/Transferrable	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
4. Population data in the immediate labor market area	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
5. Client population data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
6. Education/technical training data	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
7. Other Source	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	-	-
FINAL AVAILABILITY FACTOR			18.3			11.4			7.3			3.7		

VIII. Utilization Analysis

(Section 46a-68-40)

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Utilization Analysis - Overview

The College has conducted the Utilization Analysis on the prescribed forms (40A) for each occupational category for which a separate availability base was calculated to determine if each group is fully and fairly utilized.

Please note: this Affirmative Action Plan contains permanent appointments that occurred outside of a full and open search and selection process. For the purposes of the Utilization Analysis, these hires are represented in the “short term hires” field so as to give an accurate perspective on the increase in the workforce.

These hires are explained in greater detail in the Goals Analysis section, but the chart below discloses which occupational categories saw increases without complete searches.

EEO 6 Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
1 - Executive/ Administrative/ Managerial	0	0	0								
2 - Faculty I - Professor	0	0	0								
2 - Faculty II - Below Professor	3	2	1	2					1		
3 - Professional / Non-Faculty	2	0	2				1				1
4 - Clerical / Secretarial	0	0	0								
5 - Technical / Paraprofessional	0	0	0								
7 - Service / Maintenance	0	0	0								
TOTAL	5	2	3	2	0	0	1	0	1	0	1

Executive / Administrative / Managerial

RECRUITING AREA: National			PROJECTED TURNOVER (12 mos)												0
			PROJECTED HIRES (12 mos)												0
CATEGORY: Exec/Adm/Mgr			PROJECTED PROMOTIONS (12 mos)												0
			DATA CURRENT TO 12/31/2014												
FACILITY IN AREA			TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF		
DATA RESOURCE															
A	WORKFORCE %		100.0	30.0	70.0	30.0	60.0	0.0	10.0	0.0	0.0	0.0	0.0	A	
B	WORKFORCE PARITY %		100.1	50.7	49.4	40.8	37.7	4.1	5.9	2.9	3.5	2.7	2.5	B	
C	WORKFORCE NUMBERS		10.0	3.0	7.0	3.0	6.0	0.0	1.0	0.0	0.0	0.0	0.0	C	
D	WORKFORCE PARITY NOS.		10.2	5.1	5.1	4.1	3.8	0.4	0.6	0.3	0.4	0.3	0.3	D	
E	NET UTILIZATION (+/-)			(2.1)	1.9	(1.1)	2.2	(0.4)	0.4	(0.3)	(0.4)	(0.3)	(0.3)	E	
F	PREVIOUS UTILIZATION			(2.3)	2.4	(1.5)	0.5	(0.4)	2.4	(0.2)	(0.3)	(0.2)	(0.2)	F	
G	HIRING GOALS	Previous Goals	Short	0	1	0	1	0	0	0	0	0	0	G	
H		Long	3	2	1	1	0	1	0	0	1	0	0	H	
I		Current Hires	Short	0	0	1	0	1	0	0	0	0	0	I	
J		Long	0	0	0	0	0	0	0	0	0	0	0	J	
K		% Goals Achieved	Short	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	K
L		Long	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	L
M		Current Goals	Short	0	0	0	0	0	0	0	0	0	0	0	M
N		Long	3	2	1	1	0	1	0	0	1	0	0	N	
O	PROMOTION GOALS including Upward Mobility	Previous Goals	Total	0	0	0	0	0	0	0	0	0	0	O	
P		UM	0	0	0	0	0	0	0	0	0	0	0	P	
Q		Current Promo	Total	0	0	0	0	0	0	0	0	0	0	Q	
R		UM	0	0	0	0	0	0	0	0	0	0	0	R	
S		% Goals Achieved	Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	S
T		UM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	T
U		Current Goals	Total	0	0	0	0	0	0	0	0	0	0	0	U
V		UM	0	0	0	0	0	0	0	0	0	0	0	0	V

RECRUITING AREA: National													PROJECTED TURNOVER (12 mos)		0
CATEGORY: Faculty/Professor													PROJECTED HIRES (12 mos)		0
FACILITY IN AREA													PROJECTED PROMOTIONS (12 mos)		0
DATA RESOURCE													DATA CURRENT TO		12/31/2014
			TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF		
A	WORKFORCE %		100.0	43.2	56.8	37.8	54.1	2.7	2.7	0.0	0.0	2.7	0.0	A	
B	WORKFORCE PARITY %		100.0	53.8	46.2	53.8	38.5	0.0	0.0	0.0	0.0	0.0	7.7	B	
C	WORKFORCE NUMBERS		37.0	16.0	21.0	14.0	20.0	1.0	1.0	0.0	0.0	1.0	0.0	C	
D	WORKFORCE PARITY NOS.		36.9	19.9	17.0	19.9	14.2	0.0	0.0	0.0	0.0	0.0	2.8	D	
E	NET UTILIZATION (+/-)			(3.9)	0.4	(5.9)	2.2	1.0	1.0	0.0	0.0	1.0	(2.8)	E	
F	PREVIOUS UTILIZATION			(4.5)	2.1	(6.5)	2.2	1.0	2.0	0.0	0.0	1.0	(2.1)	F	
G	HIRING GOALS	Previous Goals	Short	0	0	0	0	0	0	0	0	0	0	0	G
H			Long	0	0	0	0	0	0	0	0	0	0	0	0
I		Current Hires	Short	0	0	0	0	0	0	0	0	0	0	0	I
J			Long	0	0	0	0	0	0	0	0	0	0	0	J
K		% Goals Achieved	Short	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	K
L			Long	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	L
M		Current Goals	Short	0	0	0	0	0	0	0	0	0	0	0	M
N			Long	0	0	0	0	0	0	0	0	0	0	0	N
O	PROMOTION GOALS including Upward Mobility	Previous Goals	Total	9	7	2	7	0	0	0	0	0	2	O	
P			UM	0	0	0	0	0	0	0	0	0	0	0	P
Q		Current Promo	Total	5	2	3	2	3	0	0	0	0	0	0	Q
R			UM	0	0	0	0	0	0	0	0	0	0	0	R
S		% Goals Achieved	Total	179%	29%	150%	29%	0%	0%	0%	0%	0%	0%	0%	S
T			UM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	T
U		Current Goals	Total	9	6	3	6	0	0	0	0	0	0	3	U
V			UM	0	0	0	0	0	0	0	0	0	0	0	V

Faculty – Below Professor

RECRUITING AREA: National		PROJECTED TURNOVER (12 mos) 0												
CATEGORY: Faculty/ Below Professor		PROJECTED HIRES (12 mos) 0												
FACILITY IN AREA		PROJECTED PROMOTIONS (12 mos) 0												
DATA RESOURCE		DATA CURRENT TO 12/31/2014												
		TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF		
A	WORKFORCE %	99.9	53.1	46.8	46.9	40.6	3.1	0.0	0.0	3.1	3.1	3.1	A	
B	WORKFORCE PARITY %	100.0	45.4	54.6	34.4	35.9	4.4	9.2	2.6	5.4	4.0	4.2	B	
C	WORKFORCE NUMBERS	32.0	17.0	15.0	15.0	13.0	1.0	0.0	0.0	1.0	1.0	1.0	C	
D	WORKFORCE PARITY NOS.	31.9	14.5	17.4	11.0	11.5	1.4	2.9	0.8	1.7	1.3	1.3	D	
E	NET UTILIZATION (+/-)		2.5	(2.4)	4.0	1.5	(0.4)	(2.9)	(0.8)	(0.7)	(0.3)	(0.3)	E	
F	PREVIOUS UTILIZATION		0.8	(1.0)	3.0	2.9	(0.3)	(2.1)	(1.2)	(1.4)	(0.7)	(0.4)	F	
G	HIRING GOALS	Previous Goals	Short	0	0	0	0	0	0	0	0	0	0	G
H			Long	6	2	4	0	0	0	2	1	1	1	1
I		Current Hires	Short	3	2	1	2	0	0	0	1	0	0	I
J			Long	2	0	2	0	2	0	0	0	0	0	0
K		% Goals Achieved	Short	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	K
L			Long	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
M		Current Goals	Short	0	0	0	0	0	0	0	0	0	0	M
N			Long	6	2	4	0	0	1	3	1	1	0	0
O	PROMOTION GOALS including Upward Mobility	Previous Goals	Total	0	0	0	0	0	0	0	0	0	0	O
P			UM	0	0	0	0	0	0	0	0	0	0	0
Q		Current Promo	Total	0	0	0	0	0	0	0	0	0	0	Q
R			UM	0	0	0	0	0	0	0	0	0	0	0
S		% Goals Achieved	Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	S
T			UM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
U		Current Goals	Total	0	0	0	0	0	0	0	0	0	0	U
V			UM	0	0	0	0	0	0	0	0	0	0	0

Professional / Non-Faculty

RECRUITING AREA: National CATEGORY: Professional / Non-Faculty FACILITY IN AREA DATA RESOURCE		PROJECTED TURNOVER (12 mos) 0 PROJECTED HIRES (12 mos) 0 PROJECTED PROMOTIONS (12 mos) 0 DATA CURRENT TO 12/31/2014													
		TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF			
		A	WORKFORCE %	99.9	36.5	63.4	26.8	48.8	4.9	4.9	2.4	2.4	2.4	7.3	A
		B	WORKFORCE PARITY %	100.0	39.3	60.7	28.8	41.8	4.6	9.1	2.8	5.0	3.1	4.7	B
C	WORKFORCE NUMBERS	41.0	15.0	26.0	11.0	20.0	2.0	2.0	1.0	1.0	1.0	3.0	C		
D	WORKFORCE PARITY NOS.	40.9	16.1	24.8	11.8	17.1	1.9	3.7	1.1	2.1	1.3	1.9	D		
E	NET UTILIZATION (+/-)		(1.1)	1.2	(0.8)	2.9	0.1	(1.7)	(0.1)	(1.1)	(0.3)	1.1	E		
F	PREVIOUS UTILIZATION		(0.2)	0.2	0.2	2.2	0.6	(1.8)	0.1	(0.5)	(1.1)	0.3	F		
G	HIRING GOALS	Previous Goals	Short	1	0	1	0	0	0	1	0	0	0	G	
H			Long	3	1	2	0	0	0	1	0	1	1	0	H
I		Current Hires	Short	2	0	2	0	0	0	1	0	0	0	1	I
J			Long	1	1	0	0	0	0	0	0	0	1	0	J
K		% Goals Achieved	Short	100%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	K
L			Long	100%	100%	0%	0%	0%	0%	0%	0%	0%	100%	0%	L
M		Current Goals	Short	0	0	0	0	0	0	0	0	0	0	0	M
N			Long	4	1	3	1	0	0	2	0	1	0	0	N
O	PROMOTION GOALS including Upward Mobility	Previous Goals	Total	0	0	0	0	0	0	0	0	0	0	O	
P			UM	0	0	0	0	0	0	0	0	0	0	0	P
Q		Current Promo	Total	0	0	0	0	0	0	0	0	0	0	Q	
R			UM	0	0	0	0	0	0	0	0	0	0	0	R
S		% Goals Achieved	Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	S
T			UM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	T
U		Current Goals	Total	0	0	0	0	0	0	0	0	0	0	0	U
V			UM	0	0	0	0	0	0	0	0	0	0	0	V

Secretarial / Clerical

RECRUITING AREA: State													PROJECTED TURNOVER (12 mos)		0
CATEGORY: Secretarial / Clerical													PROJECTED HIRES (12 mos)		0
FACILITY IN AREA													PROJECTED PROMOTIONS (12 mos)		0
DATA RESOURCE													DATA CURRENT TO		12/31/2014
			TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF		
A	WORKFORCE %		100.0	5.9	94.1	5.9	64.7	0.0	29.4	0.0	0.0	0.0	0.0	A	
B	WORKFORCE PARITY %		100.0	23.1	76.9	10.0	42.4	6.3	17.5	3.9	11.4	2.7	5.7	B	
C	WORKFORCE NUMBERS		17.0	1.0	16.0	1.0	11.0	0.0	5.0	0.0	0.0	0.0	0.0	C	
D	WORKFORCE PARITY NOS.		17.1	4.0	13.1	1.7	7.2	1.1	3.0	0.7	1.9	0.5	1.0	D	
E	NET UTILIZATION (+/-)			(3.0)	2.9	(0.7)	3.8	(1.1)	2.0	(0.7)	(1.9)	(0.5)	(1.0)	E	
F	PREVIOUS UTILIZATION			(2.9)	2.9	(1.8)	(0.2)	(0.3)	4.8	(0.3)	(0.9)	(0.5)	(0.8)	F	
G	HIRING GOALS	Previous Goals	Short	0	0	0	0	0	0	0	0	0	0	G	
H		Long	6	4	2	2	0	1	0	0	1	1	1	H	
I		Current Hires	Short	0	0	0	0	0	0	0	0	0	0	I	
J		Long	1	1	0	1	0	0	0	0	0	0	0	J	
K		% Goals Achieved	Short	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	K
L		Long	50%	50%	0%	50%	0%	0%	0%	0%	0%	0%	0%	0%	L
M		Current Goals	Short	0	0	0	0	0	0	0	0	0	0	0	M
N		Long	7	4	3	1	0	1	0	1	2	1	1	N	
O	PROMOTION GOALS including Upward Mobility	Previous Goals	Total	0	0	0	0	0	0	0	0	0	0	O	
P		UM	0	0	0	0	0	0	0	0	0	0	0	P	
Q		Current Promo	Total	0	0	0	0	0	0	0	0	0	0	Q	
R		UM	0	0	0	0	0	0	0	0	0	0	0	R	
S		% Goals Achieved	Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	S
T		UM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	T
U		Current Goals	Total	0	0	0	0	0	0	0	0	0	0	0	U
V		UM	0	0	0	0	0	0	0	0	0	0	0	0	V

Technical / Paraprofessional

RECRUITING AREA: State													PROJECTED TURNOVER (12 mos)		0	
CATEGORY: Technical and Paraprofessional													PROJECTED HIRES (12 mos)		0	
FACILITY IN AREA													PROJECTED PROMOTIONS (12 mos)		0	
DATA RESOURCE													DATA CURRENT TO			12/31/2014
			TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF			
A	WORKFORCE %		100.0	12.5	87.5	12.5	50.0	0.0	12.5	0.0	12.5	0.0	12.5	A		
B	WORKFORCE PARITY %		100.1	37.1	63.0	22.4	36.2	5.4	13.1	3.8	9.3	5.4	4.5	B		
C	WORKFORCE NUMBERS		8.0	1.0	7.0	1.0	4.0	0.0	1.0	0.0	1.0	0.0	1.0	C		
D	WORKFORCE PARITY NOS.		7.9	2.9	5.0	1.8	2.9	0.4	1.0	0.3	0.7	0.4	0.4	D		
E	NET UTILIZATION (+/-)			(1.9)	2.0	(0.8)	1.1	(0.4)	0.0	(0.3)	0.3	(0.4)	0.6	E		
F	PREVIOUS UTILIZATION			2.4	(2.4)	2.0	(0.1)	0.8	(0.6)	0.4	(1.2)	(0.8)	(0.5)	F		
G	HIRING GOALS	Previous Goals	Short	0	0	0	0	0	0	0	0	0	0	G		
H			Long	2	1	1	1	0	0	1	0	0	0	0	H	
I		Current Hires	Short	0	0	0	0	0	0	0	0	0	0	I		
J			Long	1	0	1	0	0	0	1	0	0	0	0	J	
K		% Goals Achieved	Short	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	K	
L			Long	100%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	L	
M		Current Goals	Short	0	0	0	0	0	0	0	0	0	0	0	M	
N			Long	2	2	0	1	0	1	0	0	0	0	0	N	
O	PROMOTION GOALS including Upward Mobility	Previous Goals	Total	0	0	0	0	0	0	0	0	0	0	O		
P			UM	0	0	0	0	0	0	0	0	0	0	0	P	
Q		Current Promo	Total	0	0	0	0	0	0	0	0	0	0	Q		
R			UM	0	0	0	0	0	0	0	0	0	0	0	R	
S		% Goals Achieved	Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	S	
T			UM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	T	
U		Current Goals	Total	0	0	0	0	0	0	0	0	0	0	0	U	
V			UM	0	0	0	0	0	0	0	0	0	0	0	V	

Service / Maintenance

RECRUITING AREA: State CATEGORY: Service/Maintenance FACILITY IN AREA DATA RESOURCE			PROJECTED TURNOVER (12 mos) 0 PROJECTED HIRES (12 mos) 0 PROJECTED PROMOTIONS (12 mos) 0 DATA CURRENT TO 12/31/2014												
			TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF		
A	WORKFORCE %		100.1	81.3	18.8	56.3	18.8	12.5	0.0	12.5	0.0	0.0	0.0	A	
B	WORKFORCE PARITY %		100.0	66.6	33.4	26.7	12.6	14.5	5.6	18.3	11.4	7.3	3.7	B	
C	WORKFORCE NUMBERS		16.0	13.0	3.0	9.0	3.0	2.0	0.0	2.0	0.0	0.0	0.0	C	
D	WORKFORCE PARITY NOS.		16.0	10.7	5.3	4.3	2.0	2.3	0.9	2.9	1.8	1.2	0.6	D	
E	NET UTILIZATION (+/-)			2.3	(2.3)	4.7	1.0	(0.3)	(0.9)	(0.9)	(1.8)	(1.2)	(0.6)	E	
F	PREVIOUS UTILIZATION			1.8	(1.6)	2.1	0.4	0.7	(0.4)	(0.3)	(1.1)	(0.7)	(0.5)	F	
G	HIRING GOALS	Previous Goals	Short	0	0	0	0	0	0	0	0	0	0	G	
H		Long	4	1	3	0	0	0	1	0	1	1	1	H	
I		Current Hires	Short	0	0	0	0	0	0	0	0	0	0	I	
J			Long	1	1	0	1	0	0	0	0	0	0	0	J
K		% Goals Achieved	Short	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	K
L			Long	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	L
M		Current Goals	Short	0	0	0	0	0	0	0	0	0	0	0	M
N			Long	6	2	4	0	0	0	1	1	2	1	1	N
O	PROMOTION GOALS including Upward Mobility	Previous Goals	Total	0	0	0	0	0	0	0	0	0	0	O	
P			UM	0	0	0	0	0	0	0	0	0	0	0	P
Q		Current Promo	Total	0	0	0	0	0	0	0	0	0	0	Q	
R			UM	0	0	0	0	0	0	0	0	0	0	0	R
S		% Goals Achieved	Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	S
T			UM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	T
U		Current Goals	Total	0	0	0	0	0	0	0	0	0	0	0	U
V			UM	0	0	0	0	0	0	0	0	0	0	0	V

IX. Hiring/Promotion Goals and Timetables (Section 46a-68-41)

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Hiring/Promotion Goals and Timetables – Overview

This section contains the College's hiring and promotion goals for 2015. Low enrollment and reduced aid from the state government limits the relevance of short-term hiring goals. It is anticipated that most efforts to hire will be made almost exclusively in response to the voluntary resignation or retirement of existing employees rather than an active attempt to expand the agency's work force.

Promotion goals have only been established within the "Faculty – Professor" occupational category since this is the only way that appointments are made into this occupational category. All other positions are traditionally filled through externally advertised searches, though exceptions to this rule are detailed in the Organizational Analysis.

*Other = American Indian, Asian, Pacific Islander, Native Alaskan

2015 Affirmative Action Hiring Goals

CATEGORY: Exec/Adm/Mgr								
Goal	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other* Male	Other* Female
Short-Term	0	0	0	0	0	0	0	0
Long-Term	1	0	1	0	0	1	0	0

CATEGORY: Faculty/Professor								
Goal	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other* Male	Other* Female
Promo Goal	6	0	0	0	0	0	0	3

CATEGORY: Faculty/ Below Professor								
Goal	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other* Male	Other* Female
Short-Term	0	0	0	0	0	0	0	0
Long-Term	0	0	1	3	1	1	0	0

CATEGORY: Professional / Non-Faculty								
Goal	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other* Male	Other* Female
Short-Term	0	0	0	0	0	0	0	0
Long-Term	1	0	0	2	0	1	0	0

CATEGORY: Secretarial / Clerical								
Goal	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other* Male	Other* Female
Short-Term	0	0	0	0	0	0	0	0
Long-Term	1	0	1	0	1	2	1	1

CATEGORY: Technical and Paraprofessional								
Goal	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other* Male	Other* Female
Short-Term	0	0	0	0	0	0	0	0
Long-Term	1	0	1	0	0	0	0	0

CATEGORY: Service/Maintenance								
Goal	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other* Male	Other* Female
Short-Term	0	0	0	0	0	0	0	0
Long-Term	0	0	0	1	1	2	1	1

X. Employment Analyses (Section 46a-68-42)

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Employment Analyses - Overview

Three Rivers Community College has completed a comprehensive review of the employment process to identify policies and practices that perpetuate or form barriers to equal opportunity. Separate statistical reports of personnel activity were prepared for each occupational category.

Please note: this Affirmative Action Plan contains permanent appointments that occurred outside of a full and open search and selection process. For the purposes of the Employment Process Analysis, these hires are represented in the “hires” field so as to give an accurate perspective on the increase in the workforce. For the purposes of the Applicant Flow Analysis, these hires are represented only as “Accessions,” and are not otherwise referenced as applicants to avoid contaminating the other hire calculations.

These hires are explained in greater detail in the Goals Analysis section, but the chart below discloses which occupational categories saw increases without complete searches.

EEO 6 Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
1 - Executive/ Administrative/ Managerial	0	0	0								
2 - Faculty I - Professor	0	0	0								
2 - Faculty II - Below Professor	3	2	1	2					1		
3 - Professional / Non-Faculty	2	0	2				1				1
4 - Clerical / Secretarial	0	0	0								
5 - Technical / Paraprofessional	0	0	0								
7 - Service / Maintenance	0	0	0								
TOTAL	5	2	3	2	0	0	1	0	1	0	1

Employment Process Analysis

The College has determined and reported each instance of expansion or reduction in the workforce on Form 42A1 on the appropriate line that indicates the activity. All forms were proofed for accuracy and consistency.

Executive / Administrative / Managerial

Executive/Administrative/Managerial												Form 42A1	
All in Category												0	
EMPLOYMENT PROCESS													
ANALYSIS	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF		
A	Workforce Number/Current	10	3	7	3	6	0	1	0	0	0	0	A
B	Workforce Number/Prior	11	3	8	3	5	0	3	0	0	0	0	B
C	NET CHANGE +/-	-1	0	-1	0	1	0	-2	0	0	0	0	C
D	Hires	1	0	1	0	1	0	0	0	0	0	0	D
E	Promotions from other categories	0	0	0	0	0	0	0	0	0	0	0	E
F	Provisional Appts	0	0	0	0	0	0	0	0	0	0	0	F
G	Temporary Appts	0	0	0	0	0	0	0	0	0	0	0	G
H	Emergency Appts	0	0	0	0	0	0	0	0	0	0	0	H
I	Intermittent Appts	0	0	0	0	0	0	0	0	0	0	0	I
J	TOTAL INCREASES	1	0	1	0	1	0	0	0	0	0	0	J
K	Dismissals	0	0	0	0	0	0	0	0	0	0	0	K
L	Transfers	0	0	0	0	0	0	0	0	0	0	0	L
M	Layoffs	0	0	0	0	0	0	0	0	0	0	0	M
N	Retire (Voluntary)	1	0	1	0	0	0	1	0	0	0	0	N
O	Retire (Involuntary)	0	0	0	0	0	0	0	0	0	0	0	O
P	Resignations	1	0	1	0	0	0	1	0	0	0	0	P
Q	TOTAL REDUCTIONS	2	0	2	0	0	0	2	0	0	0	0	Q

Faculty – Professor

OCCUPATIONAL CATEGORY: Faculty												Form	
POSITION CLASSIFICATION: Professor												42A1	
EMPLOYMENT PROCESS												0	
ANALYSIS		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	
A	Workforce Number/Current	37	16	21	14	20	1	1	0	0	1	0	A
B	Workforce Number/Prior	35	14	21	12	19	1	2	0	0	1	0	B
C	NET CHANGE +/-(-)	2	2	0	2	1	0	-1	0	0	0	0	C
D	Reclassification	0	0	0	0	0	0	0	0	0	0	0	D
E	Promotions	5	2	3	2	3	0	0	0	0	0	0	E
F	Provisional Appts	0	0	0	0	0	0	0	0	0	0	0	F
G	Temporary Appts	0	0	0	0	0	0	0	0	0	0	0	G
H	Emergency Appts	0	0	0	0	0	0	0	0	0	0	0	H
I	Intermittent Appts	0	0	0	0	0	0	0	0	0	0	0	I
J	TOTAL INCREASES	5	2	3	2	3	0	0	0	0	0	0	J
K	Dismissals	0	0	0	0	0	0	0	0	0	0	0	K
L	Transfers	0	0	0	0	0	0	0	0	0	0	0	L
M	Layoffs	0	0	0	0	0	0	0	0	0	0	0	M
N	Retire (Voluntary)	3	0	3	0	2	0	1	0	0	0	0	N
O	Retire (Involuntary)	0	0	0	0	0	0	0	0	0	0	0	O
P	Resignations	0	0	0	0	0	0	0	0	0	0	0	P
Q	TOTAL REDUCTIONS	3	0	3	0	2	0	1	0	0	0	0	Q

Faculty – Below Professor

OCCUPATIONAL CATEGORY: Faculty												Form	
POSITION CLASSIFICATION												42A1	
Below professor												0	
EMPLOYMENT PROCESS													
ANALYSIS		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	
A	Workforce Number/Current	32	17	15	15	13	1	0	0	1	1	1	A
B	Workforce Number/Prior	33	17	16	15	15	1	0	0	0	1	1	B
C	NET CHANGE +/-(-)	-1	0	-1	0	-2	0	0	0	1	0	0	C
D	Hires	5	2	3	2	2	0	0	0	1	0	0	D
E	Promotions	0	0	0	0	0	0	0	0	0	0	0	E
F	Provisional Appts	0	0	0	0	0	0	0	0	0	0	0	F
G	Temporary Appts	0	0	0	0	0	0	0	0	0	0	0	G
H	Emergency Appts	0	0	0	0	0	0	0	0	0	0	0	H
I	Intermittent Appts	0	0	0	0	0	0	0	0	0	0	0	I
J	TOTAL INCREASES	5	2	3	2	2	0	0	0	1	0	0	J
K	Dismissals	0	0	0	0	0	0	0	0	0	0	0	K
L	Promotion to Other Category	5	2	3	2	3	0	0	0	0	0	0	L
M	Layoffs	0	0	0	0	0	0	0	0	0	0	0	M
N	Retire (Voluntary)	1	0	1	0	1	0	0	0	0	0	0	N
O	Retire (Involuntary)	0	0	0	0	0	0	0	0	0	0	0	O
P	Resignations	0	0	0	0	0	0	0	0	0	0	0	P
Q	TOTAL REDUCTIONS	6	2	4	2	4	0	0	0	0	0	0	Q

Professional / Non-Faculty

OCCUPATIONAL CATEGORY: Professional Non-Faculty													Form
POSITION CLASSIFICATION: All in Category													42A1
EMPLOYMENT PROCESS													0
ANALYSIS		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	
A	Workforce Number/Current	41	15	26	11	20	2	2	1	1	1	3	A
B	Workforce Number/Prior	39	15	24	12	20	2	1	1	1	0	2	B
C	NET CHANGE +/-(-)	2	0	2	-1	0	0	1	0	0	1	1	C
D	Hires	3	1	2	0	0	0	1	0	0	1	1	D
E	Reclassification	0	0	0	0	0	0	0	0	0	0	0	E
F	Promotion from other categories	0	0	0	0	0	0	0	0	0	0	0	F
G	Temporary Appts	0	0	0	0	0	0	0	0	0	0	0	G
H	Emergency Appts	0	0	0	0	0	0	0	0	0	0	0	H
I	Intermittent Appts	0	0	0	0	0	0	0	0	0	0	0	I
J	TOTAL INCREASES	3	1	2	0	0	0	1	0	0	1	1	J
K	Dismissals	0	0	0	0	0	0	0	0	0	0	0	K
L	Transfers	0	0	0	0	0	0	0	0	0	0	0	L
M	Layoffs	0	0	0	0	0	0	0	0	0	0	0	M
N	Retire (Voluntary)	1	1	0	1	0	0	0	0	0	0	0	N
O	Retire (Involuntary)	0	0	0	0	0	0	0	0	0	0	0	O
P	Resignations	0	0	0	0	0	0	0	0	0	0	0	P
Q	TOTAL REDUCTIONS	1	1	0	1	0	0	0	0	0	0	0	Q

Secretarial / Clerical

OCCUPATIONAL CATEGORY: Secretarial & Clerical												Form	
POSITION CLASSIFICATION: All in Category												42A1	
EMPLOYMENT PROCESS												0	
ANALYSIS		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	
A	Workforce Number/Current	17	1	16	1	11	0	5	0	0	0	0	A
B	Workforce Number/Prior	17	0	17	0	11	0	6	0	0	0	0	B
C	NET CHANGE +/-(-)	0	1	-1	1	0	0	-1	0	0	0	0	C
D	Hires	1	1	0	1	0	0	0	0	0	0	0	D
E	Promotions (within category)	0	0	0	0	0	0	0	0	0	0	0	E
F	Provisional Appts	0	0	0	0	0	0	0	0	0	0	0	F
G	Temporary Appts	0	0	0	0	0	0	0	0	0	0	0	G
H	Emergency Appts	0	0	0	0	0	0	0	0	0	0	0	H
I	Intermittent Appts	0	0	0	0	0	0	0	0	0	0	0	I
J	TOTAL INCREASES	1	1	0	1	0	0	0	0	0	0	0	J
K	Dismissals	0	0	0	0	0	0	0	0	0	0	0	K
L	Transfers-Reclassification	0	0	0	0	0	0	0	0	0	0	0	L
M	Layoffs	0	0	0	0	0	0	0	0	0	0	0	M
N	Retire (Voluntary)	0	0	0	0	0	0	0	0	0	0	0	N
O	Retired (Involuntary)	0	0	0	0	0	0	0	0	0	0	0	O
P	Resignations	1	0	1	0	0	0	1	0	0	0	0	P
Q	TOTAL REDUCTIONS	1	0	1	0	0	0	1	0	0	0	0	Q

Technical / Paraprofessional

OCCUPATIONAL CATEGORY: Technical & Paraprofessional POSITION CLASSIFICATION: All in Category EMPLOYMENT PROCESS												Form 42A1 0	
ANALYSIS		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	
A	Workforce Number/Current	8	1	7	1	4	0	1	0	1	0	1	A
B	Workforce Number/Prior	7	1	6	1	4	0	0	0	1	0	1	B
C	NET CHANGE +/-(-)	1	0	1	0	0	0	1	0	0	0	0	C
F	Hires	1	0	1	0	0	0	1	0	0	0	0	D
G	Reclassification	0	0	0	0	0	0	0	0	0	0	0	E
F	Provisional Appts	0	0	0	0	0	0	0	0	0	0	0	F
G	Temporary Appts	0	0	0	0	0	0	0	0	0	0	0	G
H	Emergency Appts	0	0	0	0	0	0	0	0	0	0	0	H
I	Intermittent Appts	0	0	0	0	0	0	0	0	0	0	0	I
J	TOTAL INCREASES	1	0	1	0	0	0	1	0	0	0	0	J
K	Dismissals	0	0	0	0	0	0	0	0	0	0	0	K
L	Transfers	0	0	0	0	0	0	0	0	0	0	0	L
M	Layoffs	0	0	0	0	0	0	0	0	0	0	0	M
N	Retire (Voluntary)	0	0	0	0	0	0	0	0	0	0	0	N
O	Retire (Involuntary)	0	0	0	0	0	0	0	0	0	0	0	O
P	Resignations	0	0	0	0	0	0	0	0	0	0	0	P
Q	TOTAL REDUCTIONS	0	0	0	0	0	0	0	0	0	0	0	Q

Service / Maintenance

OCCUPATIONAL CATEGORY: Service/Maintenance												Form	
POSITION CLASSIFICATION: All in Category												42A1	
EMPLOYMENT PROCESS												0	
ANALYSIS	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF		
A	Workforce Number/Current	16	13	3	9	3	2	0	2	0	0	0	A
B	Workforce Number/Prior	16	13	3	9	3	2	0	2	0	0	0	B
C	NET CHANGE +/-(-)	0	0	0	0	0	0	0	0	0	0	0	C
D	Hires	1	1	0	1	0	0	0	0	0	0	0	D
E	Promotions	0	0	0	0	0	0	0	0	0	0	0	E
F	Provisional Appts	0	0	0	0	0	0	0	0	0	0	0	F
G	Temporary Appts	0	0	0	0	0	0	0	0	0	0	0	G
H	Emergency Appts	0	0	0	0	0	0	0	0	0	0	0	H
I	Intermittent Appts	0	0	0	0	0	0	0	0	0	0	0	I
J	TOTAL INCREASES	1	1	0	1	0	0	0	0	0	0	0	J
K	Dismissals	0	0	0	0	0	0	0	0	0	0	0	K
L	Transfers	0	0	0	0	0	0	0	0	0	0	0	L
M	Layoffs	0	0	0	0	0	0	0	0	0	0	0	M
N	Retire (Voluntary)	0	0	0	0	0	0	0	0	0	0	0	N
O	Retire (Involuntary)	0	0	0	0	0	0	0	0	0	0	0	O
P	Resignations	1	1	0	1	0	0	0	0	0	0	0	P
Q	TOTAL REDUCTIONS	1	1	0	1	0	0	0	0	0	0	0	Q

Applicant Flow Analysis

The Applicant Flow Analysis Form tracks applicants through the hiring and promotional process to determine the point at which they were no longer a candidate for employment. Information was provided on the required Applicant Flow Analysis Form 42A2.

Please note: the College President is the sole hire referred to in the Executive / Administrative / Managerial Applicant Flow Data. The absence of candidate data is due to the unusual circumstances of this hire, including the College's own limited participation in the hiring process. Please refer to the Goals Analysis section for more information.

Executive / Administrative / Managerial

Executive/Administrative/Managerial															Form 42A2	
All in Category																
	APPLICANT FLOW ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	
A	Intra-Agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
B	Outside Agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
C	Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
D	Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
E	Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
F	Other Applicants	1	0	1	0	1	0	0	0	0	0	0	0	0	0	F
G	TOTAL APPLICANTS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	G
H	TOTAL REJECTED APPS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	H
I	TOTAL QUALIFIED APPS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	I
J	TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
K	TOTAL PASSING EXAM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
L	Earned Rating 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
M	Earned Rating 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
N	Earned Rating 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
O	TOTAL INTERVIEWED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	O
P	Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Q	Offered Position	1	0	1	0	1	0	0	0	0	0	0	0	0	0	Q
R	Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
S	TOTAL ACCESSIONS	1	0	1	0	1	0	0	0	0	0	0	0	0	0	S

Faculty – Professor

Faculty Professor															Form 42A2	
	APPLICANT FLOW ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	
A	Intra-agency	5	2	3	2	3	0	0	0	0	0	0	0	0	0	A
B	Outside Agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	B
C	Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
D	Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
E	Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
F	Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
G	TOTAL APPLICANTS	5	2	3	2	3	0	0	0	0	0	0	0	0	0	G
H	TOTAL REJECTED APPS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	H
I	TOTAL QUALIFIED APPS	5	2	3	2	3	0	0	0	0	0	0	0	0	0	I
J	TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
K	TOTAL PASSING EXAM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
L	Earned Rating 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
M	Earned Rating 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
N	Earned Rating 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
O	TOTAL INTERVIEWED	5	2	3	2	3	0	0	0	0	0	0	0	0	0	O
P	Not Offered Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	P
Q	Offered Position	5	2	3	2	3	0	0	0	0	0	0	0	0	0	Q
R	Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
S	TOTAL ACCESSIONS	5	2	3	2	3	0	0	0	0	0	0	0	0	0	S

Faculty – Below Professor

Faculty Below Professor															Form 42A2	
	APPLICANT FLOW ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	
A	Intra-agency	1	0	1	0	1	0	0	0	0	0	0	0	0	0	A
B	Outside Agency	87	33	47	18	34	2	1	4	1	4	6	5	5	7	B
C	Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
D	Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
E	Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
F	Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
G	TOTAL APPLICANTS	88	33	48	18	35	2	1	4	1	4	6	5	5	7	G
H	TOTAL REJECTED APPS	72	25	40	13	28	1	1	4	1	3	5	4	5	7	H
I	TOTAL QUALIFIED APPS	25	10	15	5	10	1	0	1	0	2	3	1	2	0	I
J	TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
K	TOTAL PASSING EXAM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
L	Earned Rating 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
M	Earned Rating 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
N	Earned Rating 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
O	TOTAL INTERVIEWED	16	8	8	5	7	1	0	0	0	1	1	1	0	0	O
P	Not Offered Position	14	8	6	5	5	1	0	0	0	1	1	1	0	0	P
Q	Offered Position	2	0	2	0	2	0	0	0	0	0	0	0	0	0	Q
R	Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
S	TOTAL ACCESSIONS	5	2	3	2	2	0	0	0	1	0	0	0	0	0	S

Professional / Non-Faculty

Professional/Non-faculty All in Category															Form 42A2	
	APPLICANT FLOW ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	
A	Intra-agency	1	0	1	0	1	0	0	0	0	0	0	0	0	0	A
B	Outside Agency	23	10	13	6	7	0	1	1	1	1	0	2	4	0	B
C	Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
D	Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
E	Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
F	Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
G	TOTAL APPLICANTS	24	10	14	6	8	0	1	1	1	1	0	2	4	0	G
H	TOTAL REJECTED APPS	18	7	11	5	7	0	1	1	1	0	0	1	2	0	H
I	TOTAL QUALIFIED APPS	6	3	3	1	1	0	0	0	0	1	0	1	2	0	I
J	TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
K	TOTAL PASSING EXAM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
L	Earned Rating 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
M	Earned Rating 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
N	Earned Rating 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
O	TOTAL INTERVIEWED	6	3	3	1	1	0	0	0	0	1	0	1	2	0	O
P	Not Offered Position	5	2	3	1	1	0	0	0	0	0	0	1	2	0	P
Q	Offered Position	1	1	0	0	0	0	0	0	0	1	0	0	0	0	Q
R	Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
S	TOTAL ACCESSIONS	3	1	2	0	0	0	1	0	0	1	1	0	0	0	S

Secretarial / Clerical

Secretarial & Clerical															Form	
All in Category															42A2	
	APPLICANT FLOW ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	
A	Intra-Agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
B	Outside Agency	39	5	34	4	27	0	1	0	0	1	4	0	2	0	B
C	Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
D	Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
E	Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
F	Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
G	TOTAL APPLICANTS	39	5	34	4	27	0	1	0	0	1	4	0	2	0	G
H	TOTAL REJECTED APPS	28	3	25	2	20	0	1	0	0	1	2	0	2	0	H
I	TOTAL QUALIFIED APPS	11	2	9	2	7	0	0	0	0	0	2	0	0	0	I
J	TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
K	TOTAL PASSING EXAM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
L	Earned Rating 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
M	Earned Rating 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
N	Earned Rating 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
O	TOTAL INTERVIEWED	11	2	9	2	7	0	0	0	0	0	2	0	0	0	O
P	Not Offered Position	10	1	9	1	7	0	0	0	0	0	2	0	0	0	P
Q	Offered Position	1	1	0	1	0	0	0	0	0	0	0	0	0	0	Q
R	Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
S	TOTAL ACCESSIONS	1	1	0	1	0	0	0	0	0	0	0	0	0	0	S

Technical / Paraprofessional

Technical & Paraprofessional All in Category														Form 42A2	
APPLICANT FLOW ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	
Intra-agency	2	0	2	0	0	0	2	0	0	0	0	0	0	0	A
Outside Agency	39	5	34	4	27	0	1	0	0	1	4	0	2	0	B
Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
TOTAL APPLICANTS*	41	5	36	4	27	0	3	0	0	1	4	0	2	0	G
TOTAL REJECTED APPS	32	3	29	2	23	0	0	0	0	1	4	0	2	0	H
TOTAL QUALIFIED APPS	9	2	7	2	4	0	3	0	0	0	0	0	0	0	I
TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
TOTAL PASSING EXAM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
Earned Rating 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
Earned Rating 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
Earned Rating 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
TOTAL INTERVIEWED	9	2	7	2	4	0	3	0	0	0	0	0	0	0	O
Not Offered Position	8	2	6	2	4	0	2	0	0	0	0	0	0	0	P
Offered Position	1	0	1	0	0	0	1	0	0	0	0	0	0	0	Q
Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
TOTAL ACCESSIONS	1	0	1	0	0	0	1	0	0	0	0	0	0	0	S

Service / Maintenance

Service/Maintenance		Form 42A2														Form 42A2
All in Category																
	APPLICANT FLOW ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	
A	Intra-Agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	A
B	Outside Agency	23	21	2	10	0	2	0	4	0	1	0	4	2	0	B
C	Reemployment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C
D	Employment List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	D
E	Transfer List	0	0	0	0	0	0	0	0	0	0	0	0	0	0	E
F	Other Applicants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	F
G	TOTAL APPLICANTS	23	21	2	10	0	2	0	4	0	1	0	4	2	0	G
H	TOTAL REJECTED APPS	18	18	0	9	0	2	0	4	0	1	0	2	0	0	H
I	TOTAL QUALIFIED APPS	5	3	2	1	0	0	0	0	0	0	0	2	2	0	I
J	TOTAL TESTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	J
K	TOTAL PASSING EXAM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	K
L	Earned Rating 1-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	L
M	Earned Rating 6-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	M
N	Earned Rating 11-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N
O	TOTAL INTERVIEWED	5	3	2	1	0	0	0	0	0	0	0	2	2	0	O
P	Not Offered Position	4	2	2	0	0	0	0	0	0	0	0	2	2	0	P
Q	Offered Position	1	1	0	1	0	0	0	0	0	0	0	0	0	0	Q
R	Refused Position	0	0	0	0	0	0	0	0	0	0	0	0	0	0	R
S	TOTAL ACCESSIONS	1	1	0	1	0	0	0	0	0	0	0	0	0	0	S

Personnel Evaluation Forms

The College has completed this section with data that was compiled by the Human Resources Office. The ratings are verified for accuracy and collective bargaining unit guidelines. The Personnel Evaluation Section of the Employment Analyses was completed on Form 42A3. Reprimands, suspensions and demotions that occur during the reporting period are also reflected on this form.

The frequency and content of evaluations are governed in part by contracts and collective bargaining agreements. This is especially true of tenured and tenure-track faculty, and so the information provided in this section will *not* reflect a complete evaluation of every current full-time permanent employee.

Executive / Administrative / Managerial

Executive/Administrative/Managerial											Form 42A3 10
All in Category PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Excellent	5	2	3	2	3						
Good	0	0	0								
Fair	0	0	0								
Poor	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

Faculty – Instructor

OCCUPATIONAL CATEGORY:											Form
Faculty											42A3
Instructor											8
PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Excellent	0	0	0								
Good	1	0	1		1						
Fair	0	0	0								
Poor	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

Faculty – Assistant Professor

OCCUPATIONAL CATEGORY:											Form
Faculty											42A3
Assistant Professor											11
PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Excellent	1	0	1		1						
Good	1	0	1						1		
Fair	0	0	0								
Poor	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

Faculty – Associate Professor

OCCUPATIONAL CATEGORY:											Form
Faculty											42A3
Associate Professor											13
PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Excellent	0	0	0								
Good	0	0	0								
Fair	0	0	0								
Poor	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

Faculty – Professor

OCCUPATIONAL CATEGORY:											Form
Faculty											42A3
Professor											37
PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Excellent	0	0	0								
Good	0	0	0								
Fair	0	0	0								
Poor	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

Professional / Non-Faculty

OCCUPATIONAL CATEGORY: Professional / Non-Faculty											Form 42A3 41
All in Category PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Excellent	1	0	1		1						
Good	1	1	0	1							
Fair	0	0	0								
Poor	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

Secretarial / Clerical

OCCUPATIONAL CATEGORY: Secretarial/Clerical											Form 42A3 17
All in Category PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Excellent	8	1	7	1	4		3				
Good	3	0	3		2		1				
Fair	1	0	1				1				
Poor	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

Technical / Paraprofessional

OCCUPATIONAL CATEGORY: Technical & Paraprofessional											Form 42A3 8
All in Category PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Excellent	2	0	2		1		1				
Good	0	0	0								
Fair	0	0	0								
Poor	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

Service / Maintenance

OCCUPATIONAL CATEGORY: Service/Maintenance											Form 42A3 16
All in Category PERSONNEL EVALUATION ANALYSIS	TOTAL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
SERVICE RATING											
Excellent	3	2	1	2	1						
Good	13	11	2	7	2	2		2			
Fair	0	0	0								
Poor	0	0	0								
REPRIMANDS	0	0	0								
SUSPENSIONS	0	0	0								
DEMOTIONS											
Within Occ Category	0	0	0								
Lower Occ Category	0	0	0								
TRANSFERS											
Intra-agency	0	0	0								
Outside Agency	0	0	0								

Training Analysis

All training activity during the reporting period is recorded on Form 42A4. The precise nature and requirements of the training detailed is documented below. Participation in sexual harassment and diversity training is expected of all new employees. The training specified as “AAO / AA Training” refers to these required seminars on sexual harassment, diversity, and all other Affirmative Action topics. The training specified as “Continuing Ed / Conferences” refers to professional development events paid for by the College.

- 1) **Continuing Ed / Conferences.** This category refers to all opportunities undertaken by employees to develop their professional skills. This could take the form of events held on-campus and hosted by the College, or events off-campus for which the College has agreed to reimburse employees for their expenses. This form of training is strongly encouraged but entirely optional, with the notable exception of the annual Professional Day.
- 2) **Sexual Harassment.** This training in sexual harassment is conducted in the manner outlined by the Department of Administrative Services, and it is required of all new employees. This training is also offered to part-time and non-permanent employees, but it is not required of them.
- 3) **Workplace Diversity.** This training in workplace diversity is conducted in the manner outlined by the Department of Administrative Services, and it is required of all new employees with supervisory responsibilities. This training is also offered to non-supervisory employees, part-time employees, and non-permanent employees, but it is not required of them.
- 4) **Title IX / Sexual Misconduct.** This training refers to the programming provided on the proper response to student or employee disclosures of sex-based discrimination and sexual misconduct. Included in this training is a review of what constitutes “sex-based discrimination” and “misconduct,” the rights and options of victims, the services of community victim advocacy organizations, and the College’s own internal reporting policies. This training is required of all College employees, and it is being provided in a number of forms, but it is anticipated that additional time will be needed to train the entire population, and the results provided here reflect only the training completed as of December 31, 2014. Since that time, extensive training of the faculty has taken place, which shall be reflected in the College’s next Affirmative Action Plan filing.

Executive / Administrative / Managerial

OCCUPATIONAL CATEGORY: Executive/Administrative/Managerial												Form 42A4
All in Category												10
TYPE OF TRAINING	DATE	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
Continuing Ed / Conferences	Su/Fa/Sp	1	0	1	0	1	0	0	0	0	0	0
Sexual Harassment	Fa 2014	1	0	1	0	1	0	0	0	0	0	0
Diversity	Fa 2014	0	0	0	0	0	0	0	0	0	0	0
Title IX / Sexual Misconduct	Fa 2014	1	1	0	1	0	0	0	0	0	0	0

Faculty – Instructor

OCCUPATIONAL CATEGORY: Faculty Instructor												Form 42A4 8
TYPE OF TRAINING	DATE	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
Continuing Ed / Conferences	Su/Fa/Sp	1	1	0	1	0	0	0	0	0	0	0
Sexual Harassment	Fa 2014	0	0	0	0	0	0	0	0	0	0	0
Diversity	Fa 2014	1	1	0	1	0	0	0	0	0	0	0
Title IX / Sexual Misconduct	Fa 2014	3	0	3	0	3	0	0	0	0	0	0

Faculty – Assistant Professor

OCCUPATIONAL CATEGORY: Faculty Assistant Professor												Form 42A4 11
TYPE OF TRAINING	DATE	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
Continuing Ed / Conferences	Su/Fa/Sp	2	1	1	1	1	0	0	0	0	0	0
Sexual Harassment	Fa 2014	0	0	0	0	0	0	0	0	0	0	0
Diversity	Fa 2014	1	0	1	0	1	0	0	0	0	0	0
Title IX / Sexual Misconduct	Fa 2014	0	0	0	0	0	0	0	0	0	0	0

Faculty – Associate Professor

OCCUPATIONAL CATEGORY:												Form
Faculty												42A4
Associate Professor												13
TYPE OF TRAINING	DATE	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
Continuing Ed / Conferences	Su/Fa/Sp	4	1	3	1	3	0	0	0	0	0	0
Sexual Harassment	Fa 2014	0	0	0	0	0	0	0	0	0	0	0
Diversity	Fa 2014	0	0	0	0	0	0	0	0	0	0	0
Title IX / Sexual Misconduct	Fa 2014	4	2	2	2	1	0	0	0	0	0	1

Faculty – Professor

OCCUPATIONAL CATEGORY:												Form
Faculty												42A4
Professor												37
TYPE OF TRAINING	DATE	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
Continuing Ed / Conferences	Su/Fa/Sp	12	3	9	2	9	0	0	0	0	1	0
Sexual Harassment	Fa 2014	1	0	1	0	1	0	0	0	0	0	0
Diversity	Fa 2014	0	0	0	0	0	0	0	0	0	0	0
Title IX / Sexual Misconduct	Fa 2014	11	5	6	5	6	0	0	0	0	0	0

Professional / Non-Faculty

OCCUPATIONAL CATEGORY: Professional Non-faculty												Form
All in Category												42A4
All in Category												41
TYPE OF TRAINING	DATE	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
Continuing Ed / Conferences	Su/Fa/Sp	6	0	6	0	5	0	0	0	0	0	1
Sexual Harassment	Fa 2014	4	2	2	1	1	0	1	0	0	1	0
Diversity	Fa 2014	2	1	1	0	0	0	1	0	0	1	0
Title IX / Sexual Misconduct	Fa 2014	18	7	11	5	8	1	2	0	1	1	0

Secretarial / Clerical

OCCUPATIONAL CATEGORY: Secretarial/Clerical												Form 42A4 17
All in Category												
TYPE OF TRAINING	DATE	T L	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
Continuing Ed / Conferences	Su/Fa/Sp	0	0	0	0	0	0	0	0	0	0	0
Sexual Harassment	Fa 2014	1	1	0	1	0	0	0	0	0	0	0
Diversity	Fa 2014	0	0	0	0	0	0	0	0	0	0	0
Title IX / Sexual Misconduct	Fa 2014	7	0	7	0	5	0	2	0	0	0	0

Technical / Paraprofessional

OCCUPATIONAL CATEGORY: Technical/Paraprofessional												Form 42A4 8
All in Category												
TYPE OF TRAINING	DATE	T L	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
Continuing Ed / Conferences	Su/Fa/Sp	0	0	0	0	0	0	0	0	0	0	0
Sexual Harassment	Fa 2014	0	0	0	0	0	0	0	0	0	0	0
Diversity	Fa 2014	0	0	0	0	0	0	0	0	0	0	0
Title IX / Sexual Misconduct	Fa 2014	8	4	4	1	1	1	1	1	1	1	1

Service / Maintenance

OCCUPATIONAL CATEGORY: Service/Maintenance												Form 42A4 16
All in Category												
TYPE OF TRAINING	DATE	T L	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
Continuing Ed / Conferences	Su/Fa/Sp	0	0	0	0	0	0	0	0	0	0	0
Sexual Harassment	Fa 2014	0	0	0	0	0	0	0	0	0	0	0
Diversity	Fa 2014	0	0	0	0	0	0	0	0	0	0	0
Title IX / Sexual Misconduct	Fa 2014	1	1	0	1	0	0	0	0	0	0	0

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Identification of Problem Areas - Overview

For each occupational category that experiences an increase or reduction in force, an examination is made of personnel policies and practices to identify the non-quantifiable aspects of the employment process that may impede or prevent the full and fair participation of all races, ethnicities, and sexes in the employment process.

The College is committed to regular reviews of its employment process to ensure equity for all. Such review is undertaken through an analysis of thirteen (13) elements, where applicable. Those elements are:

1. Employment Applications

A letter of application, resume and list of references is requested when candidates apply. Candidates are asked to complete the standard Board of Regents application form, which is complemented by the optional supplementary demographic information form. This form is sent to candidates by the Human Resources Department and, if returned, is maintained by the Equity and Diversity Officer.

2. Job Qualifications

Position announcements used by the Board of Regents for Higher Education indicate the minimum education and experience required. Some job announcements will include special experience and training requirements on the postings.

However, position announcements explicitly encourage applicants who do not meet the minimum qualifications to “put in writing precisely how their experience has prepared them for the responsibilities of this position and provide appropriate references.”

Exceptions to the degree requirements may be made for compelling reasons. Some of the union contracts have collective bargaining rights to positions before the position is announced to the public. The union employees do have to meet all of the position qualifications to be interviewed or considered qualified for any vacant position. These opportunities are advertised to all of the Connecticut State Colleges and Universities within the Board of Regents for Higher Education.

3. Job Specifications

Human Resources staff will assist the supervisor closest to the job to ensure that the specifications relate to the actual job requirements and essential job functions when new job titles are needed. The Human Resources Office works closely with the collective bargaining unions to assure the job specifications accurately reflect the duties and responsibilities of the position. Generic system-wide job descriptions are used for the majority of the unclassified positions

4. Recruitment Practices

The College advertises all positions on its own website, the Board of Regents website, and Higherjobs.com. Additionally, the College announces all positions to the institutions listed in the External Communication Section of the Affirmative Action Plan.

In the 2014 reporting period, a total of five (5) hires occurred outside of the College’s approved full search and selection process. These hires were the results of contractual promises made prior to the current President’s administration, and do not reflect practices going forward. For more explanation of these hires, please review the Goals Analysis section.

5. Personnel Policies

The College's personnel policies are developed by the human resources department with all due consideration to union regulations and the models set forth by the Board of Regents.

6. Job Structuring

Job structuring is developed by the Human Resources Department and approved by the President. The Equity and Diversity Officer has reviewed job structuring in the College and has found it not to be problematic in regard to equal employment or Affirmative Action.

7. Orientation

Each new employee meets with a member of the Human Resources Department on or before the first day of work.

Orientation is provided on the Department's mission, job duties and responsibilities, expectations regarding professionalism, attendance, and specific information and materials on State and department policies, procedures, union contracts and employee benefits. The Affirmative Action Policy Statement, Grievance Procedure and the Code of Ethics are also provided to all new employees.

These materials are now hosted on the Equity and Diversity Page of the College's human resources website.

8. Training

A number of training opportunities are offered to College employees. Employee training is listed on the Training Analysis chart in the Employment Analyses Section of the plan. Additional professional development opportunities are listed in the Upward Mobility Section.

9. Counseling

All employees who desire professional counseling are provided career and upward mobility counseling from their supervisors during the evaluation process, or from the Director of Human Resources. All instances of Counseling provided by the Director of Human Resources are documented in the Upward Mobility Section.

The Equity and Diversity Officer is also available to provide information on the rights and options of employees under equal employment opportunity, Affirmative Action Law, and Title IX.

10. Grievance Procedure

All records of grievances are maintained and reviewed on a regular basis by the Equity and Diversity Officer / Title IX Coordinator to detect any patterns in the nature of the grievances. Grievance records are retained in a confidential file, except where disclosure is required by law.

11. Evaluation

Employee evaluations are conducted annually for all classified employees. The frequency and content of evaluations are governed in part by contracts and collective bargaining agreements. The Employment Analyses Section of this Affirmative Action Plan provides a comprehensive Personnel Evaluation Analysis.

The evaluation of tenured faculty occurs much less frequently than the evaluation of other employee classes; however, it is a priority for the next reporting period for Human Resources to increase its

vigilance over the precise contractual rates of evaluation for faculty to ensure that they are indeed being reviewed appropriately.

12. Layoffs

There were no layoffs during the reporting period.

13. Termination

There were no terminations during the reporting period.

With respect to each of these 13 considerations, no systemic problems have been identified for the 2014 reporting period. However, the department of Human Resources and the Equity and Diversity Officer will place greater emphasis on the

Each of these considerations is reviewed annually to identify whether any employment policy or practice may impede the full and fair participation of all jobseekers. Copies of documents used for the recruiting and selecting of candidates to fill vacancies at Three Rivers are included in this section's appendix.

The College ensures equity and consistency in this process through a system of checks and balances. Job searches do not proceed until the Equity and Diversity Officer has reviewed all applicants relative to the candidates selected for interview and presented his analysis to the President. The President reviews all information presented by the Equity and Diversity Officer to ensure that the interview pool has an appropriate level of diversity and that no systematic selection bias is evident. Not until the President has personally approved the interview pool does the appointed search committee move forward with the search process and schedule interviews.

It is always desirable for the College to review each step of the process each and every year. In particular, the following activities are emphasized:

- Publications, organizations, and internet media which have a substantial minority readership/population are reviewed and added (as feasible) as sources of advertisement.
- Supervisors are educated relative to Equal Employment Opportunity policies.
- The Equity and Diversity Officer provides counseling to students and staff.

Adverse Impact Tests

In all cases where there has been an increase and/or a reduction of workforce in an occupational category, Adverse Impact Tests have been conducted to determine whether any quantifiable aspect of the employment process has substantially disadvantaged members of any group. These tests are provided in this section followed by a detailed narrative describing and contextualizing their results.

Overall, the ethnic breakdown of the total College workforce closely follows the latest estimates of the service area demographics. The 2014 U.S. Population Estimates Program Census for New London County indicates that 84.1% of the overall population is estimated to be White, Non-Hispanic. This compares to the 81.4% of the College's workforce that identify as White, Non-Hispanic, as indicated in the Workforce Analysis.

Further analysis shows that there is underrepresentation within specific occupational categories, but the goals established by this Affirmative Action Plan strive to overcome these deficiencies. Moreover, the systematic review of the employment process through the use of Adverse Impact Tests helps the College to be proactive in improving its workforce.

Executive / Administrative / Managerial

Adverse Impact Tests 1 and 3-6 are generally applicable for this category, but special circumstances undermine their relevance for this reporting period.

The new College president was the sole accession into this category, and this search was conducted by an outside hiring firm, RPA Inc. This firm was unable to provide complete demographic data, and so it is therefore not possible to apply these tests in such a way as to produce useful results.

For a more detailed explanation of the Presidential Search, please refer to the Goals Analysis Section.

		Executive/Administrative/Managerial										Form 43B
All in Category		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
		10	3	7	3	6	0	1	0	0	0	0
A	ADVERSE IMPACT TEST NO. 1	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Workforce Parity %	100.1	50.7	49.4	40.8	37.7	4.1	5.9	2.9	3.5	2.7	2.5
C	0.8 * % Workforce Parity	80.1	40.6	39.5	32.6	30.2	3.3	4.7	2.3	2.8	2.2	2.0
D	% Qualified Applicant Pool				No Apps	No Apps	No Apps	No Apps	No Apps	No Apps	No Apps	No Apps
E	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK
F												
G	ADVERSE IMPACT TEST NO. 2	NOT APPLICABLE FOR THIS CATEGORY										
H	No. Passing Examination											
I	Number Taking Test											
J	Passing Rate											
K	0.8 * Largest Line J											
L	Affected Group(s) (*)											
M												
N	ADVERSE IMPACT TEST NO. 3	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
O	Number Interviewed	0	0	0	0	0	0	0	0	0	0	0
P	Number Eligible	0	0	0	0	0	0	0	0	0	0	0
Q	Interview Rate				No Apps	No Apps	No Apps	No Apps	No Apps	No Apps	No Apps	No Apps

R	0.8 * Largest Line Q				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
S	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK
A												
A	ADVERSE IMPACT TEST NO. 4	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Number Hired	1	0	1	0	1	0	0	0	0	0	0
C	Number Interviewed	0	0	0	0	0	0	0	0	0	0	0
D	Hiring Rate				None	None	None	None	None	None	None	None
E	0.8 * Largest Line D				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK
G												
H	ADVERSE IMPACT TEST NO. 5	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
I	Number Hired	1	0	1	0	1	0	0	0	0	0	0
J	Number Applied	1	0	1	0	1	0	0	0	0	0	0
K	Hiring Rate				None	100.0	None	None	None	None	None	None
L	0.8 * Largest Line K				80.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0
M	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK
N												
O	ADVERSE IMPACT TEST NO. 6	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
P	Number Reduced	2	0	2	0	0	0	2	0	0	0	0
Q	Reduction Rate				0.0	0.0	None	0.7	None	None	None	None
R	Impact Ratio				None	None	None	1.0	None	None	None	None
S	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK

Faculty – Professor

For the Faculty - Professor occupational category, only Adverse Impact Test 6 is applicable. Adverse Impact Tests 1 through 5 do not apply since there are never hires into this occupational category.

Faculty - Professor												Form 43B
All in Category		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
		37	16	21	14	20	1	1	0	0	1	0
A	ADVERSE IMPACT TEST NO. 1	NOT APPLICABLE FOR THIS CATEGORY										
B	Workforce Parity %											
C	0.8% Workforce Parity											
D	% Qualified Applicant Pool											
E	Affected Group(s) (*)											
F												
G	ADVERSE IMPACT TEST NO. 2	NOT APPLICABLE FOR THIS CATEGORY										
H	No. Passing Examination											
I	Number Taking Test											
J	Passing Rate											
K	0.8% Largest Line J											
L	Affected Group(s) (*)											
M												
N	ADVERSE IMPACT TEST NO. 3	NOT APPLICABLE FOR THIS CATEGORY										
O	Number Interviewed											
P	Number Eligible											
Q	Interview Rate											
R	0.8% Largest Line Q											
S	Affected Group(s) (*)											
A	ADVERSE IMPACT TEST NO. 4	NOT APPLICABLE FOR THIS CATEGORY										
B	Number Hired											

C	Number Interviewed											
D	Hiring Rate											
E	0.8% Largest Line D											
F	Affected Group(s) (*)											
G												
H	ADVERSE IMPACT TEST NO. 5	NOT APPLICABLE FOR THIS CATEGORY										
I	Number Hired											
J	Number Applied											
K	Hiring Rate											
L	0.8% Largest Line K											
M	Affected Group(s) (*)											
N												
O	ADVERSE IMPACT TEST NO. 6	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
P	Number Reduced	3	0	3	0	2	0	1	0	0	0	0
Q	Reduction Rate				0.0	0.1	0.0	0.5	None	None	0.0	None
R	Impact Ratio				None	1.0	None	0.2	None	None	None	None
S	Affected Group(s) (*)				OK	OK	OK	Adv Imp	OK	OK	OK	OK

Adverse Impact Test 6

This test revealed adverse impact for the following groups:

- Black Females

The results of this test are based solely on the voluntary retirement of one (1) faculty member, and so there is not sufficient evidence to suggest a discriminatory environment.

Faculty – Below Professor

For the Faculty-Below Professor occupational category, Adverse Impact Tests 1 and 3-6 are applicable.

Faculty - Below Professor												Form 43B
All in Category		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
		32	17	15	15	13	1	0	0	1	1	1
A	ADVERSE IMPACT TEST NO. 1	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Workforce Parity %	100.0	45.4	54.6	34.4	35.9	4.4	9.2	2.6	5.4	4.0	4.2
C	0.8 * % Workforce Parity	80.0	36.3	43.7	27.5	28.7	3.5	7.4	2.1	4.3	3.2	3.4
D	% Qualified Applicant Pool				20.0	40.0	4.0	0.0	4.0	0.0	8.0	12.0
E	Affected Group(s) (*)				Adv Imp	OK	OK	Adv Imp	OK	Adv Imp	OK	OK
G	ADVERSE IMPACT TEST NO. 2	NOT APPLICABLE FOR THIS CATEGORY										
H	No. Passing Examination											
I	Number Taking Test											
J	Passing Rate											
K	0.8 * Largest Line J											
L	Affected Group(s) (*)											
M												
N	ADVERSE IMPACT TEST NO. 3	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
O	Number Interviewed	17	8	9	5	7	1	0	0	0	1	1
P	Number Eligible	25	10	15	5	10	1	0	1	0	2	3
Q	Interview Rate				1.0	0.7	1.0	None	0.0	None	0.5	0.3
R	0.8 * Largest Line Q				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
S	Affected Group(s) (*)				OK	Adv Imp	OK	OK	Adv Imp	OK	Adv Imp	Adv Imp
A	ADVERSE IMPACT TEST NO. 4	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Number Hired	5	2	3	2	2	0	0	0	1	0	0
C	Number Interviewed	17	8	9	5	7	1	0	0	0	1	1

D	Hiring Rate				0.4	0.3	0.0	None	None	None	0.0	0.0
E	0.8 * Largest Line D				0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
F	Affected Group(s) (*)				OK	Adv Imp	Adv Imp	OK	OK	OK	Adv Imp	Adv Imp
G												
H	ADVERSE IMPACT TEST NO. 5	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
I	Number Hired	5	2	3	2	2	0	0	0	1	0	0
J	Number Applied	88	33	48	18	35	2	1	4	1	4	6
K	Hiring Rate				0.1	0.1	0.0	0.0	0.0	1.0	0.0	0.0
L	0.8 * Largest Line K				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
M	Affected Group(s) (*)				Adv Imp	Adv Imp	Adv Imp	Adv Imp	Adv Imp	OK	Adv Imp	Adv Imp
N												
O	ADVERSE IMPACT TEST NO. 6	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
P	Number Reduced	6	2	4	2	4	0	0	0	0	0	0
Q	Reduction Rate				0.1	0.3	0.0	None	None	None	0.0	0.0
R	Impact Ratio				1.0	0.5	None	None	None	None	None	None
S	Affected Group(s) (*)				OK	Adv Imp	OK	OK	OK	OK	OK	OK

Adverse Impact Test 1

This test revealed adverse impact for the following groups:

- White Males
- Black Females
- Hispanic Females

As is often the case, this test's results are somewhat skewed by the College's limited hiring activity. Indeed, there were only two (2) faculty searches conducted during the reporting period. This is not to dismiss the evidence of adverse impact, as the results do reveal a disparity between the diversity of the pool and the diversity of the workforce.

It is likely that the timing of these searches may have been a factor in the diversity. The two (2) faculty searches referenced by these tests were initiated in the spring and summer of 2015, but many candidates in the academic job market would have already secured

jobs earlier in the season. This would result in a pool that is not a full representation of the diversity that the College could otherwise expect.

Adverse Impact Test 3

This test revealed adverse impact for the following groups:

- White Female
- Hispanic Males
- Other Males
- Other Females

There is indeed a disparity between the number of eligible candidates and those interviewed, but context is necessary to fully appreciate the hiring decisions made. As explained in the Goals Analysis section, multiple Goal Candidates declined the opportunity to participate in final-stage interviews, primarily due to the acceptance of other employment or an unwillingness to travel. All qualified candidates are offered interviews.

Adverse Impact Test 4

This test revealed adverse impact for the following groups:

- White Females
- Black Males
- Other Males
- Other Females

The results of this test are again partially an artifact of the sample size. Regarding the White Females, the only two (2) candidates hired through searches were indeed White Females, and so there is little evidence to suggest discrimination. Moreover, the general overrepresentation of White Females in the academic job market versus the available number of jobs would naturally result in a high rate of interview but a low rate of hire.

With respect to Black Males, Other Males, and Other Females, only one (1) eligible candidate appears in each of those categories for the two (2) searches in question. The small sample size over represents the impact when any of those candidates are declined. However, just the same, the question of timing's impact on the diversity of the pool should not be ignored.

Adverse Impact Test 5

This test revealed adverse impact for the following groups:

- White Males
- White Females
- Black Males
- Black Females
- Hispanic Males
- Other Males
- Other Females

The results of this test are a consequence of the sole Hispanic Female's hire, which creates an unrealistic 100% hiring rate. Please note that this hire is also exceptional in that it was not the result of a full search and selection process. For more information, please see the Goals Analysis section.

Adverse Impact Test 6

This test revealed adverse impact for the following groups:

- White Females

The results of this test are based on the retirement of one (1) White Female faculty member and the promotion of three (3) others to the Faculty – Professor category, so there is not sufficient evidence to suggest a discriminatory environment.

Professional/Non-Faculty

For the Professional/ Non-Faculty occupational category, Adverse Impact Tests 1 and 3-6 are applicable.

		Professional / Non-Faculty										Form 43B
All in Category		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
		41	15	26	11	20	2	2	1	1	1	3
A	ADVERSE IMPACT TEST NO. 1	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Workforce Parity %	100.0	39.3	60.7	28.8	41.8	4.6	9.1	2.8	5.0	3.1	4.7
C	0.8 * % Workforce Parity	80.0	31.4	48.6	23.0	33.4	3.7	7.3	2.2	4.0	2.5	3.8
D	% Qualified Applicant Pool				16.7	16.7	0.0	0.0	0.0	0.0	16.7	0.0
E	Affected Group(s) (*)				Adv Imp	Adv Imp	Adv Imp	Adv Imp	Adv Imp	Adv Imp	OK	Adv Imp
F												
G	ADVERSE IMPACT TEST NO. 2	NOT APPLICABLE FOR THIS CATEGORY										
H	No. Passing Examination											
I	Number Taking Test											
J	Passing Rate											
K	0.8% Largest Line J											
L	Affected Group(s) (*)											
M												
N	ADVERSE IMPACT TEST NO. 3	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
O	Number Interviewed	6	3	3	1	1	0	0	0	0	1	0
P	Number Eligible	6	3	3	1	1	0	0	0	0	1	0
Q	Interview Rate				1.0	1.0	None	None	None	None	1.0	None
R	0.8% Largest Line Q				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
S	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK
A	ADVERSE IMPACT TEST NO. 4	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Number Hired	3	1	2	0	0	0	1	0	0	1	1
C	Number Interviewed	6	3	3	1	1	0	0	0	0	1	0
D	Hiring Rate				0.0	0.0	None	None	None	None	1.0	None
E	0.8% Largest Line D				0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0

F	Affected Group(s) (*)				Adv Imp	OK	OK	OK	OK	OK	OK	OK
G												
H	ADVERSE IMPACT TEST NO. 5	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
I	Number Hired	3	1	2	0	0	0	1	0	0	1	1
J	Number Applied	24	10	14	6	8	0	1	1	1	1	0
K	Hiring Rate				0.0	0.0	None	1.0	0.0	0.0	1.0	None
L	0.8% Largest Line K				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
M	Affected Group(s) (*)				Adv Imp	Adv Imp	OK	OK	Adv Imp	Adv Imp	OK	OK
N												
O	ADVERSE IMPACT TEST NO. 6	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
P	Number Reduced	1	1	0	1	0	0	0	0	0	0	0
Q	Reduction Rate				0.1	0.0	0.0	0.0	0.0	0.0	None	0.0
R	Impact Ratio				1.0	None	None	None	None	None	None	None
S	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK

Adverse Impact Test 1

This test revealed adverse impact for the following groups:

- White Males
- White Females
- Black Males
- Black Females
- Hispanic Males
- Hispanic Females
- Other Females

These results indicate an applicant pool that was underrepresented and having limited diversity of qualified applicants. However, these results are based solely on the one (1) search conducted in this occupational category during the reporting period – a search that resulted in the hire of a goal candidate.

Adverse Impact Test 4

This test revealed adverse impact for the following groups:

- White Males
- White Females

The results of this test are skewed by the disproportionately large 100% hiring rate of Other Males, which is the result of this being the sole traditional hire for this occupational category during the reporting period.

Adverse Impact Test 5

This test revealed adverse impact for the following groups:

- White Males
- White Females
- Hispanic Males
- Hispanic Females

As in Adverse Impact Test 4, the results of this test are skewed by the disproportionately large 100% hiring rate of Other Males, which is the result of this being the sole traditional hire for this occupational category during the reporting period.

Secretarial / Clerical

For the Secretarial / Clerical occupational category, Adverse Impact Tests 1 and 3-6 are applicable.

Secretarial / Clerical												Form 43B
All in Category		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
		17	1	16	1	11	0	5	0	0	0	0
ADVERSE IMPACT TEST NO. 1												
A	ADVERSE IMPACT TEST NO. 1	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Workforce Parity %	100.0	23.1	76.9	10.0	42.4	6.3	17.5	3.9	11.4	2.7	5.7
C	0.8 * % Workforce Parity	80.0	18.5	61.5	8.0	33.9	5.0	14.0	3.1	9.1	2.2	4.6
D	% Qualified Applicant Pool				18.2	63.6	0.0	0.0	0.0	0.0	0.0	18.2
E	Affected Group(s) (*)				OK	OK	Adv Imp	Adv Imp	Adv Imp	Adv Imp	Adv Imp	OK
F												
ADVERSE IMPACT TEST NO. 2												
G	ADVERSE IMPACT TEST NO. 2	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
H	No. Passing Examination	28	3	25								
I	Number Taking Test	39	5	34								
J	Passing Rate				None	None	None	None	None	None	None	None
K	0.8 * Largest Line J				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
L	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK
M												
ADVERSE IMPACT TEST NO. 3												
N	ADVERSE IMPACT TEST NO. 3	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
O	Number Interviewed	11	2	9	2	7	0	0	0	0	0	2
P	Number Eligible	11	2	9	2	7	0	0	0	0	0	2
Q	Interview Rate				1.0	1.0	None	None	None	None	None	1.0
R	0.8 * Largest Line Q				0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
S	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK
ADVERSE IMPACT TEST NO. 4												
A	ADVERSE IMPACT TEST NO. 4	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Number Hired	1	1	0	1	0	0	0	0	0	0	0
C	Number Interviewed	11	2	9	2	7	0	0	0	0	0	2
D	Hiring Rate				0.5	0.0	None	None	None	None	None	0.0
E	0.8 * Largest Line D				0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4

F	Affected Group(s) (*)				OK	Adv Imp	OK	OK	OK	OK	OK	Adv Imp
G												
H	ADVERSE IMPACT TEST NO. 5	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
I	Number Hired	1	1	0	1	0	0	0	0	0	0	0
J	Number Applied	11	2	9	2	7	0	0	0	0	0	2
K	Hiring Rate				0.5	0.0	None	None	None	None	None	0.0
L	0.8 * Largest Line K				0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
M	Affected Group(s) (*)				OK	Adv Imp	OK	OK	OK	OK	OK	Adv Imp
N												
O	ADVERSE IMPACT TEST NO. 6	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
P	Number Reduced	1	0	1	0	0	0	1	0	0	0	0
Q	Reduction Rate				None	0.0	None	0.2	None	None	None	None
R	Impact Ratio				None	None	None	1.0	None	None	None	None
S	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK

Adverse Impact Test 1

This test revealed adverse impact for the following groups:

- Black Males
- Black Females
- Hispanic Males
- Hispanic Females
- Other Males

The results of this test reveals a limited diversity of qualified applicants. These results can be partially attributed to the relatively small applicant pool of 39 candidates for this single position searched for. However, the breadth of groups adversely impacted indicates that the College can still increase its efforts at outreach during the initial advertising of the position, including a larger time frame for application.

Adverse Impact Test 4

This test revealed adverse impact for the following groups:

- White Females
- Other Females

The results of this test are skewed by the overrepresentation of White Females and the under representation of Other Females in the candidate pool. White Females are already well represented in the College's workforce, and so the denial of the seven (7) White Female applicants for this position in favor of a goal candidate suggests no pattern of discrimination. Of greater concern is the rejection of the two (2) Other Females, which underscores the need for more rigorous advertising efforts and generous application periods.

Adverse Impact Test 5

This test revealed adverse impact for the following groups:

- White Males
- White Females
- Hispanic Males
- Hispanic Females

As in Adverse Impact Test 4, the results of this test are skewed by the disproportionately large number of White Female applicants, and so there is insufficient evidence of discrimination.

Technical / Paraprofessional

For the Technical / Paraprofessional occupational category, Adverse Impact Tests 1 and 3-6 are applicable.

		Technical / Paraprofessional										Form 43B
All in Category		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
		8	1	7	1	4	0	1	0	1	0	1
A	ADVERSE IMPACT TEST NO. 1	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Workforce Parity %	100.1	37.1	63.0	22.4	36.2	5.4	13.1	3.8	9.3	5.4	4.5
C	0.8 * % Workforce Parity	80.1	29.7	50.4	17.9	29.0	4.3	10.5	3.0	7.4	4.3	3.6
D	% Qualified Applicant Pool				22.2	44.4	0.0	33.3	0.0	0.0	0.0	0.0
E	Affected Group(s) (*)				OK	OK	Adv Imp	OK	Adv Imp	Adv Imp	Adv Imp	Adv Imp
F												
G	ADVERSE IMPACT TEST NO. 2	NOT APPLICABLE FOR THIS CATEGORY										
H	No. Passing Examination											
I	Number Taking Test											
J	Passing Rate											
K	0.8 * Largest Line J											
L	Affected Group(s) (*)											
M												
N	ADVERSE IMPACT TEST NO. 3	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
O	Number Interviewed	9	2	7	2	4	0	3	0	0	0	0
P	Number Eligible	9	2	7	2	4	0	3	0	0	0	0
Q	Interview Rate				1.0	1.0	None	1.0	None	None	None	None
R	0.8 * Largest Line Q				0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
S	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK
A	ADVERSE IMPACT TEST NO. 4	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Number Hired	1	0	1	0	0	0	1	0	0	0	0
C	Number Interviewed	9	2	7	2	4	0	3	0	0	0	0
D	Hiring Rate				0.0	0.0	None	0.3	None	None	None	None
E	0.8 * Largest Line D				0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3

F	Affected Group(s) (*)				Adv Imp	Adv Imp	OK	OK	OK	OK	OK	OK
G												
H	ADVERSE IMPACT TEST NO. 5	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
I	Number Hired	1	0	1	0	0	0	1	0	0	0	0
J	Number Applied	41	5	36	4	27	0	3	0	0	1	4
K	Hiring Rate				0.0	0.0	None	0.3	None	None	0.0	0.0
L	0.8 * Largest Line K				0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
M	Affected Group(s) (*)				Adv Imp	Adv Imp	OK	OK	OK	OK	Adv Imp	Adv Imp
N												
O	ADVERSE IMPACT TEST NO. 6	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
P	Number Reduced	0	0	0	0	0	0	0	0	0	0	0
Q	Reduction Rate				0.0	0.0	None	None	None	0.0	None	0.0
R	Impact Ratio				None	None	None	None	None	None	None	None
S	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK

Adverse Impact Test 1

This test revealed adverse impact for the following groups:

- Black Males
- Hispanic Males
- Hispanic Females
- Other Males
- Other Females

The results of this test reveals a limited diversity of qualified applicants, though it must be noted that there was only one (1) job search for this category during the reporting period, which resulted in a goal hire.

Adverse Impact Test 4

This test revealed adverse impact for the following groups:

- White Males
- White Females

The results of this test are a product of there being only a single search conducted for this occupational category during the reporting period, which resulted in a goal hire.

Adverse Impact Test 5

This test revealed adverse impact for the following groups:

- White Males
- White Females
- Other Males
- Other Females

As in Adverse Impact Test 4, the results of this test are a product of there being only a single search conducted for this occupational category during the reporting period, which resulted in a goal hire.

Service / Maintenance

For the Service / Maintenance occupational category, Adverse Impact Tests 1 and 3-6 are applicable.

		Service / Maintenance										Form 43B
All in Category		TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
		16	13	3	9	3	2	0	2	0	0	0
A	ADVERSE IMPACT TEST NO. 1	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Workforce Parity %	100.0	66.6	33.4	26.7	12.6	14.5	5.6	18.3	11.4	7.3	3.7
C	0.8 * % Workforce Parity	80.0	53.3	26.7	21.4	10.1	11.6	4.5	14.6	9.1	5.8	3.0
D	% Qualified Applicant Pool				20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
E	Affected Group(s) (*)				Adv Imp	Adv Imp	Adv Imp	Adv Imp	Adv Imp	Adv Imp	Adv Imp	Adv Imp
F												
G	ADVERSE IMPACT TEST NO. 2	NOT APPLICABLE FOR THIS CATEGORY										
H	No. Passing Examination											
I	Number Taking Test											
J	Passing Rate											
K	0.8 * Largest Line J											
L	Affected Group(s) (*)											
M												
N	ADVERSE IMPACT TEST NO. 3	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
O	Number Interviewed	5	3	2	1	0	0	0	0	0	0	0
P	Number Eligible	5	3	2	1	0	0	0	0	0	0	0
Q	Interview Rate				1.0	None	None	None	None	None	None	None
R	0.8 * Largest Line Q				0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
S	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK
A	ADVERSE IMPACT TEST NO. 4	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
B	Number Hired	1	1	0	1	0	0	0	0	0	0	0
C	Number Interviewed	5	3	2	1	0	0	0	0	0	0	0
D	Hiring Rate				1.0	None	None	None	None	None	None	None
E	0.8 * Largest Line D				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8

F	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK
G												
H	ADVERSE IMPACT TEST NO. 5	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
I	Number Hired	1	1	0	1	0	0	0	0	0	0	0
J	Number Applied	5	3	2	1	0	0	0	0	0	0	0
K	Hiring Rate				1.0	None	None	None	None	None	None	None
L	0.8 * Largest Line K				0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
M	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK
N												
O	ADVERSE IMPACT TEST NO. 6	TL	TL MALE	TL FEM	WM	WF	BM	BF	HM	HF	OM	OF
P	Number Reduced	1	1	0	1	0	0	0	0	0	0	0
Q	Reduction Rate	100.0	100.0	None	0.1	0.0	0.0	None	0.0	None	None	None
R	Impact Ratio				1.0	None	None	None	None	None	None	None
S	Affected Group(s) (*)				OK	OK	OK	OK	OK	OK	OK	OK

Adverse Impact Test 1

This test revealed adverse impact for the following groups:

- Black Males
- Hispanic Males
- Hispanic Females
- Other Males
- Other Females

The results of this test reveals a limited diversity of qualified applicants, though it must be noted that there was only one (1) job search for this category during the reporting period. However, even more relevant is the fact that the data upon which this test is based is incomplete. Relatively few candidates returned their optional demographic form, which resulted in an interview pool consisting of two (2) Unknown Males, two (2) Unknown Females, and one (1) White Male. Since a White Male was the only qualified candidate to self-identify complete gender and racial/ethnic information, White Males are disproportionately represented in the test.

Identification of Problem Areas – Appendix

i. Optional Candidate Demographic Form



574 New London Turnpike
Norwich, Connecticut 06360-6598
(860) 886-0177 • FAX (860) 889-7082

SUPPLEMENTAL INFORMATION REQUEST FORM

Applicant Name: _____ **Position:** _____

This information will be used solely to comply with the regulations of the Connecticut Commission on Human Rights and Opportunities. Electing not to provide this information will in no way negatively affect your candidacy for this position.

Three Rivers Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the basis of veteran status or criminal record.

The following person has been designated to handle inquiries regarding the non-discrimination policies: **Gregory Souza**, Equity and Diversity Officer, Title IX Coordinator. Three Rivers Community College. 574 New London Turnpike, Norwich, CT 06360. (860) 215-9486, Room C-131.

Please supply the following information for each category

Sex	Race
<input type="checkbox"/> Male	<input type="checkbox"/> American Indian or Alaskan Native
<input type="checkbox"/> Female	<input type="checkbox"/> Asian or Pacific Islander
	<input type="checkbox"/> Black
	<input type="checkbox"/> Hispanic
Other	<input type="checkbox"/> White
<input type="checkbox"/> Disabled	<input type="checkbox"/> Other

Please indicate how you first became aware of this position

A Web Source
 Three Rivers Community College Website
 CT Board of Regents Website
 Higher Ed Jobs
 Other Web Source
Please Specify _____

A Personal Referral
 From within Three Rivers Community College
Please Specify _____
 From within the CT Community / State College / University System
 From within a professional organization
 From within the community

Other Source
Please Specify _____

www.trcc.commnet.edu • info3rivers@trcc.commnet.edu
THREE RIVERS IS A MEMBER OF THE CONNECTICUT COLLEGE SYSTEM • AN EQUAL OPPORTUNITY EMPLOYER

Three Rivers Community College Search Overview

This document will identify the position for which a search committee has been assembled and explain the responsibilities of all parties involved in the search and selection process.

Position:

Occupational Category:

Occupational Category Goals:

The Role of the Search Committee

1. To maintain confidentiality about the search and selection process.
 - Information about applicants cannot be shared with those outside of the search.
2. To prepare appropriate and specific selection criteria
 - The criteria must be clearly job-related and measurable.
 - *The criteria must be reviewed the Director of Human Resources and the Equity and Diversity Officer before applicants are evaluated.*
3. To prepare interview questions based on the selection criteria
 - Questions should be posed to all candidates identically.
 - *Questions must be reviewed the Director of Human Resources and the Equity and Diversity Officer before applicants are evaluated.*
4. To fairly and objectively review applicants
 - All judgments should be made based on the pre-established criteria.
5. To maintain careful records justifying the committee's decision making at each stage
 - Spreadsheets or other consistent and structured methods should be used.
6. To interview qualified candidates
 - Candidates should be interviewed if they meet the minimum requirements for the position.
 - The 4Cs Side Letter requires a minimum of three (3) qualified internal candidates be given "preliminary" interviews.
 - If there are many qualified candidates, phone interviews can serve as an elimination round.
 - *The candidates chosen for interview must be reviewed by the Equity and Diversity Officer before any interviews are scheduled or conducted.*
7. To advise the President or her designee
 - After the interviews, the President or her designee should be given no fewer than three (3) unranked finalists with a description of their relative strengths.
8. To submit an aggregate report on all candidate selection decisions to the Equity and Diversity Officer.
 - This report should detail the criteria-specific reasons why each candidate was eliminated at any stage of the process.
 - Whenever possible, this reasoning should be explicitly based on quantifiable evidence, such as a candidates' years of experience.

The Role of Human Resources

1. To process and maintain applications
2. To correspond with all applicants, which includes,
 - Fielding questions about pay and benefits
 - Scheduling interviews
 - Sending follow-up letters
 - To conduct reference checks

The Role of the Equity and Diversity Officer (EDO)

1. To ensure the fairness of the search and selection process for all applicants, which includes,
 - Reviewing the criteria produced by the search committee
 - Reviewing the interview questions produced by the search committee
 - Confidentially collecting applicant demographic data
 - Reviewing demographic data of the search pool with the President
2. To assist the search committee in developing search materials, which include
 - Selection Criteria
 - Interview Questions
 - Applicant tracking documents
3. To suggest additional qualified candidates for interview, if deemed necessary and appropriate.
4. To produce a narrative report of the hiring process for the Commissions on Human Rights and Opportunities based on the notes supplied by the search committee
 - The EDO must be able to explain why any given candidate was not selected for interview and / or the final hire.

Contact Information

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iv. Sample Search Committee Weighted Criteria Grid

(Position Title)											
Use Raw Score 0-3 (0=NA, 1=Weak, 2=Acceptable, 3=Strong) Note: High numbers for 'Total Weighted Score' mean stronger candidate.											
#	Name	Degree?	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Total Weighted Score	NOTES	
Weighting	YES/NO	50%	10%	15%	10%	10%	5%	100%			
	Raw Score	Assign Raw Score 0-3									
NA	Example										
	Assigned Raw Score										
	Calculated Weighted Score		0	0	0	0	0	0	0		
1											
	Assigned Raw Score										
	Calculated Weighted Score		0	0	0	0	0	0	0		
2											
	Assigned Raw Score										
	Calculated Weighted Score		0	0	0	0	0	0	0		
3											
	Assigned Raw Score										
	Calculated Weighted Score		0	0	0	0	0	0	0		
4											
	Assigned Raw Score										
	Calculated Weighted Score		0	0	0	0	0	0	0		
5											
	Assigned Raw Score										
	Calculated Weighted Score		0	0	0	0	0	0	0		

Search & Selection Process



2014-15

Roles

President---Decision maker

Dean -Advisory to President

Usually involved in second round of interviews

Committee-- Advisory to President

Composition of Committee

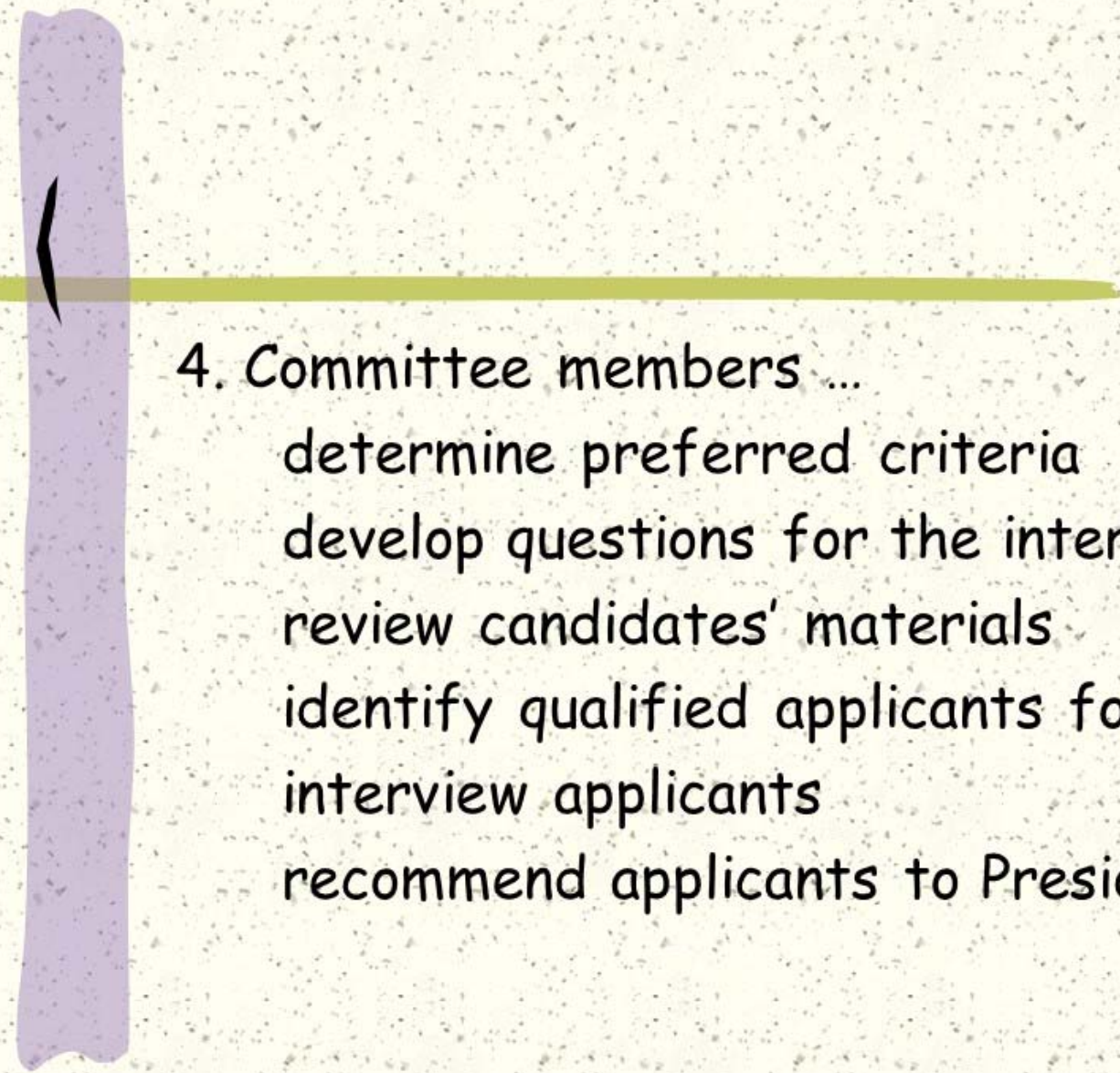
HR - Interface between committee and applicants

Correspondence/Interview Set up

EEO-Presents the AA charge and monitors inclusion of goal candidates

Steps-Process

1. Authorization to re-fill or create position granted by President
2. Committee members and Chair appointed by President
3. Committee given AA charge and advised regarding search guidelines/policies/practices



4. Committee members ...

determine preferred criteria


develop questions for the interview

review candidates' materials

identify qualified applicants for interview

interview applicants

recommend applicants to President/Dean

- 
5. President or Dean conducts next round of interviews
 6. References are checked
 - a) Employment background—verified by HR
 - b) Quality of work---verified by Dean
 7. Offer is made to top candidate by Dean or HR.
 8. Once offer is accepted, contract prepared and sent.

Preferred Criteria

Criteria that helps to further qualify the candidate consistent with the position requirements as well as the specific needs of the job.

Example

Instructor level position

0-2 years experience

Minimum Criteria =

0 years experience/no
experience

Preferred Criteria=

2 years experience

Example

Asst Professor level position

4-6 years teaching experience

Minimum Criteria =
4 years experience

Preferred Criteria=
6 years experience

Standards for Objective Criteria-Examples

Job related

Measurable/can be documented

Fair and reasonable

Examples

Degree attainment/discipline
X number of years teaching/level
Courses taught/level
College Coursework/level
Technical proficiencies
Community College experience
Work history/professional experience

Develop Questions

Objective

Job related

Open ended vs Yes /No questions


Allow candidate a fair opportunity to describe how their background meets the needs


Straightforward

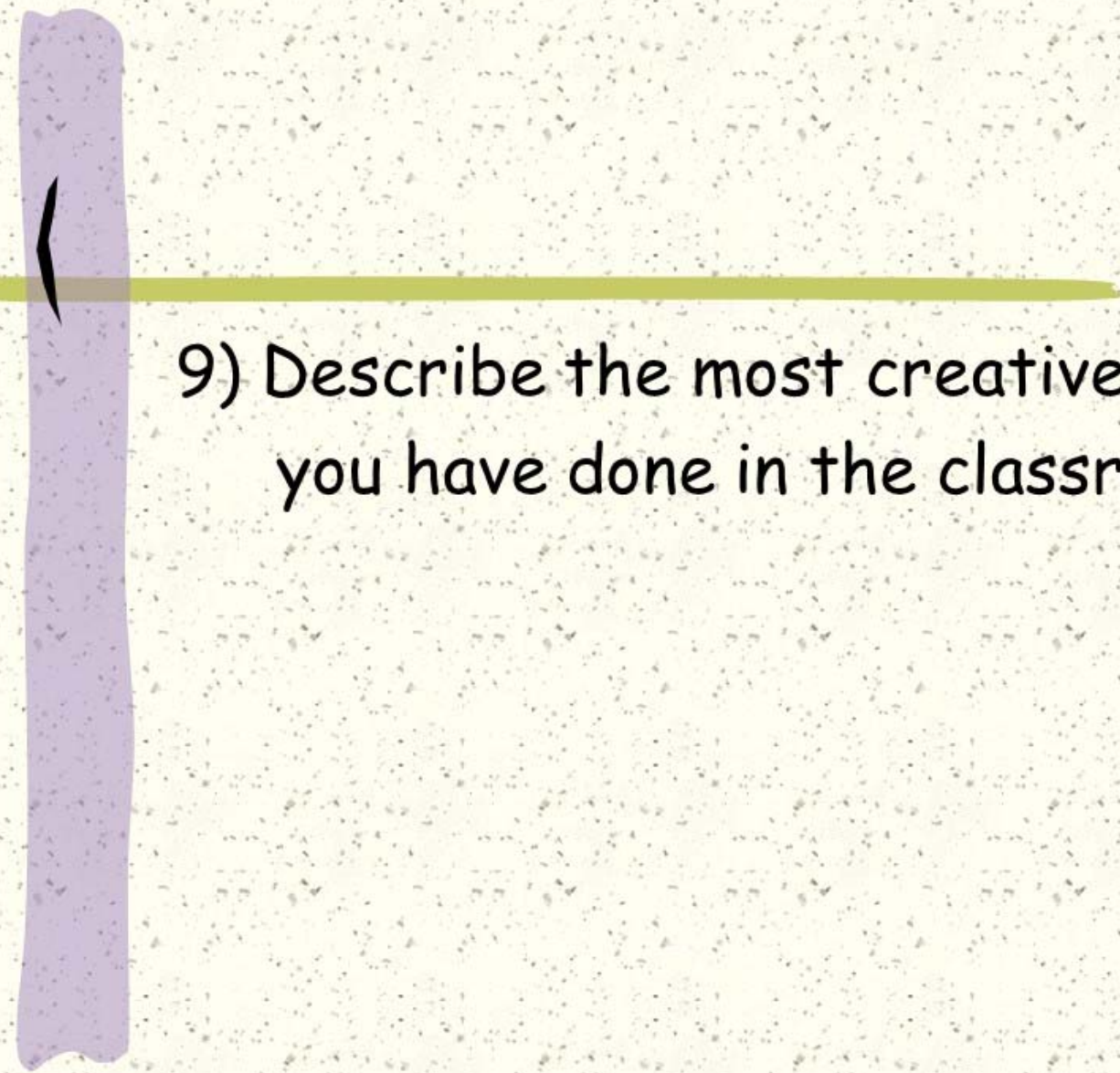
May involve a demonstration of skills/knowledge

Top 10 questions of all time

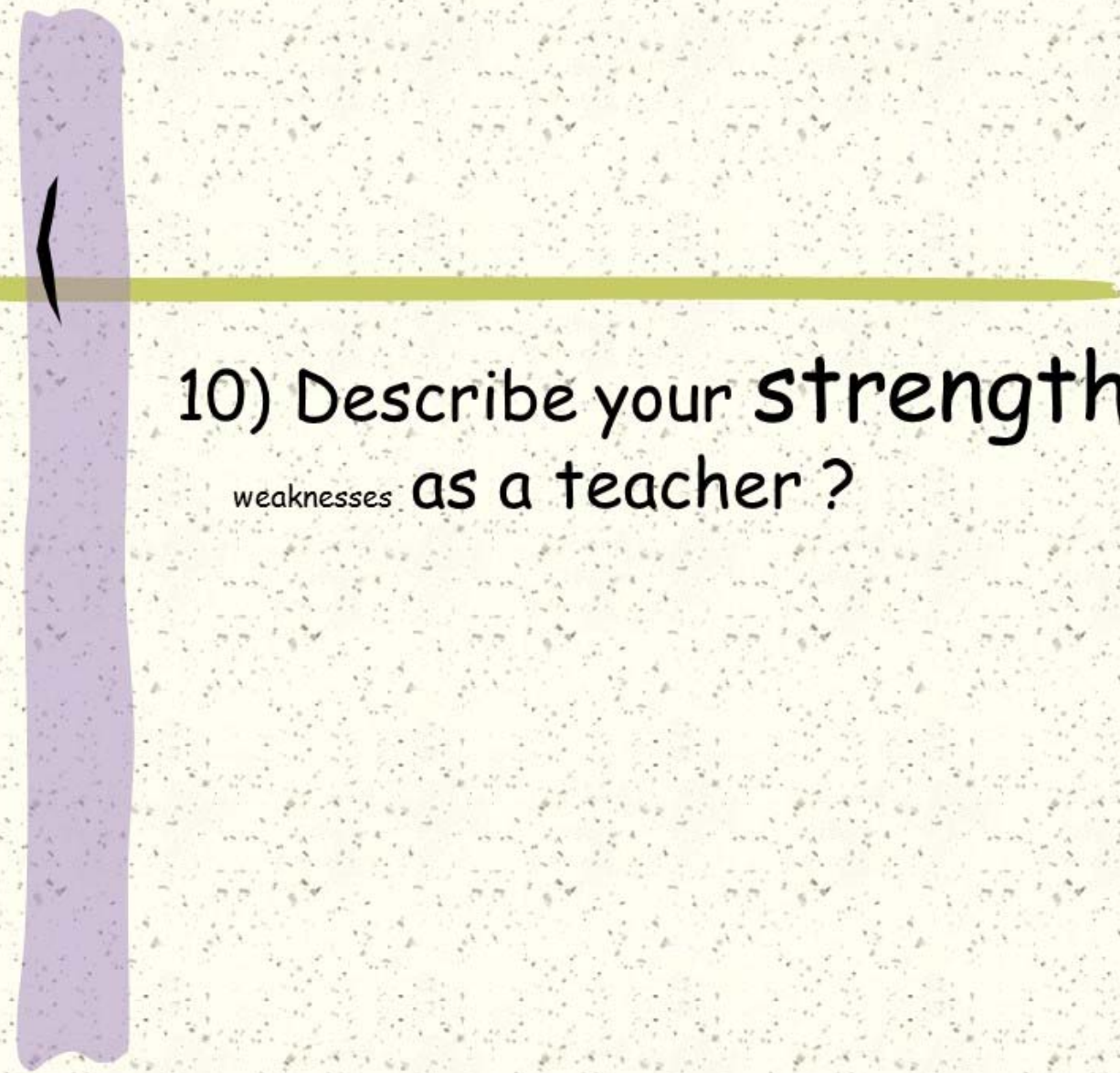
- 1) Tell us about your background and how it has prepared you for this position ?
- 2) What is your understanding of the mission of the Community college ?
- 3) How do you rate your computer skills/ how have you integrated technology into the classroom ?

- 
-
- 4) How do you address and manage the learning needs of a diverse student population ?
 - 5) What have you done to further your own professional development in the last 2 years ?
 - 6) Why do you want to work at TRCC ?

- 
-
- 7) Give an example of working as a member of a team/committee and how your performance influenced a successful outcome?
 - 8) Give an example of a time when you had to handle a disgruntled student... how did you resolve the situation ?



9) Describe the most creative thing you have done in the classroom.



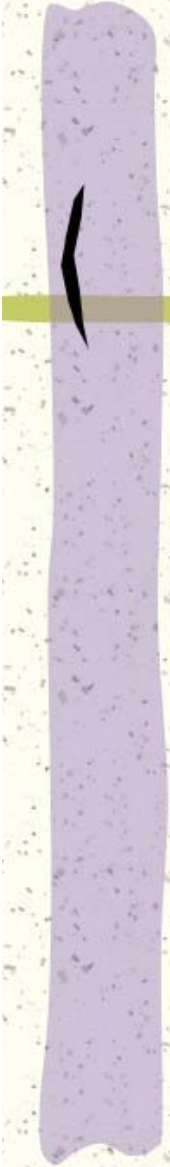
10) Describe your **strengths** and
weaknesses as a teacher ?

Review Applications



Tools

Excel Screening sheet



Three Rivers Community College Search Committee Applicant Review																				
App #	Applicant Name	Req'd Qual's	Preferred Qual's A (Rank 1/2/3 for Strong/Acceptable/Weak)			Preferred Qualifications B (Rank 1/2/3 for Strong/Acceptable/Weak)														
						MA in Psychology or equivalent	Teaching Experience in Info Psych	Community College Experience	Coursework or Teaching Exp in Bi/Physio/Meduro	Professional or Research Exp in Bi/Physio/Meduro	Computer and Tech Skills	Working With Diverse Populations	Experience in an Open Admissions Environment	Overall Strength						

<p><i>MA in Psychology or equivalent</i></p>	<p><i>Teaching Experience in Intro Psych</i></p>	<p><i>Community College Experience</i></p>	<p><i>Coursework or Teaching in Bio/Physio/Neuro</i></p>	<p><i>Professional or Research Exp in Bio/Physio/Neuro</i></p>	<p><i>Computer and Tech Skills</i></p>	<p><i>Working With Diverse Populations</i></p>	<p><i>Experience in an Open Admissions En</i></p>
<p>Req'd Qual'ns</p>	<p>Pref'd Qual'ns A (Rank 1/2/3 for Strong/Acceptable/Weak)</p>		<p>Preferred Qualifications B (Rank 1/2/3 for Strong/Acceptable/Weak)</p>				

Interview Candidates

Used Pre approved questions(AA proof)

May include a demonstration

Tech support arranged in advance by
committee

Allow time for the candidate to ask
questions

Recommend Candidates

Recommend a minimum of 3 candidates

Rationale

Advisory to President/committee
does not have hiring authority

HR's Role

Position positing/announcement

Advertising

Web site

Correspondence

Reference Checking/Note about Social
Networks

Search guidelines/Compliance with CBA's

Consistency and Compliance

Side Letter Re: Position Vacancies

- # "At least 3 qualified candidates from within the system receive a preliminary interview."

AA Charge

- # Hiring Goals
- # Ensure fair and open search
- # Monitor diversity of pool at each stage of search
(interview stage/recommendation stage)
- # Review interview questions/compliance with EEO hiring

Committee members' job


Find the most qualified applicants
consistent with set criteria

Develop processes which ensure equal
opportunity for all


Maintain confidentiality

Interview and Recommend

Complete AA Applicant Flow -
details objective decision making

- 
-
- # It is not the job of the committee to find the goal hires
 - # The AA Officer and President have access to the AA Applicant Flow Chart which details the gender/race profile

ADA Compliance



Accommodations — requests for

Essential functions of the job

BFOQ's

2012 Hiring Goals Faculty Positions/ Below Professor

Short Term: No Goals

Long Term :

Black Male, Black Female

Hispanic Male, Hispanic Female

Other Male, Other Female

Administrative Tasks/Tools

Complete Applicant Flow/Review
Chart(Sample provided)

detail reasons for including and
excluding applicants

May use codes if sufficiently detailed

Three Rivers Community College Search Committee Applicant

App #	Applicant Name	Req'd Qual'ns			Pref'd Qual'ns A (Rank 1/2/3 for Strong/Acceptable/Weak)			Preferred Qualifications B (Rank 1/2/3 for Strong/Acceptable/Weak)		
		MA in Psychology or equivalent	Teaching Experience in Intro Psych	Community College Experience	Coursework or Teaching in Bio/Physio/Neuro	Professional or Research Exp in Bio/physio/Neuro	Computer and Tech Skills	Working With Diverse Populations	Experience Admi-	


Etc.

- # Minimum Qualifications
- # Exception appointments
- # Salary -Practices(hire at minimum/
\$47,705 Instructor
\$51,520 Asst Professor
- # References (Committee members may not serve as references for candidates.)

Employment

- # Board Application, resume, references
- # Official Transcripts
- # Files:
 - Personnel/Professional/Application
- # New Employee packet /I9
- # Benefits Counseling
- # Orientation/Bargaining Unit Placement

Orientation Process



Benefits Counseling
Review of Collective Bargaining
Placement/Agreement

XII. Program Goals and Timetables (Section 46a-68-44)

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Measures Suggested in the Connecticut General Statutes..... 227

Program Goals: 2015-16

This section details the College's goals for the 2015-16 academic year. These goals have been developed in response to the outcomes described for each impact test across all occupational categories.

Program Goal 1

Institute formal guidelines for the timing of faculty searches.

The results of several adverse impact tests suggests that the College's applicant pools are still not sufficiently diverse on a consistent basis. Extremely limited advertising funds are a major obstacle for recruitment efforts, but the evidence suggests that timing alone could make a substantive impact.

Several goal candidates in each faculty search were lost to either a speedier job offer, or in some cases an inability (or unwillingness) to travel in the time-frame necessary. Therefore, to be more accommodating to candidates, and more competitive with other institutions, the College will strive to begin all faculty searches in the fall semester.

Purpose: to increase the diversity of applicant pools / the rate of successful goal candidate hires.

Timeline: by May 2016

Responsible parties:

- o Ann Branchini, Dean of Academics
- o Gregory Souza, Equity and Diversity Officer
- o Louise Summa, Director of Human Resources

Program Goal 2

Form an employee referral coalition

13.5% of applicants were made of aware of a permanent, full-time position due to some form of referral. Though the sample size is relatively small, this pattern nonetheless suggests the potential power of existing faculty and staff to encourage larger and potentially more diverse applicant pools.

Therefore, the College will solicit help from various departments to put forth individuals to be recruitment representatives – individuals with meaningful personal ties to professional organizations. These individuals can be then be contacted directly at the time of a search's initiation, resulting in a decentralized but nonetheless organized effort to expand recruitment.

Purpose: to increase the diversity of applicant pools / the rate of successful goal candidate hires.

Timeline: by May 2016

Responsible parties:

- o Gregory Souza, Equity and Diversity Officer
- o Louise Summa, Director of Human Resources

Program Goal 3

Mandate attendance taking for all professional / academic events

As of this Affirmative Action Plan's submission, there is no formal rule requiring that the organizers of all professional events, directed at students, faculty, or both, maintain attendance records. Some programs or organizations have such documentation requirements, but a broader mandate will help ensure that campus activity relevant to Affirmative Action and Equal Employment Opportunity can be more fully represented in future plan submissions. This will furthermore help to reveal any systemic biases in these activities.

Purpose: to increase accountability and the effectiveness of documentation.

Timeline: by May 2016

Responsible parties:

- o Gregory Souza, Equity and Diversity Officer
- o Louise Summa, Director of Human Resources

Measures Suggested in the Connecticut General Statutes

For each of the standard measures described in the Connecticut General Statutes, the College's efforts at implementation are presented below.

- 1. The establishment of recruitment and training programs pursuant to Section 5-200 (a) of the Connecticut General Statutes.**

The College is committed to the practices outlined in these statutes, including the offering of consideration to those on state employment lists. Furthermore, the College is willing, when reasonable, to consider candidates with transferrable experience rather than strictly identical experience.
- 2. The creation or cancellation of positions or position classifications or the filing of vacancies therein.**

As outlined throughout this plan, the College has established a regular system of advertising and filling vacancies.
- 3. Continuous recruitment of applicants pursuant to Section 5-216 (b) of the Connecticut General Statutes.**

The limited number of appointments for any given year makes strictly "continuous" employment unfeasible; however, due to the characteristically high rate of turnover in part-time adjunct faculty, such positions are regularly advertised on an as-needed basis, without application deadline, throughout the year.
- 4. The continuance or cancellation of employment lists pursuant to Section 5-216 (c) of the Connecticut General Statutes.**

The College references and utilizes employment lists when appropriate. This was the case for its 2014 Custodian and Fiscal Administrative Assistant position searches.
- 5. Compensation for performance of duties of higher job classification in accordance with Section 5-209 of the Connecticut General Statutes.**

Compensation is awarded according to the methodology and classifications described by the statutes.
- 6. Extension of employment lists pursuant to Section 5-217 of the Connecticut General Statutes.**

The College utilizes and refers to employments lists, as applicable, according to the provisions detailed by the statutes.
- 7. Alteration of examination processes pursuant to Section 5-218 of the Connecticut General Statutes.**

The College hires on the basis of, but does not administer, such examinations.

8. Consideration of volunteer experience in partial fulfillment of training and experience requirements pursuant to Section 5-219a of the Connecticut General Statutes.

The College is willing, when reasonable, to consider candidates with transferrable experience rather than strictly identical experience. This is advertised in our position announcements whenever possible.

9. Making open competitive appointments rather than promotional appointments, pursuant to Section 5-228 of the Connecticut General Statutes where promotional appointments from the internal labor market area would perpetuate underutilization.

The College's Organizational Analysis section describes the provisions that dictate under what circumstances promotions are awarded. With few exceptions, the College fills its vacancies almost entirely from job searches.

10. Appointments pursuant to Section 5-234 (a) of the Connecticut General Statutes.

The College does not traditionally offer training programs as described in the statutes. However, its Educational Assistant positions (typically part-time, non-tenure-track positions) are contractually bound to no more than three consecutive appointments, after which full-time employment may be offered.

11. Appointments pursuant to Section 5-234 (b) of the Connecticut General Statutes.

(Addressed in conjunction with number 12)

12. Use of provisional, temporary, emergency and intermittent appointments pursuant to Section 5-235 of the Connecticut General Statutes in an affirmative manner.

The College does not traditionally offer training programs as described in the statutes. However, its Educational Assistant positions (typically part-time, non-tenure-track positions) are contractually bound to no more than three consecutive appointments, after which full-time employment may be offered.

13. Merit promotion system appointments pursuant to Section 5-220 (b) of the Connecticut General Statutes.

The promotion of employees is described in the Organizational Analysis section of this report.

14. Special training courses for employees pursuant to Section 5-265 of the Connecticut General Statutes.

The College offers career counseling through Louise Summa, the Director of Human Resources, and department heads make funding available for professional development opportunities.

15. Upward mobility training pursuant to Sections 4-61u and 4-61w of the Connecticut General Statutes.

The promotion of employees is described in the Organizational Analysis section of this report.

16. Use of job sharing arrangements and flex time.

The College offers such services as appropriate.

17. Use of Day care.

Childcare is available on-site to students and faculty/staff, which allows working mothers to more easily participate in the workforce and in education.

18. Requests for review and alteration of job specifications where they have an adverse impact on protected classes.

The College's efforts, described throughout the plan, are designed to identify and address aspects of employment that may adversely impact current and future employees.

XIII. Upward Mobility (Section 46a-68-45)

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Upward Mobility – Overview

The College routinely provides employees with opportunities to develop their professional skills, but it must be emphasized that the structure of higher education agencies does not generally lend itself to broad upward mobility outside the ranks of faculty. The majority of administration positions are always available for pay grade increases based on the terms of employees' contracts and union regulations, but the highly specialized nature of these positions generally prohibits a logical progression from one title to another. For more information on this subject, please review the Organizational Analysis section.

Therefore, the College has established no upward mobility goals for 2015 since the number of positions that are available to the College for this purpose are very limited. All employees are encouraged to increase their qualification so that they may be competitive for college positions which are filled through the search process.

To this end, the College offers employees a variety of avenues for continued success and professional growth. This section will detail the resources provided for the free and ongoing professional development of the College's faculty and Staff.

Professional Day

At the beginning of each calendar year, the College suspends its regular class schedule to hold a meeting of all employees for a day of networking and professional skill building. Attendance is generally not kept for the morning activities of Professional Development Day; however, attendance is mandatory for all full-time permanent employees, typically attracting approximately 150 to 200 individuals. Other employees are strongly encouraged to attend. The post-lunch programming tends to focus on more specific professional subject matter, such as emerging pedagogical concerns, and attendance is regularly kept for those events.

Professional Day concludes by requesting anonymous written feedback from all participants to ensure that future events remain relevant and engaging.

Attendance

The attendance information recorded below refers only to the afternoon faculty programming on the subject of the Digital Education initiative. As noted above, attendance is not generally kept for the mandatory morning portion of Professional Day.

EEO 6 Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
1 - Executive/ Administrative/ Managerial	0	0	0								
2 - Faculty I - Professor	6	0	6		6						
2 - Faculty II - Below Professor	9	7	2	6	2	1					
3 - Professional / Non-Faculty	1	0	1		1						
4 - Clerical / Secretarial	0	0	0								
5 - Technical / Paraprofessional	0	0	0								
7 - Service / Maintenance	0	0	0								
TOTAL	16	7	9	6	9	1	0	0	0	0	0

The IDEA Center

“Innovative Design in Educational Advancement” (IDEA) is a space accessible to all Three Rivers Community College employees that maintains and supports well-qualified, committed faculty and staff who utilize both proven traditional and progressive student-centered learning approaches.

In order to accomplish this mission, IDEA:

- Offers a variety of resources and programs to enhance teaching potential and student support services.
- Inspires and enables faculty and staff in order to achieve desired learning outcomes.
- Builds on faculty and staff strengths and focuses on the tasks of instruction and learning.
- Brings faculty and staff in contact with evidence based instructional practices and technology.
- Fosters a collaborative learning community where educators work and learn from each other.

All of the resources offered by the IDEA center are described on its website, http://www.threerivers.edu/Div_academics/IDEA/index.shtml

The following specific IDEA Center services and events will be described in this section:

- 1) Adjunct Orientation
 - a) Spring and Fall Adjunct Orientation Attendance
 - b) Spring 2014 Adjunct Orientation Agenda
 - c) Fall 2014 Adjunct Orientation Agenda
- 2) The Adjunct Professional Development Program

Adjunct Orientation

Orientation and training sessions are offered for all new and returning adjunct faculty to ensure that they are current on critical issues such as student privacy regulations, student rights under Title IX, and much more. The subject matter covered in these orientation and training sessions is selected in part for its necessity in the academic job market.

Attendance

Below is the cumulative attendance data from the orientations held in the spring and fall 2014 semesters.

EEO 6 Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
1 - Executive/ Administrative/ Managerial	0	0	0								
2 - Faculty I - Professor	0	0	0								
2 - Faculty II - Below Professor	18	8	10	7	10	1					
3 - Professional / Non-Faculty	3	1	2	1	2						
4 - Clerical / Secretarial	0	0	0								
5 - Technical / Paraprofessional	0	0	0								
7 - Service / Maintenance	0	0	0								
TOTAL	21	9	12	8	12	1	0	0	0	0	0

The Adjunct Professional Development Program

In 2012, the IDEA Center spearheaded a program of presentations designed to better equip adjuncts for the challenges of a community college classroom and, potentially, a full-time career in the field. Since the conclusion of these presentations, they have been retained as digital artifacts to be used by campus professional groups, department chairs, and any interested individual users.

- These presentations address building skills in
- Syllabus development
- Active engagement techniques
- Technological resources
- Classroom assessment
- Providing substantive feedback
- Classroom management

These presentations are available in a variety of formats through the IDEA center's website, http://www.threerivers.edu/Div_academics/IDEA/index.shtml.

The Center for Teaching

The Center for Teaching, in cooperation with the IDEA Center, provides regular, free, on-campus workshops for faculty professional development. In addition, the Center advertises other opportunities available through other campuses in the region.

The Center for Teaching has not historically kept attendance records for its on-campus events, though this is a habit that shall be changed as part of the College's 2015 Program Goals.

Instead, the Center for Teaching accounts for its work through an annual report submitted to the President each June. The report covering the 2013-2014 academic year is reproduced in the Upward Mobility Appendix.

Career Counseling

The Director of Human Resources, Louise Summa, offers her services to guide the professional development of all of the agency's employees. The annual evaluation of classified employees by their supervisors serves the dual purpose of providing guidance for that employee's immediate and future goals.

Attendance

EEO 6 Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
1 - Executive/ Administrative/ Managerial	0	0	0								
2 - Faculty I - Professor	0	0	0								
2 - Faculty II - Below Professor	4	2	2	2	2						
3 - Professional / Non-Faculty	6	2	4		2			1		1	2
4 - Clerical / Secretarial	1	0	1				1				
5 - Technical / Paraprofessional	2	0	2				1				1
7 - Service / Maintenance	0	0	0								
TOTAL	13	4	9	2	4	0	2	1	0	1	3

Additional Ongoing Measures

The College engages in other regular activities meant to increase the opportunities of its employees.

- 1) **Ongoing Evaluation of Entry-Level Position Requirements.** The College examines the number of entry-level positions available to see if they can be filled through upward mobility. The College has often made entry-level positions available to its student workers. This practice acts as a bridge between the College's ultimate mission of providing educational training and our goal of assisting students in finding meaningful employment at the end of their educational experience. This process includes targeting minority and protected group members of our student community.
- 2) **Posting of State Employment Lists.** These lists are posted on campus so that employees can remain aware of other opportunities. Furthermore, all position announcements for both classified and unclassified personnel are also posted on bulletin boards.

Upward Mobility - Appendix

i. Spring 2014 Professional Day Agenda

Mental Health & Our Special Student Populations

Three Rivers Community College
Professional Development Day
6 February 2014

8:30 – 9:00	Continental Breakfast
9:00 – 9:15	Welcome Dr. Grace Sawyer Jones, President Rhonda Spaziani, Project Director, GLS Grant
9:15 – 10:30	Conversations with our LGBT Students Robin McHaelen, Director, True Colors, Inc
10:30 – 10:45	Break
10:45 – 11:45	Veteran Toolkit Tanya Ang, American Council on Education
11:45 – 12:00	Final Remarks Dr. Karin Edwards, Dean of Students
12:00 – 12:30	Lunch <i>Provided by the IDEA Center</i>

Sponsored by the Garrett Lee Smith Suicide Prevention Grant

ii. Spring 2014 Post-Professional Day Workshop Agenda



Spring 2014 – Professional Day

Gen Ed Assessment/Digication Workshop for Faculty*

Thursday, February 6, 2014

12:00 p.m. – 2:30 p.m.

Room C101

AGENDA

LUNCH (Multi-Purpose Room)	12:00 p.m. – 12:30 p.m.
DEAN'S WELCOME	12:30 p.m. – 12:40 p.m.
- Dr. Ann Branchini	
PURPOSE, OVERVIEW, and EXAMPLE of GEN ED ASSESSMENT PROCESS	12:40 p.m. – 1:00 p.m.
- Mike Stutz and Joe Selvaggio, Gen Ed Task Force Co-Chairs	
ALIGN YOUR ASSIGNMENT	1:00 p.m. – 1:15 p.m.
- Faculty align individual assignments with Gen Ed Competencies	
LEARNING PORTFOLIOS EXPLAINED	1:15 p.m. – 2:30 p.m.
- Student Perspective	
Jodi Calvert, Director of Learning Initiatives	
- Digication Nuts and Bolts	
Kem Barfield, Director of Educational Technology	
✓ Login Procedure	
✓ Accessing the College Template	
✓ Submitting Information to a Portfolio	
✓ Submitting Information for Assessment	
✓ Sharing Information	

* Faculty are asked to bring a copy of an assignment which will be used during the Spring 2014 semester to the workshop. Faculty will align their assignments to the Gen Ed Competencies. In addition, faculty will learn how to upload the assignment(s) using Digication.

iii. Spring 2014 Professional Day Evaluation Form



**Professional Day Evaluation
February 6, 2014
“Mental Health and Our Special Student Populations”**

Your cooperation in completing this evaluation will help the College to ensure the quality of future Professional Day events.

Robin McHaelen- LGBT students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The speaker was prepared and knowledgeable.					
The speaker was able to keep the group interested.					
Tanya Ang- Veteran’s Toolkit	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The speaker was prepared and knowledgeable.					
The speaker was able to keep the group interested.					
Overall					
The multi-purpose room was an appropriate setting.					
The College announcements provided clear communication.					
If you disagreed with any of the above statements, please explain.					
What was of most value?					
What was of the least value?					
Suggestions to enhance mental health and wellness on campus.					

iv. Spring 2014 Adjunct Faculty Orientation Agenda

Adjunct Faculty Orientation Agenda

Wednesday, February 26, 2014, 4-6 PM, Room D-212

4:00 – 4:10	Welcome – Dr. Grace S. Jones, President Dr. Ann Branchini, Academic Dean
4:10 – 4:25	Student Services Update –Christine Languth
4:25 – 4:30	Information Technology Update – Dean Steve Goetchius
4:30 – 4:35	IDEA Center – Amanda Caffary
4:35 – 4:40	TASC – Matt Burbine and/or Jon Brammer
4:40 – 4:50	Break
4:50 – 5:50	GenEd Assessment/Digication Workshop (Room E-108)
5:50 – 6:00	Remaining Questions/Closing Remarks

Adjunct Faculty Orientation Agenda

Thursday, February 27, 2014, 6-8 PM, Room D-203

6:00 – 6:10	Welcome – Jodi Calvert – Director of Learning Initiatives
6:10 – 6:25	Student Services Update – Christine Languth
6:25 – 6:30	Information Technology Update – Dean Steve Goetchius
6:30 – 6:35	IDEA Center – Amanda Caffary
6:35 – 6:40	TASC – Jodi Calvert
6:40 – 6:50	Break
6:50 – 7:50	GenEd Assessment/Digication Workshop (Room E-108)
7:50 – 8:00	Remaining Questions/Closing Remarks

Adjunct Faculty Orientation Agenda

Tuesday, September 9, 2014, 4-6 PM, Room B-114

4:00 – 4:10	Welcome – Dr. Mary Ellen Jukoski, President Dr. Ann Branchini, Academic Dean
4:10 – 4:15	Center for Teaching – Peter Patsouris
4:15 – 4:25	Student Services Update – Betty Williamson
4:25 – 4:30	Information Technology Update – Dean Steve Goetchius
4:30 – 4:35	GenEd/Digication - Jodi Calvert
4:35 – 4:40	IDEA Center – Amanda Caffary
4:40 – 4:45	TASC – Matt Burbine
4:45 – 4:55	Break
4:55 – 5:50	Workshop (Sexual Assault Reporting)
5:50 – 6:00	Remaining Questions/Closing Remarks

Adjunct Faculty Orientation Agenda

Thursday, September 11, 2014, 6-8 PM, Room B-114

6:00 – 6:10	Welcome – Dr. Mary Ellen Jukoski, President Dr. Ann Branchini, Academic Dean
6:10 – 6:25	Student Services Update – Betty Williamson
6:25 – 6:30	Information Technology Update – Dean Steve Goetchius
6:30 – 6:35	GenEd/Digication - Jodi Calvert
6:35 – 6:40	IDEA Center – Amanda Caffary
6:40 – 6:45	TASC – Jon Brammer
6:45– 6:55	Break
6:55 – 7:50	Workshop (Sexual Assault Reporting)
7:50 – 8:00	Remaining Questions/Closing Remarks

MEMORANDUM

To: Tom Hodgkin, Chairperson State-wide Center for Teaching
Cc: President Jones and Dean Branchini
From: Pamela Carroll
Re: CFT Annual Report
Date: 13 June 2014

Three Rivers' Center for Teaching (CFT) committee dedicated 2013-2014 to the mission of creating opportunities for meaningful collaboration related to learning and teaching. Toward that end, several programs were held and academic department chairpersons were identified as key partners. Given the simultaneous leadership changes at our college and at the Board of Regents, the CFT was perceived as an uplifting, safe port in a sea of uncertainty and change. The committee remained steadfast in its focus on: fostering professional development based on contemporary research evidence, keeping abreast of technological advancements and unabashedly recognizing excellence.

At the outset of the academic year, the committee established its mission, goals for programming and priorities. Academic Department Chairpersons received a gift of, "The Essential Department Chair: A Practical Guide to College Administration." This reference guide, authored by the 2013 Schwab Institute for Academic Leadership keynote speaker, was distributed to facilitate professionalism and professional development. Our inaugural event of the academic year was a facilitated discussion, "Sparking Success from the Start: Strategies for Early Semester Success." The event was well attended by members of diverse academic disciplines. It generated practical tips and meaningful discussion.

The committee elected to spend the majority of its funds on inviting a national presenter to campus. Dr. Lori Hazard of Bryant University addressed part-time and full-time instructors in October. The committee elected the topic of, "How to Cultivate the Group Part of Group Projects." The committee was delighted by the number faculty in attendance.

Drawing on activities at sister colleges, the committee organized a Veterans panel presentation, "What Heroes Can Teach Us about Our Classroom Practice." The forum was videotaped and provided to the college community via iTunes. The panelists provided their unique impressions of learners' expectations, needs and perceptions.

Throughout the Fall semester, state-wide CFT programs were promoted. Adjunct and full-time faculty commented on their appreciation of these events as well as the "quick tips" flyers authored by Tom Hodgkin.

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CFT annual report
13 June 2014

The opportunity to attend a CFT Instructional Skills Workshop on-campus is a relatively new phenomenon for members of the Three Rivers faculty body. Committee members are both proud and excited by this development. The intensive program provides one-on-one constructive feedback based on professors' teaching demonstrations. The committee brainstormed ways to promote the June workshop.

In an effort to diversify offerings, a video clip was the centerpiece of a discussion roundtable held in February. The video featured University of Texas researcher Brené Brown, the roundtable was titled, "Failure – Is it a Good Thing?" Faculty shared ideas and experiences on how failure informs success.

The CFT committee chairperson attended a meeting of Academic Department Chairpersons in March. The intent was to share information about state-wide CFT programs and ask chairpersons to strengthen the institution by promoting faculty professional development. A stellar workshop was held in April, "Collaborations across Disciplines: Scaffolding Reading/Writing Support for Developmental Students during the PA 12-40 Transformation." The discussion provided a realistic overview of PA 12-40 legislation as well as proactive strategies given the consequences of its implementation.

To encourage reflection on one's professional practice, a discussion forum was held, "Why Did It Work So Well?" This roundtable provided an opportunity to share ideas about a single change introduced by instructors, during the academic year, which directly and positively affected learning.

At the Academic Dean's suggestion, the CFT hosted a webinar on the "flipped" classroom. Insights regarding this learning and teaching technique were gained. As Three Rivers' Teaching/Learning Consultant and chairperson of the CFT committee, diverse responsibilities were accomplished.

- I attended state-wide CFT Steering Committee meetings and Teaching/Learning Consultant meetings. I exchanged ideas about programming on the state-wide CFT Blackboard site and responded to steering committee members' requests.

- In the role of Teaching/Learning Consultant, I coached part-time and full-time faculty on instructional design, classroom management, using technology in and out of class, managing stress, as well as multimodal learning styles. A new faculty orientation was held for full-time hires and support was provided to them throughout the year.

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CFT annual report
13 June 2014

- I met with President Jones to review CFT and Teaching/Learning Consultant activities. Her suggestions were incorporated into my duties.
- Faculty were recruited to conduct workshops and facilitate roundtable discussions. I also scheduled rooms, handled marketing of workshops, arranged for refreshments, and served as moderator of events as needed.
- I responded to requests from national and regional accrediting bodies.
- I recruited new committee members to expand the breadth perspectives contributing to our discussions. Toward that end, we enjoy cross divisional representation.
- I presented at faculty meetings to promote local and state-wide CFT programs. Given that *all* employees contribute to the college's mission of student learning, I recruited individuals from multiple divisions to participate in events.
- I supported colleagues' book discussion of "The Heart of Higher Education" by Parker Palmer.
- I followed the publications and activities of Dr. L. Todd Rose, a brain scientist who focuses on mind, brain and education science, and read "Square Peg: My Story and What It Means for Raising Visionaries, Innovators, and Out-of-the-Box Thinkers." I discussed with Dr. Mary-Helen Immordino-Yang the possibility of her presenting at Three Rivers on "how the neurobiology of social emotions *shape* the way we learn and shape the way we *use* what we learn in the world."

Funds were expended to provide light refreshments at workshops, support departmental curricular meetings, purchase books, and compensate a national presenter.

The success of the 2013 – 2014 CFT programming is due to stellar committee members' teamwork. I am grateful to: Teri Ashton, Kem Barfield, Todd Barry, Jen DeFrance, Larry Flick, Brian Kennedy, Frederick Knowles, Jen Long, Peter Patsouris and Susan Topping.

vii. Email to all faculty advertising off-campus professional development events

TO: ALL FACULTY
FROM: PAMELA CARROLL
DATE: DECEMBER 26, 2013
SUBJ: **FACULTY LEADERSHIP FOR SUCCESSFUL COMMUNITY COLLEGES**

Save The Dates!

Schwab Institute for Academic Leadership
“Pedagogy Matters! Faculty Leadership for Successful Community Colleges”
Friday, April 4, 2014 at Capital Community College

Barnes Seminar on Teaching

May 20 to May 22, 2014
Invigorate and celebrate your professional practice (residency required)

Instructional Skills Workshop

January 3 (half day), January 6, 7 and 8 at Capital Community College
Through small group interactive sessions, participants learn models of instruction and how to apply these evidence-based techniques to their own teaching.

These professional development opportunities are sponsored by the state-wide Center for Teaching. For further information, please give me a call.

My best regards,
Pamela J. Carroll
Professor of Psychology
Three Rivers Community College
574 New London Turnpike, C-116
Norwich, CT 06360
860-215-9412 **** new number**
<http://www.threerivers.edu>

viii. Email to all faculty advertising on and off-campus professional development events

TO: ALL FACULTY
FROM: PAMELA CARROLL
DATE: FEBRUARY 2, 2014
SUBJ: **FACULTY LEADERSHIP FOR SUCCESSFUL COMMUNITY COLLEGES**

The great scientist David Packard of Hewlett-Packard believed, “if we are not failing, we are not advancing knowledge.” Join with colleagues for an intellectually stimulating discussion about learning, college instruction as well as the pros and cons of failure.

What: Failure – can it be a good thing?
When: Monday, February 24 at noon
Where: D-206
Who: Part-time and full-time instructors

To build your professional file or revitalize your professional practice, join us for an upcoming *state-wide* Center for Teaching event. Contact Pamela Carroll at 860-215-9412 for more information about these opportunities.

Schwab Institute for Academic Leadership
“Pedagogy Matters! Faculty Leadership for Successful Community Colleges”
Friday, April 4, 2014 at Capital Community College

Barnes Seminar on Teaching

May 20 to May 22, 2014 (residency required)

Imagine this: You've just enjoyed some stimulating discussions about teaching and learning, are excited about all the great new ideas you have, and now you're enjoying a hike through the hills overlooking the lake.

Pathways: The Road to Teaching Success
Student-Centered Teaching: The Flipped Classroom
Is it time to redesign your homework assignments?

These sessions will focus tools and course content resources which will help in moving content and lower level learning activities online.

Friday Feb 21st
9:00am -12:30 pm
Middlesex Community College
and
Friday April 11th
12:00 -3:30 pm
Tunxis Community College

Sponsored by your *Center for Teaching* Committee. Our mission -- “With rapid change continuing in our system, the Center for Teaching will focus on building a sense of community and providing more regular opportunities for meaningful collaboration about learning and teaching” (Mark, 2012).

XIV. Grievance Procedure (Section 46a-68-46)

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Grievance Procedures - Overview

This section discloses the Board of Regents' grievance procedures. Each of the community colleges is governed by this policy. In the fall 2014 semester, the College launched a new branch of its human resources website dedicated to equity and diversity concerns, which hosts the grievance procedures as well as many more resources for employees to seek help on and off campus.

The availability of this website was announced by email to the entire College community. This email is reproduced in the Internal Communication section.

Records of Grievances, 2014

There were three (3) grievances in varying stages of development during the reporting period. Each grievance alleged sex-based discrimination.

- 1) A grievance alleging sex-based discrimination was submitted to the CHRO in June 2013. Though the grievance entered into the fact-finding stage, the College has not received any additional updates in the intervening period.
- 2) A grievance alleging sex-based discrimination was settled.
- 3) A grievance alleging sex-based discrimination is in the process of settling. The complainant's legal representation presented a settlement to the CHRO, which is currently being processed.

Board of Regents Grievance Procedure

Reproduced below is the Board of Regents' most modern grievance procedure. Though this policy does not explicitly distinguish between harassment and discrimination, the College is empowered to pursue equitable remedies for all complaints of either.

BOARD OF REGENTS FOR HIGHER EDUCATION AFFIRMATIVE ACTION PLAN SECTION 46a-68-46 GRIEVANCE PROCEDURE

The following procedures have been developed to address Discrimination, Sexual Harassment and Sexual Orientation. These procedures are designed to ensure fair consideration of any complaints related to discrimination, sexual harassment or sexual orientation.

Discrimination Policy & Procedure

The Board of Regents for Higher Education has adopted a policy of "zero-tolerance" with respect to unlawful employee harassment. In this connection, the Board expressly prohibits any form of unlawful employee harassment based on race, color, religious creed, sex, national origin, ancestry, age, sexual orientation, gender identity or expression, transgender status, physical disability, learning disability, genetic background information, intellectual disability, past or present history of mental disorder, status as a Vietnam-era or special disabled veteran or status in any group protected by state or local law (including marital status). Improper interference with the ability of Board employees to perform their expected job duties will not be tolerated.

The following procedure provides confidential counseling and is completely independent of any other grievance procedure presently in place. It is for the purpose of resolving employee allegations of discrimination at the Board of Regents for Higher Education in an expeditious and informal manner.

This procedure, or submission of a complaint to this procedure, in no way precludes the submission of a complaint of a discriminatory nature to the Connecticut Commission on Human Rights and Opportunities, the United State Equal Employment Opportunity Commission, the United States Department of Labor (Wage and Hour Division), or any other agency (state, federal or local) that enforces laws concerning discrimination in employment. Nor, does the establishment of this procedure foreclose any other legal options available to the employee. Violation of this policy may be grounds for disciplinary action, up to and including dismissal from State Service.

Definition/Legal Basis

Race, Color, Religion, Sex or National Origin

Title VII of the Civil Rights Act of 1964 (as amended) and Executive Order 11246 (as amended) prohibit discrimination in employment against any person (e.g. applicants and employees) on the basis of race, color, religion (religious creed), sex or national origin.

Age

The Age Discrimination in Employment Act of 1967 (ADEA), (as amended) prohibits discrimination in employment on the basis of age against any person (e.g. applicants and employees) age forty (40) or older. Connecticut Sec. 46a-60 prohibits discrimination based on age and protects any worker eighteen (18) years of age or older.

Disability

The Rehabilitation Act of 1973 defines "disabled individual" as any person who has a physical or mental impairment that substantially limits one or more of such person's major life activities, has a record of impairment, or is regarded as having such an impairment. Section 7(b) of the Rehabilitation Act addresses drug and alcohol abuse, noting that the definition of "disabled individual" does not include any individual who: is "an alcoholic or a drug abuser whose current use of alcohol or drugs prevents such an individual from performing the duties of the job in question or whose employment, by reason of such current alcohol or drug abuse, would constitute a direct threat to the property or the safety of others.

Persons with disability are defined in the Connecticut General Statutes Sec. 46a-8 as "any person who has a physical, mental, emotional, or other disability or dysfunction which constitutes a significant obstacle to such person's ability to function normally in society and includes those persons defined as developmentally disabled under Public law 94-103 and any amendments thereto." Physically disabled is defined under Connecticut General Statutes Sec. 46a-51(15) as "any individual who has any chronic physical handicap, infirmity or impairment, whether congenital or resulting from bodily injury, organic processes or changes from illness, including, but not limited to, epilepsy, deafness or hearing impairment or reliance on a wheelchair or other remedial appliance or device." Learning disability is defined in the Connecticut General Statutes Sec. 46a-51(19) as "an individual who exhibits a severe discrepancy between educational performance and measured intellectual ability and who exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in a diminished ability to listen, speak, read, write, spell or to do mathematical calculations."

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against qualified individuals with disabilities. The ADA covers not only individuals who have disabilities, who have records of disabilities, or who are perceived as having disabilities, but also individuals related to, or associated with, persons who fit into one of these categories.

Status as a Vietnam-era or Special Disabled Veteran

The Vietnam Era Veterans Readjustment Assistance Act of 1974 (VEVRAA) defines Vietnam-era veteran as an eligible veteran any part of whose active military, naval, or air service was during the Vietnam era (between August 5, 1964, and May 7, 1975).

To be an eligible veteran, a person must have served on active duty for a period of more than one hundred eighty (180) days and have been discharged or released therefrom with other than a dishonorable discharge or have been discharged or released from active duty because of a service connected disability.

VEVRAA defines a special disabled veteran as:

A veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Veteran's Administration for a disability rated at thirty (30) percent or more, or rated at ten (10) or twenty (20) percent in the case of a veteran who has been determined to have a serious employment handicap; or
A person who was discharged or released from active duty because of a service-connected disability.

Resolution - Time Constraints

The Affirmative Action Officer will resolve any alleged discrimination or unfair employment practice within ninety (90) calendar days after the receipt of a written complaint.

Records Retention

All records relevant to employee grievances including counseling sessions and informal allegations which result in complaints to enforcement agencies, are maintained, regularly, reviewed and reported on by the agency Affirmative Action Officer in the Affirmative Action Plan.

Training/Notification

The Board of Regents for Higher Education will obtain/provide periodic training in counseling and grievance investigations for agency managers and supervisors.

Procedure for Handling and Investigating Discrimination Complaints

If you feel you have been a victim of discrimination please follow the following procedures:
Complainant requests a confidential meeting with the Affirmative Action Officer/Designee. The Affirmative Action Officer/Designee will advise the complainant of his or her rights in accordance with relevant laws and propose possible remedies.

If the complainant is unsatisfied with any of the possible remedies or if a remedy is not readily available the Complainant then has the right to file a written complaint with the assistance of the Affirmative Action Officer/Designee.

The written complaint must be filed on the complaint form provided by the Affirmative Action Office and include the following [please note: all grievances should be submitted within thirty (30) days of the alleged discriminatory treatment] :

- a. Complainant's name
- b. Work telephone number
- c. Job title
- d. Supervisor's name
- e. Supervisor's Title
- f. Complainant's home address
- g. Complainant's home telephone number
- h. Name of individual against whom the complaint is filed
- i. The nature of the complaint
- j. A description of the alleged act (s) of discrimination
- k. The date (s) the act (s) took place
- l. The date the complaint was filed
- m. The complainant's signature

The Affirmative Action Officer/Designee will notify the accused party of the particulars of the complaint within seven (7) calendar days after receipt of the written complaint.

Upon the filing of a complaint, the Affirmative Action Officer/Designee will conduct an investigation of the complaint. Within thirty (30) calendar days from the filing of the complaint, the Affirmative Action Officer/Designee will provide a written report to the Complainant, the Accused, the Commissioner and/or a Designee as appropriate. If there is evidence that indicates the Complainant was discriminated against, the parties shall endeavor to resolve the matter within thirty (30) calendar days and/or an administrative action (e.g. discipline up to and including dismissal from State service) will be applied to the "harasser". If the endeavors at mediation are successful, a written agreement will be prepared for signature (by the Complainant, the Accused and the Affirmative Action Officer/Designee).

If there is no evidence of discrimination, the Affirmative Action Officer/Designee will advise the parties involved and dismiss the complaint.

If the complainant does not agree with the findings made in the investigation, he/she may appeal for review and reconsideration by the President.

Any such appeal must be in writing and be filed within ten (10) calendar days from the date of the written report of the findings and must include specific information or evidence in support of the appeal.

The President will advise the Complainant in writing within fourteen (14) calendar days of receipt of the appeal as to his or her choice of action on the matter.

Retaliation for Discrimination Complaints

Retaliation for having filed or participated in a complaint or investigation of discrimination is presumptive employment discrimination in violation of the law and as such will not be tolerated.

Definition of Retaliation

Disciplining, changing work assignments of, providing inaccurate work information to, or refusing to cooperate or discuss work related matters with an employee because that employee has complained about or resisted harassment, discrimination or retaliation.

Intentionally pressuring, falsely denying, lying about or otherwise covering up or attempting to cover up conduct such as that described in any item above.

The above is not to be construed as an all-inclusive list of prohibited acts under this policy. If you feel you have been the subject of retaliation for having filed or taken part in a discriminatory complaint/investigation please contact the Affirmative Action Officer immediately.

Sexual Harassment Policy & Procedure

It is the policy of the Board of Regents of Higher Education to prohibit harassment of one employee by another or supervisor on the basis of sex. The purpose of this policy is not to regulate our employees' personal morality; rather it is to assure that no employee harasses another on the basis of sex. In this regard, sexually offensive activity will not be tolerated. Violations of the policy may be grounds for disciplinary action, up to and including dismissal from State Service.

Definition

Sexual harassment is a form of sex discrimination that is prohibited under both Connecticut law and Title VII of the Federal Civil Rights Act of 1964. See C.G.S. 46a-60(a)(8) and 29 C.F.R. 1604.11.

"Sexual harassment' is defined under Connecticut law as: "any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when (A) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (B) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (C) 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."

The Connecticut Courts have distinguished two general categories of sexually harassing behavior: Quid Pro Quo and Hostile Work Environment. The following are descriptions of conduct which constitute each category and are prohibited by this policy.

Quid Pro Quo (literally "this for that")

Quid Pro Quo sexual harassment occurs when an economic or job benefit is conditioned upon the granting of sexual favors. It may also occur when an employee is punished for failing to grant sexual favors in the workplace.

In a Quid Pro Quo case, the sexual overture or conduct is generally clear: for example, the supervisor demands that an employee go out with him or her in exchange for a promotion. Title VII is violated if the employee's response to such an overture is used as the basis for an employment decision affecting the employee. Quid Pro Quo harassment may be based on a single incident.

Hostile Work Environment

Sexual harassment may also occur when there is unwanted sexual conduct that creates an intimidating, hostile or offensive work environment, or that has the effect of unreasonably interfering with an individual's work performance. It is not necessary to show a direct and tangible job or economic loss. This type of claim can be brought against anyone in the workplace, whether it is a supervisor or a coworker.

Conduct that will be considered a violation of this policy includes, but is not limited to the following:

- *Verbal* - includes sexual innuendoes, suggestive comments, insults, jokes of a sexual nature, sexual propositions and threats.
- *Non-verbal* - includes sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling and obscene gestures.
- *Physical* - unwanted physical contact, including touching, patting, grabbing, pinching, brushing the body, massaging, coerced sexual intercourse, rape, molestation, sexual assault and battery.
- Any other unwelcome conduct of a sexual nature.

Procedure for Handling and Investigating Sexual Harassment Complaints

If you feel you have been a victim of sexual harassment please follow the following procedures:

You should ask to review your personnel file and job evaluations. Obtain copies of anything concerning your work performance. Also, review your job description. Taking these steps may seem unnecessary, but they may protect you against retaliation in the future.

Keep a record of the incidents of sexual harassment. Write down the details of the incident: the date, time and location, the names of any witnesses and your response. Include also any notes, letters, pictures, etc. Keep the records in a safe place.

Seek assistance from the AAO/Director of Employee Relations Office, any Human Resources staff member, supervisor or manager about the harassment or issues.

Supervisors and managers will contact the Affirmative Action Officer/Designee and refer the employee to the Affirmative Action Officer/Designee. The Affirmative Action Officer/Designee shall receive both written and verbal complaints and may assist the complainant in preparing a statement of allegations. Anonymous complaints and complaints from the public will also be investigated.

Within five (5) days of receiving a formal complaint of sexual harassment, the alleged harasser shall be called to the Employee Relations Office and will be presented with a copy of the complaint. The individual has the right to union representation or other representation at this meeting (so long as bargaining unit members have signed a waiver of union representation) and shall be given an opportunity to respond to the charges alleged in the complaint. All complaints will be investigated expeditiously by the Affirmative Action Officer/or designee. Discipline will be applied if a violation of this policy is found to have occurred.

When a complaint is made the Affirmative Action Officer/Designee will have the duty of immediately bringing all sexual harassment and retaliation complaints to the confidential attention of the President.

Retaliation for Sexual Harassment Complaints

Retaliation for having filed or participated in a complaint or investigation of sexual harassment will not be tolerated.

Definition of Retaliation

Disciplining, changing work assignments of, providing inaccurate work information to, or refusing to cooperate or discuss work related matters with an employee because that employee has complained about or resisted harassment, discrimination or retaliation.

Intentionally pressuring, falsely denying, lying about or otherwise covering up or attempting to cover up conduct such as that described in any item above.

The above is not to be construed as an all-inclusive list of prohibited acts under this policy.

Please note: Harassment on the basis of race, color, religious creed, sex, national origin, ancestry, age, sexual orientation, gender identity or expression, transgender status, physical disability, learning disability, genetic background information, intellectual disability, past or present history of mental disorder, status as a Vietnam-era or special disabled veteran or status in any group protected by state or local law is prohibited.

Records of Complaints and Confidentiality

All records associated with complaints will be maintained in the Employee Relations Office.

All complaints and resulting documents will be held in strict confidence to the extent possible. Anyone involved in the intake, investigation, discipline and outcome of a complaint will be disciplined as appropriate for failing to protect the confidentiality of all involved in the investigation and outcome of a complaint.

Discrimination Complaint Agencies

An individual has the right to file his or her complaint of discrimination with any or all of the relevant agencies listed below. The individual can also simultaneously avail himself or herself of the Board of Regents for Higher Education Internal Discrimination Grievance Procedure.

The Connecticut Commission on Human Rights & Opportunities

Southwest Region Office

350 Fairfield Avenue
6th Floor
Bridgeport, CT 06604
Tel: (203) 579-6246
TDD (203) 579 – 6246

West Central Region Office

Rowland State Government Center
55 West Main Street, Suite 210
Waterbury, CT 06702-2004
Tel: (203) 805-6530
TDD (203) 805-6579

Capitol Region Office

999 Asylum Avenue
Second Floor
Hartford, CT 06106
Tel: (860) 566-7710
TDD (860) 566 – 7710

Eastern Region Office

100 Broadway
Norwich, CT 06360
Tel: (860) 886-5703
TDD (860) 886 - 5707

Complaints should be filed with the Commission on Human Rights and Opportunities no later than one hundred and eighty (180) days after the alleged act of employment discrimination occurred.

The Equal Employment Opportunities Commission

John F. Kennedy Federal Office Building
Government Center, Room 475
Boston, MA 02203
Tel: (617) 565-3200

Complaints should be filed with the Equal Employment Opportunities Commission no later than one hundred and eighty (180) days after the alleged act of employment discrimination occurred, except, that in a case when the aggrieved person has initially filed a complaint with the Commission on Human Rights and Opportunities, such complaint should be filed no later than three hundred (300) days after the alleged act of employment discrimination occurred.

Additional complaint agencies include:

Connecticut Permanent Commission on the Status of Women

18-20 Trinity Street
Hartford, CT 06106
Tel: (860) 240-8300

State of Connecticut: Employee Grievance Procedure

200 Folly Brook Boulevard
Wethersfield, CT 06109
Tel: (860) 566-3450

Wage and Hour and Public Contracts Division

United States Labor Department
135 High Street
Hartford, CT 06103
Tel: (860) 240-4277

XV. Internal Program Evaluation (Section 46a-68-47)

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Internal Program Evaluation - Overview

2014 was a period of much review for the College's approach to Affirmative Action and equal employment opportunity. This section will detail the fundamental procedures that remain in place for the review and execution of the College's policies.

In accordance with the general statutes, the College's procedures are in place to guarantee the following:

- (1) ongoing review and evaluation of the Affirmative Action plan;
- (2) updating goals and objectives to meet the agency's changing employment situation;
- (3) establishing a system for evaluating supervisor's performance on Affirmative Action consistent with Chapters 67 and 68 of the Connecticut General Statutes;
- (4) developing a reporting system to monitor Affirmative Action progress and maintaining written progress reports;
- (5) assessing the effectiveness and results of the Affirmative Action plan and its implementation;
- (6) establishing enforcement mechanisms.

The Internal Evaluation Process

The internal program evaluation process begins after each Affirmative Action Plan has been evaluated by the Commission on Human Rights and Opportunity (CHRO). The Equity and Diversity Officer meets with the President's management team to discuss:

- whether the previous plan's hiring and promotion goals were met;
- hiring and promotion goals for the current plan;
- any identifiable problems with implementation of the Affirmative Action Plan, and possible methods to ameliorate the problems.
- the completion of the previous year's program goals and established program goals for the upcoming year.

The Equity and Diversity Officer is responsible for the coordination and oversight of the Internal Program Evaluation. The Equity and Diversity Officer routinely meets with the President to confer on Affirmative Action efforts and may be asked to provide updates on Affirmative Action progress to the President's Cabinet.

The College remains active in these efforts through the routine work of the Equity and Diversity Officer, which includes the following key responsibilities:

- Provide for the monitoring of goals and timetables;
- Permit the analysis of the racial / ethnic composition of applicant flow, referrals, selections, transfers, promotions, and terminations;
- Furnish initial and continuing reports on the utilization of minorities and women by job categories;
- Instruct search committees in proper equal employment opportunity procedures;
- Provide a basis to review program effectiveness results with all levels of administration, to advise the President of program effectiveness, and if required, to indicate the need for remedial actions or adjustment.

The Equity and Diversity Officer carries out the principle oversight work through the following mechanisms:

Affirmative Action Position Reports. The position reports record the demographic data of every candidate for every position advertised, including non-permanent and part-time positions. These reports help to illustrate in what ways the candidate pool may be insufficiently diverse. Reports from full-time, permanent positions are presented to the President as part of her personal review of the process's equity.

These reports are begun during the search and selection process, but are finished and filed with Human Resources when a candidate has been selected. An example can be found in the appendix of this section.

Affirmative Action Hiring and Demographic Database. The Equity and Diversity Officer monitors long-term diversity trends with a database that records the following information of all candidates who submit the optional supplementary demographic data form:

- a. Gender / Sex
- b. Race / Ethnicity
- c. Position(s) applied for
- d. Position(s) selected for (if any)
- e. Progress in the search and selection process (ie, if the candidate was selected for interview, etc.)
- f. How the applicant became aware of the position

Annual Search Committee Chair Interviews / Report. The Equity and Diversity Officer conducts private exit interviews with the chair of any search committee responsible for the hire of a full-time (though not necessarily permanent) employee. These interviews offer the chairs an opportunity to reflect on their experiences and offer constructive criticism to improve the College's hiring procedures. This report can be found in the appendix of this section.

The Hiring Process at Three Rivers Community College

The following are the standard procedures for the hiring process at Three Rivers Community College. They are consistent with the procedures of the System Office. These were thoroughly scrutinized by the Director of Human Resources and the Equity and Diversity Officer and reviewed with the President.

1. The Affirmative Action Goals are reviewed and evaluated by the Equity and Diversity Officer for the hire category before each search is begun.
2. Applications are screened and minorities invited to interview.
3. The Equity and Diversity Officer and Director of Human Resources meets with the committee chair and/or the appropriate Dean to select search committee participants. There is a diversity of representation on each committee.
4. The Equity and Diversity Officer and Director of Human Resources meets with the entire committee and/or the appropriate Dean to brief them on goals, position objectives, the use of equivalencies is discussed and encouraged if applies to protected class members.
5. A review of the interviewing process is discussed, (i.e., questions, atmosphere, and job description).
6. Questions are requested in advance for review by the Equity and Diversity Officer. If questions are not appropriate, they are changed or modified.
7. Networking is conducted with minority contacts in the community to recruit qualified goal candidates.
8. The Equity and Diversity Officer meets with the Committee and/or the appropriate Dean again prior to the first interview to review the process.

9. The Equity and Diversity Officer sits in on searches whenever possible. In all cases, the appropriate Dean is a non-voting committee member.
10. The Committee makes its recommendations to the President.
11. The President, the appropriate Dean, and the Equity and Diversity Officer meet to discuss the process, if goals can be met and what method, if any, can be used to hire protected group members. The President reserves the right to interview candidates, if necessary. The President has the authority to re-open job searches (classified and unclassified) when warranted by the Affirmative Action needs of the College. If there is a qualified minority for the position opening, the President has the authority to request from the President's Office either the opening or closing of a search.
12. The President makes his/her recommendations to the President's Office.

Standard Community College Employment Procedures

In addition to the protocols already delineated, the College adheres to the following employment procedures, which are effective throughout the Community College system.

Selection Criteria

Prior to the preparation of the position announcement, the selection criteria shall consist of: applicant characteristics (knowledge, skills and abilities) and minimal requirements (education and experience).

Position Announcement

All position announcements shall be consistent with the following standards:

Minimum Requirements

Job vacancy notices shall indicate minimal requirements as well as applicant characteristics which the college deems essential.

Equivalent Experience

The notice shall also indicate that it is possible for an applicant to substitute equivalent experience to fulfill said job requirements concomitantly, it must be conveyed to the applicant that he/she must substantiate in writing precisely how his/her equivalent experience applies to job requirements and must supply address, names, and telephone numbers of references for each experience claimed.

The following statement must appear in all position announcements and advertisements, "Applicants who do not meet the stated minimum qualifications, may state in writing how their background and experience are equivalent to the qualifications by providing appropriate references."

Tag Line

"Three Rivers Community College is an Affirmative Action/Equal Opportunity Employer," must be included in all advertisements and position announcements.

30 Day Application Period

The advertisement must specify a closing date for receipt of applications which is at least 30 days after the date of the advertisement. The deadline for accepting applications should be stated in the advertisements.

Distribution of Position Announcements

Position announcements for all position vacancies must be sent to all of the Connecticut Community Colleges, and each Affirmative Action person. Position announcements for all position vacancies must be sent to all those on the current Affirmative Action mailing list, (copies available from the President's Office Equity and Diversity Officer).

Review of Position Announcement

Prior to the release of the position announcement, it must be reviewed by the Equity and Diversity Officer to ensure that the Affirmative Action guidelines are fulfilled. The Equity and Diversity Officer shall make his/her recommendation for any changes to the President. Once the President has approved the job announcement, the college may release the job announcement for recruitment purposes.

Recruitment

Recruiting personnel must take efforts to inform underrepresented groups of job openings. This is accomplished by utilizing the resources described in the section entitled "External Communication," and which are maintained by the Equity and Diversity Officer.

Recordkeeping

There shall be maintained written documentation of each instance in which an applicant was identified, a statement of reasons why the person was not offered an appointment, and in each case in which an offer was made but not accepted, a statement of the reasons for non-acceptance of the appointment if such reasons are known. It is not sufficient to simply indicate that candidates were not offered appointments because they were less qualified than the applicant selected for the position. It is more appropriate to specify the basis for this conclusion, particularly as it relates to the selection criteria and requirements of the position. At the conclusion of the selection process, the Applicant Flow Chart is reviewed by the College's Equity and Diversity Officer.

Evaluations of Supervisors / Executive Officers

Deans and administrative/supervisory personnel are evaluated based on system-wide criteria and forms generated for use in two categories: management and bargaining unit staff. The establishment of a system for evaluating supervisor's performance on Affirmative Action consistent with Chapters 67 and 68 of the Connecticut General Statutes will be addressed system-wide.

Application Review and Selection

Search committees and persons involved in the selection process are reminded that the Affirmative Action Plan specifies the following with regard to selection: Selection among candidates for employment must reflect continuing attention to individual ability and interest and a recognition that narrow interpretation of qualifications or credentials may have worked to the disadvantage of certain members in the protected classes, therefore, the System's employment practices must emphasize individual merit, performance, and potential in ways that reflect awareness that limited prior opportunity, social discrimination, and enforced segregation may have limited a person's formal record of accomplishment.

As a result, it is imperative that the selection process operate on the basis of individual merit for each applicant as measured against the selection criteria which relate to the actual requirements of the position. Prior to the announcement of the position opening, the specific job functions, applicant characteristics, and minimal requirements of education and experience must be established so that each applicant will be measured against a uniform set of criteria. Required applicant characteristics (skills and traits) and minimal requirements (educational and experience) must be directly related to the functional characteristics of the position. Selection criteria shall be determined within the provisions of current State and Board of Regents policies. The employment criteria and job description must be reduced to writing on the Individual Position Report/Personnel Requisition.

Job Offers

A copy of the Applicant Flow Chart must be submitted to the Equity and Diversity Officer and then forwarded to the President's Office Equity and Diversity Officer for review *prior* to the notification of the selected individual of a job offer.

Applicant Flow Chart

A copy of the attached applicant flow chart must be filed with the President's Equity and Diversity Officer identifying each applicant for a position. This chart must be completed by the individual responsible for the recruitment effort.

Goals

Each recruiting person is responsible for obtaining from the Equity and Diversity Officer the current approved goals for women and minorities for each position to be filled.

Rejection

For each applicant, a concise, specific written statement must be provided on the Applicant Flow Chart of the reasons why the individual was not offered the position, and in each case where an offer was made but not accepted, reasons for the non-acceptance if known. Generalized statements are not acceptable.

Protected Class Identification

To obtain information about the race, sex and other applicable protected class of the applicant, a Supplemental Information Sheet must be sent to the applicant with a postage paid return envelope addressed to the Equity and Diversity Officer.

Classified and Unclassified Positions Created Within the State Civil Service System - Notification and Advertisement of Classified Position Openings

Whenever a position vacancy occurs in the classified or unclassified service created by the State Civil Service System, announcement of the position will be posted. Non-competitive and unclassified positions created by State Civil Service must be advertised for at least five (5) days (Utilizing the Affirmative Action Person's List). Recruitment of classified and unclassified positions created by the State Civil Service System is subject to the State Civil Service procedures and as such as exempt from advertisement requirements of the President's Office Affirmative Action program. The remaining steps of the employment procedure including the Applicant Flow Chart must be completed and submitted to the Equity and Diversity Officer prior to selection of an employee.

Termination, Dismissal, Non-Renewal Affirmative Action Procedures

The following Affirmative Action procedure must be completed prior to the official notification to the Personnel Committee of the Board of Regents. This procedure applies to all personnel:

Termination, Dismissal, Non-renewal Affirmative Action Form

This form shall be submitted to the Affirmative Action Officer for review. The form shall be completed by a designee of the Executive Director.

Review and Report

A review of the proposed personnel action will be made by the Affirmative Action Person to the President's Office Equity and Diversity Officer, who will forward to the President, written comments in regard to equal opportunity.

Exit Interview

Following receipt of the report, the Equity and Diversity Officer shall have an interview with the employee to determine if the departure from the workforce is in any way related to discrimination.

Promotion and Transfer Affirmative Action Procedures

The following Affirmative Action procedures must be completed prior to the official notification to the Personnel Committee of the Board of Regents. The procedure applies to all personnel, although promotion for classified personnel will follow state civil service rules and regulations.

Promotion and Transfer Data Sheet


A Promotion and Transfer Data Sheet shall be submitted to the Equity and Diversity Officer after it is reviewed at the college level. The data sheet shall be completed by a designee of the President.

Review and Report

A review of the proposed personnel action will be made by the Equity and Diversity Officer, who will forward to the President, written comments in regard to equal opportunity.

Statement of Affirmation

The Equity and Diversity Officer and I support the procedures and instruments of employment for: (1) an ongoing review and evaluation of the Affirmative Action Plan and related programs and (2) assessing the effectiveness and results of the Affirmation Action Plan and its implementation.

Signed: 

Dated: 04/30/2015

As Equity and Diversity Officer for Three Rivers Community College, I have met with various persons and groups within the College to evaluate and review our Affirmative Action Plan, including its programs, goals, and objectives. Going forward, I shall meet with search committees to inform them of the search procedures outlined in the Affirmative Action Plan and to ensure compliance. I have met with the Director of Human Resources on a variety of occasions to provide an update on the status of the Affirmative Action Plan.

Signed: 

Dated: 04/30/2015

Internal Program Evaluation – Appendix

i. 2014 Annual Search Committee Review Report

Introduction

This report summarizes the feedback of five (5) search committee chairs who conducted searches for full-time employees during the 2014 calendar year. During the fall of 2014, the Equity and Diversity Officer met with these committee chairs so that they would have the opportunity to anonymously share their experiences. The purpose of these meetings was to determine how the administration might improve the search and selection process.

The feedback received can be broadly categorized as follows: the committee's level of preparedness, the appropriateness of the time frame, the availability of resources, and the objectivity / integrity of the search and selection process. The committee chairs' feedback will be summarized within those categories.

I. The Committee's Level of Preparedness

The committee chairs were asked if the College's standard search committee charge meeting adequately prepared them for their responsibilities. The chairs were largely in consensus that it was. Each chair found that the search committee charge meeting, which is run by the Equity and Diversity Officer and the Director of Human Resources, was more than sufficient to familiarize them with the basics of Equal Employment Opportunity / Affirmative Action Law, and how this carried over to the crafting of appropriate criteria and questions. Moreover, they felt they adequately understood the role of the Equity and Diversity Officer, and they were clear on their obligations for documentation.

II. The Availability of Resources

The committee chairs were asked if they felt they were given all of the print or electronic materials they felt were necessary to perform their duties effectively. The response was positive on the whole, but two chairs expressed interest in specific kinds of materials that they felt could better support the committees' mission. In particular, there was a desire for sample interview questions that could give less experienced committee members more context for desired final product. In addition, one committee member expressed that while the initial training experience was useful, the committees would benefit from a document that more clearly laid out what their responsibilities would be at any given stage.

III. The Appropriateness of the Time Frame

The committee chairs were asked if the amount of time allotted for the search and selection process was sufficient to carry out their duties effectively. This subject was easily the most contentious.

The chairs assigned to faculty searches were in firm agreement that the search process began much too late. They argued that the mid-to-late summer timeframe for interviews would exclude many of the best candidates since most faculty begin looking for positions as early as the fall of the previous year. This would also discourage national candidates, whose move to the region would be burdened by the short weeks until the start of the fall semester. Finally, they feared that these summer months also invited conflicts with the vacation plans of candidates, further limiting their availability.

There was also concern raised about the time frame for advertising these positions. Though each position was advertised for at least the requisite 30 days, the posting of these advertisements in the spring or summer months would again result only in those faculty who were unable to secure employment the previous fall, which is when many other institutions would have begun their own advertising.

IV. The Objectivity / Integrity of the Search and Selection Process

The committee chairs were asked if they had ever felt pressured or otherwise influenced to make selection decisions based on the will of outside actors. The chairs largely agreed that they felt their independence was encouraged and respected. There was a notable exception in the case of a search in which one committee member was a longtime coworker and friend of a particular candidate, but the chair claimed that this did not result in a substantively different outcome. The chair simply emphasized that this was an added stressor, albeit a manageable one, and more care could be taken to ensure a diverse committee without avoidable conflicts of interest.

Conclusion / Remedies

It can be said that the response from the search committee chairs was broadly positive, but there are nonetheless valid criticisms that either can be addressed, or have already been addressed in the time since some among these searches had concluded.

- 1) Revised Search Committee Charge Documents.** This document was produced by the Equity and Diversity Officer in June 2014. The original search committee charge document was relatively limited in detail, which produced the sorts of follow-up questions about procedure mentioned by some of the search committee chairs.

This new document addresses that confusion by much more precisely delineating the steps of the process broken down by the responsibilities of the key parties involved.

- 2) Search Committee Member Database.** This tool was designed by the Equity and Diversity Officer in July 2014. The database contains records of all committee members to display, at a glance, the kinds of searches they have participated in, with whom they have served, and several other vital pieces of data such as the individuals' gender identity and ethnic / racial background.

The purpose of this tool is to allow for the easier creation of committees with a better balance of subject matter expertise, objectivity, and diversity.

- 3) Equity and Diversity Website.** The Equity and Diversity website was launched in 2014 as a response to concerns about the availability of resources. This website hosts all of the documents relevant to the search process, and it compiles a history of materials that can be used by committees. These materials include:
 - The Search Committee Charge Document
 - Templates for Criteria
 - Templates for Application / Interview Evaluation sheets
 - Archived Search Committee Question

ii. Sample Three Rivers Community College Applicant Flow Chart – Page 1 of 3

Three Rivers Community College Affirmative Action Employment Procedure Applicant Flow Chart		Position						Total Applicants					
		SAMPLE						15					
Total Candidate Summary Please input "GOAL" in the cell above each applicable group													
GOAL?		GOAL		GOAL		GOAL		GOAL		GOAL		GOAL	
TOTALS		5	0	2	1	3	0	0	0	3	1	0	
#	APPLICANT NAME	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	Internal Candidate?
1	Sample									1			
2	Sample	1											YES
3	Sample	1											
4	Sample				1								
5	Sample			1									
6	Sample			1									
7	Sample	1											
8	Sample	1											
9	Sample					1							
10	Sample									1			
11	Sample										1		
12	Sample					1							
13	Sample					1							
14	Sample									1			
15	Sample	1											

iii. Sample Three Rivers Community College Applicant Flow Chart – Page 2 of 3

Three Rivers Community College Affirmative Action Employment Procedure Applicant Flow Chart		Position						Total Applicants					
		SAMPLE						8					
Eligible Candidate Summary													
GOAL?		GOAL				GOAL	GOAL	GOAL	GOAL	GOAL	GOAL	GOAL	GOAL
TOTALS		4	0	0	1	0	0	0	0	2	1	0	
#	APPLICANT NAME	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	Internal Candidate?
1	Sample									1			
3	Sample	1											
4	Sample				1								
7	Sample	1											
8	Sample	1											
11	Sample										1		
14	Sample									1			
15	Sample	1											

iv. Sample Three Rivers Community College Applicant Flow Chart – Page 3 of 3

Three Rivers Community College Affirmative Action Employment Procedure Applicant Flow Chart		Position						Total Applicants							
		SAMPLE						8							
Interviewed Candidate Summary															
		GOAL?			GOAL			GOAL	GOAL	GOAL	GOAL	GOAL	GOAL		
		TOTALS			4	0	0	1	0	0	0	0	2	1	0
#	APPLICANT NAME	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	Internal Candidate?		
1	Sample									1					
3	Sample	1													
4	Sample				1										
7	Sample	1													
8	Sample	1													
11	Sample										1				
14	Sample									1					
15	Sample	1													

AFFIRMATIVE ACTION POSITION REPORT											
Three Rivers Community College											
Position: <i>Sample</i>											
Occupational Category: <i>Sample</i>											
Hiring Goals: Short <i>Sample</i>											
Long <i>Sample</i>											

Total Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
5	2	3	0	3	0	1	0	0	1	0

Eligible Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
4	0	0	0	2	0	1	0	0	1	0

Interviewed Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
4	0	0	0	2	0	1	0	0	1	0

Candidate Recommended: *Sample*

Race / Sex: **Sample**

Hiring Goal? **YES**

Promotion Goal? **NO**

If the appointment does not meet an affirmative action goal, provide a statement which explains the good faith efforts undertaken to meet the established goals:

This hire meets an Affirmative Action Hiring Goal of (SAMPLE)

President's Certification: The search process resulting in the recommendation of the above named candidate was conducted in accordance with the institution's affirmative action plan. I have personally reviewed the employee selection process especially with respect to the achievement of hiring goals and recommend the candidate indicated above.

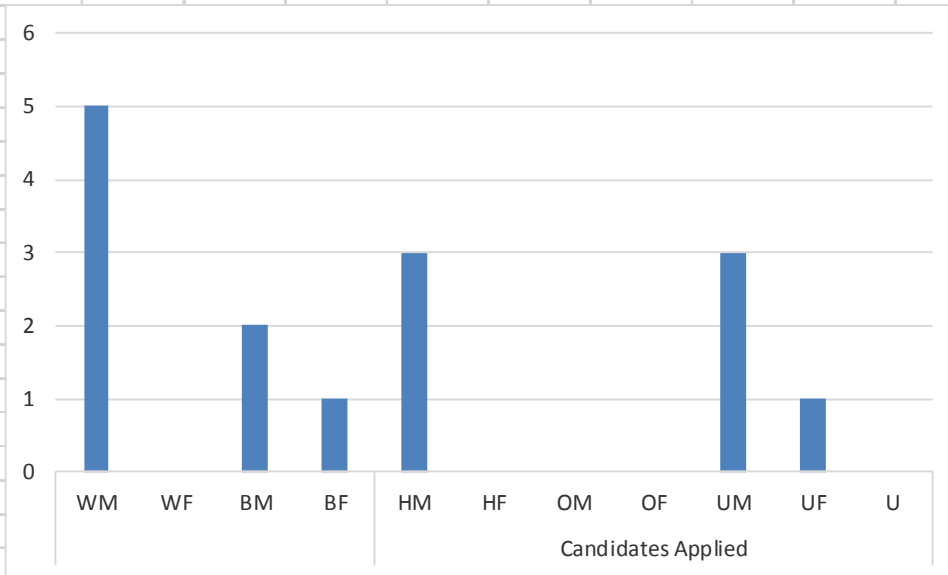
Date: 4/30/2015 Signature of President: *Mary Ellen Gelkoski*

Affirmative Action Position Report must be filed with each recommendation to appoint an unclassified employee and with the PER 201 to employ any classified employee.	
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Position Report Graph - Sample Position

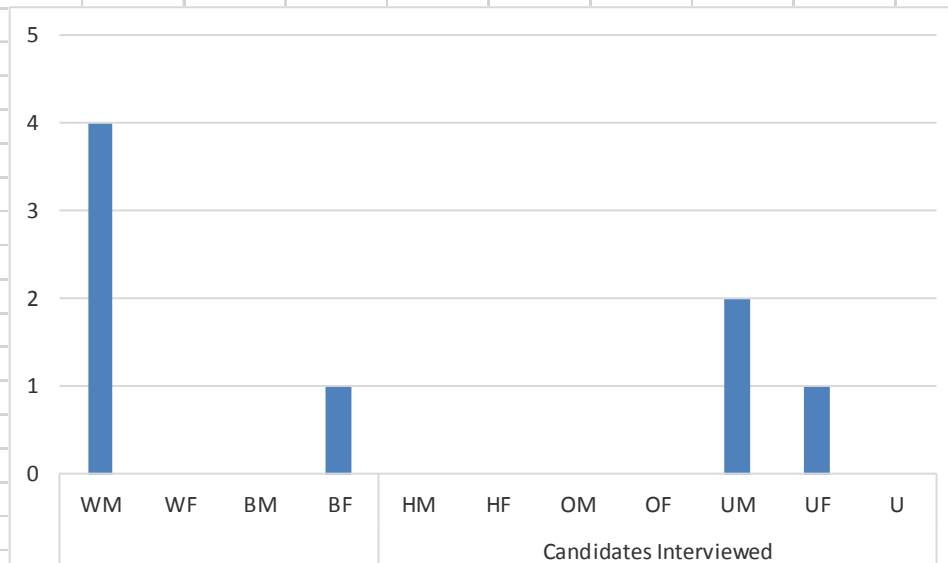
Candidates Applied

WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	TOTAL
5	0	2	1	3	0	0	0	3	1	0	15
33.3%	0.0%	13.3%	6.7%	20.0%	0.0%	0.0%	0.0%	20.0%	6.7%	0.0%	100.0%



Candidates Interviewed

WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	U	TOTAL
4	0	0	1	0	0	0	0	2	1	0	8
50.0%	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	25.0%	12.5%	0.0%	100.0%



vii. Report on Applicant Demographics – Page 1 of 2

Demographics of Applicants for Full-Time, Permanent Positions Filled in 2014														
EEO-6 Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	UU
2	88	33	48	18	35	2	1	4	1	4	6	5	5	7
	48.1%	46.5%	45.7%	45.0%	47.3%	50.0%	16.7%	44.4%	50.0%	57.1%	60.0%	45.5%	38.5%	100.0%
3	24	10	14	6	8		1	1	1	1		2	4	
	13.1%	14.1%	13.3%	15.0%	10.8%	0.0%	16.7%	11.1%	50.0%	14.3%	0.0%	18.2%	30.8%	0.0%
4	39	5	34	4	27		1			1	4		2	
	21.3%	7.0%	32.4%	10.0%	36.5%	0.0%	16.7%	0.0%	0.0%	14.3%	40.0%	0.0%	15.4%	0.0%
5	9	2	7	2	4		3							
	4.9%	2.8%	6.7%	5.0%	5.4%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
7	23	21	2	10		2		4		1		4	2	
	12.6%	29.6%	1.9%	25.0%	0.0%	50.0%	0.0%	44.4%	0.0%	14.3%	0.0%	36.4%	15.4%	0.0%
Percentage of Total Applicant Pool	183	71	105	40	74	4	6	9	2	7	10	11	13	7
	100.0%	38.8%	57.4%	21.9%	40.4%	2.2%	3.3%	4.9%	1.1%	3.8%	5.5%	6.0%	7.1%	3.8%

viii. Report on Applicant Demographics – Page 2 of 2

How Applicants Became Aware	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF	UM	UF	UU
Chronicle of Higher Ed	16	6	10	3	6	0	0	1	0	2	4	0	0	0
	16.5%	16.2%	16.7%	12.0%	13.3%	0.0%	0.0%	20.0%	0.0%	40.0%	66.7%	0.0%	0.0%	0.0%
Higher Ed Jobs	18	11	7	6	4	1	1	2	0	2	2	0	0	0
	18.6%	29.7%	11.7%	24.0%	8.9%	50.0%	25.0%	40.0%	0.0%	40.0%	33.3%	0.0%	0.0%	0.0%
Other	6	1	5	1	3	0	2	0	0	0	0	0	0	0
	6.2%	2.7%	8.3%	4.0%	6.7%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Position Announcement Posting	44	14	30	12	25	0	1	2	2	0	0		2	
	45.4%	37.8%	50.0%	48.0%	55.6%	0.0%	25.0%	40.0%	100.0%	0.0%	0.0%	0.0%	66.7%	0.0%
Referral - Other	3	1	2	1	2	0	0	0	0	0	0	0	0	0
	3.1%	2.7%	3.3%	4.0%	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Referral - Within CC System	6	3	3	1	2	1	0	0	0	1	0	0	1	0
	6.2%	8.1%	5.0%	4.0%	4.4%	50.0%	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%	33.3%	0.0%
Referral - Within Current Institution	2	1	1	1	1	0	0	0	0	0	0	0	0	0
	2.1%	2.7%	1.7%	4.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Referral - Within Professional Association	1	0	1	0	1	0	0	0	0	0	0	0	0	0
	1.0%	0.0%	1.7%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Referral - Within the Community	1	0	1	0	1	0	0	0	0	0	0	0	0	0
	1.0%	0.0%	1.7%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Percentage of Total Applicant Pool	97	37	60	25	45	2	4	5	2	5	6	0	3	0
	100.0%	38.1%	61.9%	25.8%	46.4%	2.1%	4.1%	5.2%	2.1%	5.2%	6.2%	0.0%	3.1%	0.0%

XVI. Goals Analysis (Section 46a-68-48)

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Review of 2014 Program Goals

This section will assess the extent to which the program goals featured in the 2014 Affirmative Action plan have been satisfied.

Program Goal 1

Expand recruitment efforts and generate more consistently diverse pools

The College will complement its offer of telephone interviews with an offer of Skype interviews: a feature requested by young and tech savvy applicants. In addition to its current efforts, the College will also explore the feasibility of being represented in career fairs for statewide searches. For national searches, the College will explore the feasibility of expanding its presence in internet job search resources beyond those that solely target higher-ed.

Purpose: To address the results of Adverse Impact Test no. 1.

Timeline: By December 31, 2015.

Responsible parties:

- Louise Summa, Director of Human Resources
- Gregory Souza, Equity and Diversity Officer
- Equity and Diversity Advisory Committee

Goal Status: This goal was partially achieved.

Severe budget limitations prevented the College from expanding its advertising efforts beyond its current use of *higheredjobs.com* and the mailing list produced in the External Communication section.

However, the College was still able to achieve its other more cost-effective efforts towards greater accessibility. It has become standard policy to ease candidates' travel burden by offering Skype interviews on a case-by-case basis, and whenever feasible. Broader efforts such as first-round phone interviews were also implemented in specific 2014 searches to achieve the same purpose.

As funds become available, the College will revisit expanding its advertising efforts, but it has nonetheless begun to lay groundwork for this expansion. The Equity and Diversity Officer has produced a new, more comprehensive voluntary demographic form, which encourages candidates to disclose more specific information about how they first became aware of the position advertised. This has permitted the College to make data-informed decisions regarding how best to expand its advertising.

Program Goal 2

Develop new standards for job posting specificity

The College will revise its approach to the development and expression of criteria in an effort to more clearly and fairly communicate the essential criteria upon which candidates shall be judged.

Purpose: To address the results of Adverse Impact Test no. 1.

Timeline: By December 31, 2015.

Responsible parties:

- Louise Summa, Director of Human Resources
- Gregory Souza, Equity and Diversity Officer
- Equity and Diversity Advisory Committee

Goal Status: This goal was achieved.

The Equity and Diversity Advisory Committee, the Equity and Diversity Officer, and the Director of Human Resources reviewed the job postings from 2012 and 2013. A general consensus was reached that the job requirements listed would benefit from an increased focus on specific skills with quantifiable forms of experience. Efforts in this regard are ongoing, and the results are partially subject to union limitations, but the 2014 job searches featured an increase in such specificity.

Program Goal 3

Produce an annual hiring review report

The College will review and critique the interview process after each completed search. The Equity and Diversity Officer, the Director of Human Resources, and the chair of the completed search committee will meet to discuss the search's results and to review all feedback. The Equity and Diversity Advisory Committee will then review the search, with confidential information redacted, and suggest corrective measures for current or future searches. This will culminate in a year-end report of all feedback and proposed policy changes, which will be shared internally and included in future Affirmative Action Plans.

Purpose: To address the results of Adverse Impact Test nos. 4 and 5.

Timeline: By December 31, 2015.

Responsible Parties:

- Louise Summa, Director of Human Resources
- Gregory Souza, Equity and Diversity Officer
- Equity and Diversity Advisory Committee

Goal Status: This goal was achieved.

The Equity and Diversity Officer conducted interviews with the chair of each search committee responsible for a full-time position filled in 2014. These interviews revealed the need for a revision in the timeline of job searches. Most search committee chairs found that their ability to review candidates was somewhat hampered by the speed at which searches needed to be conducted. A more thorough accounting of these interviews are available in the Internal Program Evaluation section, but the findings thereof are the basis of some of the program goals for the 2015 reporting period.

Program Goal 4

Develop a standardized digital collection and storage system for AA search data.

The College will ensure consistency in its review efforts by redesigning the methods through which data is collected and shared. In future searches, committees will submit all search documents to the Equity and Diversity Officer, who will record and digitize (as necessary) all materials for storage and sharing on the College's secure intranet. These materials shall include, but not be limited to, all handwritten notes, emails, and standard search documents. Standard search documents shall include a standard form in which the search chair describes, in quantitative and qualitative detail, for what reasons candidates have been recommended for hire. At the end of this process, hard copies of all such files will be stored within the Human Resources department.

Purpose: To address the results of Adverse Impact Test nos. 4 and 5.

Timeline: By December 31, 2015.

Responsible Parties:

- Louise Summa, Director of Human Resources
- Gregory Souza, Equity and Diversity Officer
- Steve Goetchius, Dean of Technologies

Goal Status: This goal was achieved.

The Equity and Diversity Officer now maintains extensive digital archives of the search and selection process. The information stored in this fashion includes:

- The composition of search committees
- The names and demographic information of all applicants
- All relevant reports from search committees
- All questions asked by search committees
- All criteria developed by search committees

This information is kept in a shared drive on the College intranet, which is shared exclusively with the President and her Executive Assistant, allowing increased transparency and easier communication for the search and selection process.

Review and Narratives of 2014 Hiring Activity

The narratives in this section detail the reasoning behind the elimination of all goal and unknown candidates from each position search.

With the exception of the Presidential Search, it can be assumed that the following practices applied to all of the following searches. These positions were advertised on HigherEdJobs.com (a higher education job website) and the College's website for more than thirty (30) days, which means the positions were also advertised on the Board of Regents' website by a linked proxy. The College's mailing list, along with the President's community contacts, were also utilized in advertising the positions.

At the outset of the search, the Equity and Diversity Officer instructed the search committees in the development of competency-based criteria with which to evaluate applications. The same standards are applied to the development of interview questions, which were reviewed and approved by the Equity and Diversity Officer prior to all interviews conducted. In an effort to keep the pool as diverse as possible, the search committees conducted phone interviews (specifically for national searches) for particular searches prior to conducting on-campus interviews.

As an additional check and balance, the Equity and Diversity Officer reviewed all applicants selected by the committee for interview. He then presented his analysis thereof to the President for final approval. This analysis is conducted to ensure the absence of systematic biases prior to scheduling of interviews. The President reserves the right to draw additional candidates from the applicant pool for interview as part of her personal review and / or on the recommendation of the Equity and Diversity Officer.

The College's goal is to make every good faith effort to achieve the established hiring goals within each occupational category when making all permanent appointments. The searches have been organized by their EEO-6 occupational categories.

In total, the following seven (7) applicable positions were filled in 2014:

1. Three Rivers Community College President
2. Instructor – Developmental Math
3. Instructor – ESOL
4. Director of Admissions
5. Clerk – Cashier
6. Fiscal Administrative Assistant
7. Custodian

Of these appointments, three (3) / 43% met established Affirmative Action Hiring Goals. If the Presidential Search is excluded due to the College's limited involvement in the hiring process, that figure rises to 50%.

A Special Note on Missing Documentation

The 2014 submission of the Three Rivers Community College Affirmative Action Plan was officially disapproved by the Commission for Human Rights and Opportunities on July 11, 2014. The reasons for this disapproval included, but were not limited to, missing, inconsistent, or insubstantial documentation of its many hires from the calendar years 2012 and 2013. This deficiency was a byproduct of permissiveness in the search and selection process under the previous president's administration, in which a number of existing non-permanent employees were granted tenure-track positions without a full and open search and selection process.

This history is necessary context to understand the documentation lapses present even in this current plan's submission. In early 2014, prior to the plan's disapproval, the previous president authorized a number of employees to transition from non-permanent positions into tenure-track positions by way of contracts that would not take effect until much later that year. Consequently, the deficiencies for which the College was cited in July could not be fully isolated to the disapproved plan's submission, and they remained largely invisible until the beginning of the new contract cycle. The following positions were filled in this fashion in 2014, and they are now reflected in the 2015 Affirmative Action Plan's accounting:

EEO 6 Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
1 - Executive/ Administrative/ Managerial	0	0	0								
2 - Faculty I - Professor	0	0	0								
2 - Faculty II - Below Professor	3	2	1	2					1		
3 - Professional / Non-Faculty	2	0	2				1				1
4 - Clerical / Secretarial	0	0	0								
5 - Technical / Paraprofessional	0	0	0								
7 - Service / Maintenance	0	0	0								
TOTAL	5	2	3	2	0	0	1	0	1	0	1

It is important to underscore that though this problem surfaces again in the 2015 Affirmative Action Plan, it is no less an artifact of the past. President Mary Ellen Jukoski took office in July of 2014 – just days before the College's scheduled appearance before the CHRO. There she rejected such unauthorized practices, and she has continued to reject them. Though College leadership has chosen to respect contractual promises made under the previous administration, all applicable staffing needs under President Jukoski have been satisfied with a full and open search process.

Executive / Administrative / Managerial

Three Rivers Community College President

AFFIRMATIVE ACTION POSITION REPORT										
Three Rivers Community College										
Position: President										
Occupational Category: 1 - Executive / Managerial										
Hiring Goals: Short 1 WM										
Long 1 WM, 1 BM										

Total Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
0	0	0	0	24	0	0	0	0	18	0

Eligible Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
0	0	0	0	3	0	0	0	0	1	0

Interviewed Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
0	0	0	0	3	0	0	0	0	1	0

Candidate Recommended: *Omitted from AA Plan Submission*

Race / Sex:

Hiring Goal?

Promotion Goal?

An Explanation of Three Rivers' Role in the 2014 College President Search

Unlike all other searches conducted in 2014, the Presidential Search was carried out primarily by a private hiring firm contracted by the Board of Regents, which retains the exclusive authority to make hiring decisions at the executive officer level.

Three Rivers Community College cooperated with RPA Inc., Executive Search & Consulting, but did not conduct the search's advertisement, the initial review of applications, the full maintenance of applicant records, or the evaluation of the candidate pool's diversity. Moreover, the final hiring decision was made by the Board of Regents, and not internally by College personnel.

RPA Inc.'s search and selection process is nonetheless exhaustive. This position was advertised nationally and in a number of high profile outlets, including *higheredjobs.com* and *The Chronicle*

of Higher Education. RPA's panel of experts reviewed candidates according to the advertised criteria, and qualifying candidates were then granted first-round phone interviews.

Three Rivers' own internal search committee, consisting of faculty, staff, and a student, then reviewed the applications previously reviewed and rated by RPA. This committee was responsible for selecting candidates from this pool for interview. The committee conducted a single round of interviews for these candidates, but the function was purely advisory. The committee's findings were passed on to the Board of Regents, which conducted its own interviews with all of the same candidates.

The appendix of this section collects documents explaining RPA Inc's process and all relevant methodology in greater detail, and it will be complemented by the statistics available to the College regarding the diversity of the candidate pool. Please understand that RPA Inc.'s record keeping practices do not conform to the standards of the College, and so the information presented reflects those limitations.

PLEASE NOTE - Unlike all other narratives in this section, the details provided on the Presidential Search only reflect the limited capacity in which Three Rivers exercised judgment in the selection process.

PLEASE NOTE – for the purposes of the Applicant Flow Analysis, all candidates (including the selected candidate) were identified as “Unknown” because no ethnic or racial data on the candidates was known to the College during the process. The candidate hired chose to disclose her race and gender as “White Female” at the time of her employment, and so her hire has been accounted for as such in all other accounting.

Presidential Candidates – Candidates Eligible for Interview / Candidates Not Granted Interviews

Due to the high-level nature of the position, most candidates that RPA Inc. presented to the College satisfied the majority of the established criteria. Therefore, the elimination of all but the four (4) interviewed was made based on “Evidence of Leadership in a Comparable Institution.”

21 Unknown Males and 17 Unknown Females were not selected for interview because they were found to have no (0) years of experience as either a college president or an executive with comparable responsibilities. This criteria eliminated candidates with lower-level administrative experience or private, commercial executive experience.

Presidential Candidates – Candidates Selected for Interview

The following are assessments made by the College’s interview panel after meeting with the search’s finalists. This information was passed along to the Board of Regents in a strictly advisory capacity, and so it does not reflect a binding approval or disapproval of any candidate or candidates on the part of the College. All of the candidates referred to below went on to interview with the Board of Regents that same day.

1) Unknown Male Candidate

This candidate’s strengths were recognized as:

- Strong communication skills as evidenced by concise, articulate interview responses.
- Extensive fundraising and strategic planning experience as evidenced by the candidate’s coordination with the Department of Higher Education’s Vision Project, which helped secure millions in funding for the candidate’s past employer.
- Strong teambuilding skills, as evidenced by departmental development and leadership at a previous higher education institute.
- Commitment to shared governance as evidenced by PhD policy education background in cross-institution and community problem-solving.
- Collaboration with diverse constituencies as evidenced by two (2) years of experience with the Cecil group, which expanded partnerships between municipalities, neighborhoods, and non-profit institutions.
- An understanding of Three Rivers and of community colleges, as evidenced by interview responses that persuasively connected the candidate’s past six (6) years of vice presidential experience at another community college.
- Interest in student affairs, as evidenced by six (6) years of past community college experience in which the candidate devised strategies to sustainably increase enrollment growth and student retention.
- Interest in non-traditional / workforce education, as evidenced by seven (7) years of administrative community college experience with the commissioner of Higher Education, in which the candidate facilitated the training of workers in line with the needs of an impoverished community.

This candidate's limitations were recognized as:

- limited four (4) years of teaching experience
- Lack of knowledge of the Southeastern Connecticut region, and a lack of knowledge of the Board of Regents system. This was evidenced by a broad and ambiguous reply to a question asking for specific ways the candidate's knowledge of the region would inform the candidate's approach to the presidency.

2) Unknown Male Candidate

This candidate's strengths were recognized as:

- Strong communication skills as evidenced by concise, articulate interview responses.
- Four (4) years of Community College President experience, which included:
 - Fundraising and strategic planning experience, including overseeing the expansion of the College's endowment from \$16 million to \$23 million.
 - Facilities management experience
 - Financial management experience
- Strong teambuilding skills.
- Commitment to shared governance as evidenced by successful relationship with a board of trustees.
- Collaboration with diverse constituencies, as evidenced by the successful leadership of a Community College recognized as 24th in the nation awarded to minorities.
- An understanding of Three Rivers and of community colleges
- Interest in student affairs, as evidenced by creation and participation in an award-winning campus program designed to close the student achievement gap
- Interest in non-traditional / workforce education, as evidenced by cooperation with a CA studio trades training program authorized by the International Associations of Theatrical and Stage Employees.

This candidate's limitations were recognized as:

- Lack of knowledge of the Southeastern Connecticut region, and a lack of knowledge of the Board of Regents system. This was evidenced by a broad and ambiguous reply to a question asking for specific ways the candidate's knowledge of the region would inform the candidate's approach to the presidency.
- No prior experience with legislative interaction
- No prior experience with faculty oversight

3) Unknown Male Candidate

This candidate's strengths were recognized as:

- Strong communication skills as evidenced by concise, articulate interview responses.
- Six (6) years of community college president experience, which included
 - Fundraising and strategic planning experience, including the completion of a large campus construction project approximately \$100,000 under budget.
 - Facilities management experience
 - Financial management experience
- Strong teambuilding skills as evidenced by a habit of regularly meeting with all full-time employees.
- Commitment to shared governance, as evidenced by the building of campus coalitions.
- Collaboration with diverse constituencies, as evidenced by approximately 22 years of higher education experiences in university, community, and technical college environments.
- An understanding of Three Rivers and of community colleges, as evidenced by interview responses that persuasively connected the candidate's past six (6) years of presidential experience at another community college.
- Interest in student affairs, as evidenced by the achievement of 100% student graduation / transfer rate.
- Interest in non-traditional / workforce education as evidenced by overseeing over 20 dual credit and dual enrollment programs with public high schools.

This candidate's limitations were recognized as:

- Lack of knowledge of the Southeastern Connecticut region, and a lack of knowledge of the Board of Regents system. This was evidenced by a broad and ambiguous reply to a question asking for specific ways the candidate's knowledge of the region would inform the candidate's approach to the presidency.

4) Unknown Female Candidate

This candidate's strengths were recognized as:

- College President Experience (19 years), which included
 - Fundraising and strategic planning, including the securing of over two (2) million in Title III grant funding
 - Facilities management
 - Financial management
- Strong classroom teaching experience as evidenced by 37 years of teaching experience. Strong understanding of classroom fundamentals as evidenced by Ed. D in Curriculum / Instruction
- Strong communication skills as evidenced by concise, articulate interview responses.

- Strong ties to the Southeastern Connecticut Community as evidenced by 31 community and board positions served.
- Strong teambuilding and shared governance skills as evidenced by 19 years of successful cooperating with departmental leadership and a board of trustees.
- Collaboration with diverse constituencies as evidenced by 19 years of cooperation with community consortiums.
- Interest in student affairs as evidenced by the development of the candidate's past institution from a two-year institution to a four-year institution with over 30 degree programs.
- Interest in non-traditional / workforce education as evidenced by participation in community development organizations

This candidate's limitations were recognized as:

- 0 years of community college leadership experience

Faculty

Instructor – Developmental Math

AFFIRMATIVE ACTION POSITION REPORT										
Three Rivers Community College										
Position: Instructor - Developmental Math										
Occupational Category: 2 - Faculty / Below Professor										
Hiring Goals: Short None										
Long 2 BF, 1 HM, 1 HF, 1 OM, 1 OF										

Total Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
11	2	3	3	1	16	0	0	0	1	7

Eligible Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
4	1	0	1	0	4	0	0	0	0	0

Interviewed Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
4	1	0	1	0	4	0	0	0	0	0

Candidate Recommended: *Omitted from AA plan submission*

Race / Sex: WF

Hiring Goal?	NO
Promotion Goal?	NO

If the appointment does not meet an affirmative action goal, provide a statement which explains the good faith efforts undertaken to meet the established goals:

This hire does not meet an Affirmative Action goal. A narrative of the good faith evaluation of all goal and potential goal candidates follows on the next page.

President's Certification: The search process resulting in the recommendation of the above named candidate was conducted in accordance with the institution's affirmative action plan. I have personally reviewed the employee selection process especially with respect to the achievement of hiring goals and recommend the candidate indicated above.

Date: 4/30/2015 Signature of President:

Developmental Math - Hispanic Male Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate did not possess the required degree: Master's in Mathematics

2	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had less than one (1) year of part-time community college developmental math teaching experience. This individual identified himself in his resume as new to higher education, with most of his professional career focused on community development rather than mathematics or pedagogy.

3	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had one (1) year of community college teaching experience and 0 years of developmental education experience. Most of his teaching experience in the previous 15 years has been divided between Spanish and higher mathematics instruction such as quantitative methods and calculus. Experience in the instruction of higher math, or teaching in high school, College and University settings, is generally not applicable to the unique pedagogy of teaching a developmental math (and usually adult education) population.

Developmental Math - Other Male Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	<p>This candidate had 0 years of community college developmental math teaching experience. Other teaching experience included two (2) years of university graduate assistant experience and two (2) years of prep school teaching experience. Furthermore, the candidate's professional interests and academic background were in computers and electrical engineering, with no formal experience in developmental education or pedagogy. Experience in the instruction of higher math, or teaching in high school, College and University settings, is generally not applicable to the unique pedagogy of teaching a developmental math (and usually adult education) population.</p>

2	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	<p>This candidate had four (4) years of community college teaching experience, and 0 years of developmental education experience. The candidate's resume and supporting references made no mention of developmental education experience, focusing instead on quality of his higher-math instruction. Experience in the instruction of higher math, or teaching in high school, College and University settings, is generally not applicable to the unique pedagogy of teaching a developmental math (and usually adult education) population.</p>

3	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	YES	<p>This candidate had 3.5 years' total college teaching experience as an adjunct instructor, in addition to 1 semester in a community college. This candidate was selected for interview because all of this experience focused on developmental mathematics education. Moreover, the candidate's application demonstrated familiarity with relevant math software.</p> <p>This candidate was ultimately not selected due to the large difference in professional experience when compared to the selected candidate. The selected candidate had eleven (11) years of developmental education community college teaching experience in addition to extensive experience with relevant math software and five (5) years of experience in other forms of technological integration, such as online /hybrid course instruction.</p>

Developmental Math - Unknown Male Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate has taught an indeterminate number of developmental math courses as an adjunct instructor since 1996. This individual was not selected for interview because his primary professional experience, as noted in his resume, was in serving his business as its general manager for the previous 22 years and in boarding school teaching.

Developmental Math - Unknown Female Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate did not possess the required degree: Master's in Mathematics

Developmental Math - Unknown Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had 0 years of community college developmental math teaching experience, and three (3) years high school teaching experience. The candidate's high school teaching focused on advanced topics, such as pre-calculus and trigonometry rather than developmental education, and the candidate's own academic background focused primarily on subject-area research rather than pedagogy. Experience in the instruction of higher math, or teaching in high school, College and University settings, is generally not applicable to the unique pedagogy of teaching a developmental math (and usually adult education) population.

2	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had 0 years of community college developmental math teaching experience and less than one (1) year of teaching at private colleges / tech schools. The candidate had 0 years of developmental education experience. The candidate's teaching experience focused on calculus, trigonometry and statistics. Experience in the instruction of higher math, or teaching in high school, College and University settings, is generally not applicable to the unique pedagogy of teaching a developmental math (and usually adult education) population.

3	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had 0 years of community college developmental math teaching experience. The candidate had five (5) semesters of actual math teaching experience, which took place in liberal arts college / university settings. Moreover, the candidate's academic background and research interests were in computer science rather than relevant math pedagogy. Experience in the instruction of higher math, or teaching in College and University settings, is generally not applicable to the unique pedagogy of teaching a developmental math (and usually adult education) population.

4	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had two (2) years of teaching experience in a university setting. Coursework was primarily higher math such as Calculus and Differential Equations. This candidate had 0 years of experience in developmental math education. This candidate’s primary research interest was in higher math, such as fluid dynamics, and there was no evidence of training in pedagogy. Experience in the instruction of higher math, or teaching in high school, College and University settings, is generally not applicable to the unique pedagogy of teaching a developmental math (and usually adult education) population.

5	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate lacked the required degree: Master's Degree in Mathematics

6	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate lacked the required degree: Master's Degree in Mathematics

7	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had 0 years of community college developmental math teaching experience, and 2 years of college algebra teaching experience in universities. Some additional high school teaching experience focused only on honors / higher level math such as pre-calculus and trigonometry. Experience in the instruction of higher math, or teaching in high school, College and University settings, is generally not applicable to the unique pedagogy of teaching a developmental math (and usually adult education) population.

Instructor – English as a Second / Other Language (ESOL)

AFFIRMATIVE ACTION POSITION REPORT										
Three Rivers Community College										
Position: Instructor - ESOL										
Occupational Category: 2 - Faculty / Below Professor										
Hiring Goals: Short None										
Long 2 BF, 1 HM, 1 HF, 1 OM, 1 OF										

Total Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
7	0	1	1	4	19	1	1	6	4	0

Eligible Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
1	0	1	1	1	6	0	0	3	2	0

Interviewed Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
1	0	0	0	1	3	0	0	1	0	0


Candidate Recommended: *Omitted from AA Plan submission*
Race / Sex: WF

Hiring Goal? NO
Promotion Goal? NO

If the appointment does not meet an affirmative action goal, provide a statement which explains the good faith efforts undertaken to meet the established goals:

This hire does not meet an Affirmative Action goal. A narrative of the good faith evaluation of all goal and potential goal candidates follows on the next page.

President's Certification: The search process resulting in the recommendation of the above named candidate was conducted in accordance with the institution's affirmative action plan. I have personally reviewed the employee selection process especially with respect to the achievement of hiring goals and recommend the candidate indicated above.

Date: Signature of President: 

Instructor of ESOL - Black Female Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had 1 year of part-time teaching experience in a community college setting. Though the candidate had past experience in education, this work was limited to private language institutes, pre-kindergarten, and creative writing seminars, which are not reflective of the demographics and pedagogy of a community college.

Instructor of ESOL - Hispanic Male Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	NO	This candidate was offered an interview, but he had already accepted another position.

Instructor of ESOL - Hispanic Female Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had 0 years of Community College ESOL teaching experience.

Instructor of ESOL - Other Male Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	NO	This candidate was offered an interview, but was unable to arrange to travel to Connecticut for the interview, which is required in faculty searches due to the necessity of live teaching demonstrations.

Instructor of ESOL - Other Female Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had 0 years of community college ESOL teaching experience. Her experience was in teaching linguistics in a university setting. Her most specific foreign language instruction experience was in teaching business Japanese to English speakers in private language institutions. Due to their disparate structure, demographics, and curriculum, these institutions cannot generally provide work experience closely related to the teaching of ESOL in an American community college.
2	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had 0 years of community college ESOL teaching experience. Her teaching experience included a total of three (3) years of teaching assistant responsibilities at a university, part-time 3rd grade teaching and tutoring, and practicum teaching. Due to their disparate structure, demographics, and curriculum, these institutions cannot generally provide work experience closely related to the teaching of ESOL in an American community college.
3	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate did not possess the required degree: Master's in TESOL
4	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	NO	This candidate was offered an interview, but she was unable to come to campus until August, which was approximately a month after the other interviewed were scheduled to take place, and within only about two (2) weeks of the start of the semester. Due to the lack of appropriate preparation time, and the consequent burden this would place on the other candidates awaiting job decisions, arrangements for an interview could not be made.

5	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	YES	This candidate was interviewed on the strength of her seven (7) years of ESOL teaching experience, but she was not selected because her teaching demonstration was not appropriate for an adult education or developmental education population. The demonstration was not designed to encourage interactivity, a norm of strong modern pedagogy, and it attempted to bridge the material with composition rather than focus exclusively on the fundamental language skills in question.

6	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	NO	This candidate was offered an interview, but she declined on the grounds that she did not wish to pay the expense of travelling to CT for her interview. In-person interviews are required in faculty searches due to the necessity of live teaching demonstrations.

Instructor of ESOL - Unknown Male Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	The candidate’s college ESOL teaching experience did not reflect preparation for modern methodology and best practices. The candidate’s one (1) year of teaching in a community college setting was limited to part-time experience approximately 13 years ago, during which time the field has changed considerably. Most of the candidate’s interim experience focused on the teaching of much more esoteric “business English” outside of America. Teaching also focused on more generalized English composition instruction in American Universities, whose environments are sufficiently different in structure, demographics, and curriculum as not to constitute closely relevant work experience.

2	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate did not complete his application. He emailed HR with his intention to apply, but he did not follow-up.

3	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	<p>This candidate had 0 years of community college teaching experience. All teaching experience was limited to six (6) years teaching outside of America in private adult education and university settings, whose disparate structure, demographics, and curriculum do not constitute experience closely related to the teaching of ESOL in an American community college.</p>

4	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	YES	<p>This candidate had six (6) years of part-time ESOL in a Community College, and two (2) years of full-time in a Community College.</p> <p>His interview was granted on the strength of his established teaching experience, but he was ultimately not selected because his record and interview responses did not satisfy several of the position’s preferred qualifications. For example, the candidate’s resume and interview documented 0 years of experience in ESOL curriculum development, assessment, or leadership. In his interview responses, he was unable to respond specifically to questions requesting that he elaborate on his readiness for these responsibilities, focusing his responses instead on his strength in pedagogy. This candidate was therefore less dynamically prepared than the one ultimately selected.</p> <p>The selected candidate had twelve (12) years of experience in ESOL in a variety of environments including developmental education and standard freshman and sophomore level education. Eight (8) years of this experience also included curriculum development and leadership.</p>

Instructor of ESOL - Unknown Female Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate did not complete her application. She emailed HR with her intention to apply, but she did not follow-up.

2	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate did not possess the required degree: Master's in TESOL

3	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	NO	This candidate was offered an interview, but she had already accepted another position.

4	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	NO	This candidate was offered an interview, but she had already accepted another position.

Professional / Non-Faculty

Director of Admissions

AFFIRMATIVE ACTION POSITION REPORT										
Three Rivers Community College										
Position: Director of Admissions										
Occupational Category: 3 - Professional / Non-Faculty										
Hiring Goals: Short 1 BF										
Long 1 BF, 1 HF, 1 OM										

Total Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
6	0	1	1	2	8	1	1	0	4	0

Eligible Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
1	0	0	1	1	1	0	0	0	2	0

Interviewed Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
1	0	0	1	1	1	0	0	0	2	0

Candidate Recommended: *Omitted from AA Plan submission*

Race / Sex:


Hiring Goal?

Promotion Goal?

If the appointment does not meet an affirmative action goal, provide a statement which explains the good faith efforts undertaken to meet the established goals:

This hire satisfies the long-term goal of 1OM.

President's Certification: The search process resulting in the recommendation of the above named candidate was conducted in accordance with the institution's affirmative action plan. I have personally reviewed the employee selection process especially with respect to the achievement of hiring goals and recommend the candidate indicated above.

Date: 4/30/2015 Signature of President: 

Secretarial / Clerical

Clerk – Administrative Services / Cashiering

AFFIRMATIVE ACTION POSITION REPORT										
Three Rivers Community College										
Position: Clerk - Admin Services / Cashiering										
Occupational Category: 4 - Clerical / Secretarial										
Hiring Goals: Short N/A										
Long 2 WM, 1 BM, 1 HF, 1 OM, 1 OF										

Total Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
4	0	0	1	0	27	1	0	4	2	0

Eligible Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
2	0	0	0	0	7	0	0	2	0	0

Interviewed Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
2	0	0	0	0	7	0	0	2	0	0

Candidate Recommended: *Omitted from AA Plan submission*

Race / Sex: WM

Hiring Goal? YES

Promotion Goal? NO

If the appointment does not meet an affirmative action goal, provide a statement which explains the good faith efforts undertaken to meet the established goals:

This appointment meets an affirmative action goal of 1 WM.

President's Certification: The search process resulting in the recommendation of the above named candidate was conducted in accordance with the institution's affirmative action plan. I have personally reviewed the employee selection process especially with respect to the achievement of hiring goals and recommend the candidate indicated above.

Date: 4/30/2015 Signature of President: *Mary Ellen Galloski*

Technical / Paraprofessional
Fiscal Administrative Assistant

AFFIRMATIVE ACTION POSITION REPORT											
Three Rivers Community College											
Position: Fiscal Administrative Assistant											
Occupational Category: 5 - Technical - Paraprofessional											
Hiring Goals: Short N/A											
Long 1 WM, 1 BF											

Total Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
2	0	0	0	0	4	3	0	0	0	0

Eligible Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
2	0	0	0	0	4	3	0	0	0	0

Interviewed Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
2	0	0	0	0	4	3	0	0	0	0

Candidate Recommended: *Omitted from AA Plan submission*

Race / Sex: BF


Hiring Goal? YES

Promotion Goal? NO

If the appointment does not meet an affirmative action goal, provide a statement which explains the good faith efforts undertaken to meet the established goals:

This appointment meets an affirmative action goal of 1 BF.

President's Certification: The search process resulting in the recommendation of the above named candidate was conducted in accordance with the institution's affirmative action plan. I have personally reviewed the employee selection process especially with respect to the achievement of hiring goals and recommend the candidate indicated above.

Date: 4/30/2015 Signature of President: 

Custodial / Maintenance

Custodian

AFFIRMATIVE ACTION POSITION REPORT										
Three Rivers Community College										
Position: Custodian										
Occupational Category: 7 - Maintenance										
Hiring Goals: Short None										
Long 1 BF, 1 HF, 1 OM, 1 OF										

Total Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
10	2	4	1	4	0	0	0	0	2	0

Eligible Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
4	0	0	0	2	0	0	0	0	2	0

Interviewed Candidates

White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
4	0	0	0	2	0	0	0	0	2	0

Candidate Recommended: *Omitted from AA Plan submission*

Race / Sex: WM


Hiring Goal? NO

Promotion Goal? NO

If the appointment does not meet an affirmative action goal, provide a statement which explains the good faith efforts undertaken to meet the established goals:

This hire does not meet an Affirmative Action goal. A narrative of the good faith evaluation of all goal and potential goal candidates follows on the next page.

President's Certification: The search process resulting in the recommendation of the above named candidate was conducted in accordance with the institution's affirmative action plan. I have personally reviewed the employee selection process especially with respect to the achievement of hiring goals and recommend the candidate indicated above.

Date: 4/30/2015 Signature of President: 

Other Male Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had 0 years of custodial experience, 0 years of experience with essential tasks such as general repair work and polishing wood, tile, and glass, and 0 years of experience in the use and maintenance of industrial custodial tools.

Unknown Male Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had six (6) months of part-time custodial experience. This candidate's most recent full-time work was in welding, which provided 0 years of experience in the use and maintenance of industrial custodial tools and general repair work.

2	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	NO	NO	This candidate had 0 years of custodial experience. This candidate's background was in performing and supervising skilled craft work as a small business owner, and possessed 0 years of experience in the maintenance of grounds and facilities of a large school or the use and maintenance of industrial custodial tools.

3	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	YES	This candidate was granted an interview on the basis of his seven (7) years of full and part-time custodial experience, which included cleaning, sweeping, vacuuming, polishing, and disposing of trash. This candidate was not selected because his duties included 0 years of experience in the use and maintenance of industrial custodial tools or in general repair work.

4	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	YES	This candidate was granted an interview on the basis of his combined five (5) years of full-time custodial experience in a public school setting. He was not selected because his responsibilities in those positions were primarily supervisory, overseeing custodial work without consistent performance of the custodial work.

Unknown Female Candidates

1	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	YES	This candidate was granted an interview on the basis of her eleven (11) years of full and part-time custodial experience. This experience included the use of industrial custodial equipment; however, this candidate was not selected because her duties provided 0 years' experience in wood maintenance or in general repair work.
2	Eligible for Interview?	Participated in Interview?	Explanation of Hiring Decision
	YES	YES	This candidate was granted an interview on this basis of her seven (7) years of full and part-time custodial experience. This experience included use of industrial custodial equipment. However, in her interview, questions regarding the extent of her responsibilities within these positions revealed that an unclear amount of this experience was on a intermittent and non-professional volunteer basis, and included limited or no experience with glass and wood maintenance.

Review and Narratives of 2014 Promotions

AFFIRMATIVE ACTION POSITION REPORT Three Rivers Community College	
Position: Professor Occupational Category: 2 - Faculty - Professor Promotion Goals 7 WM, 2 OF	

Total Promotions


White Male	Black Male	Hispanic Male	Other Male	Unknown Male	White Female	Black Female	Hispanic Female	Other Female	Unknown Female	Unknown
2					3					

Promotion goals are only established in the Faculty – Professor occupational category. Criteria for promotion are established by bargaining unit agreement and are dependent on qualifications as well as time in service as an Associate Professor. Promotions at the College are strictly guided by contractual agreement largely as a matter of time and rank/grade already achieved in sequence. There were no promotional goals established in any other of the occupational categories other than the Faculty – Professor occupational category since promotion has no impact on movement between any other occupational categories. As a matter of feasibility, it is not realistic for the College to establish promotion goals even in the Faculty –Professor occupational category as there is little that can be done to alter the progression to the Professor rank. It must follow strict contractual requirements.

Individual department chairpersons work with goal candidates to prepare them for the promotion process to ensure that the greatest number of candidates. In addition, many senior faculty members take on the responsibility for mentoring newly hired faculty so that promotion applicants are better prepared for the process. Over the long term, the diversity/parity of the Faculty- Professor occupational category can only affected by maintaining diversity/parity within the Faculty – Below professor occupational category while focusing on career counseling/mentoring programs to retain diversity/parity.

Goals Analysis – Appendix

i. Presidential Search Summary – Page 1 of 4



Three Rivers

COMMUNITY COLLEGE


Presidential Search

A large and dynamic two-year institution seeks a skilled and committed higher education administrator to assume its highest leadership position. **Three Rivers Community College (TRCC)**, a comprehensive public institution located in Norwich, Connecticut, provides high quality, affordable, and accessible education to a diverse population of over 5,000 credit and 1,800 continuing education students in 48 associate degree programs and 44 certificate programs. The new President will lead an institution that is a highly respected, integral part of the economy and intellectual life of the region. Serving as the chief executive officer of the College and reporting to the President of the Board of Regents for the Connecticut State Colleges & Universities (ConnSCU), the next President joins ConnSCU as it seeks to be a national leader in promoting expanded college access, affordability, and opportunities for students of all backgrounds and ages. S/he will be a skilled administrator and visionary who is committed to community engagement and partnerships, takes a collegial and team-oriented approach to administration, and successfully engages Three Rivers' constituencies. The successful candidate will establish relationships with ConnSCU officers, state and local officials, and corporate partners to effectively advocate for TRCC and promote the College's programs and initiatives. The ideal candidate will have a well-rounded background in leadership and demonstrated success in financial management, fundraising, and strategic and academic planning. A motivated and collaborative work ethic, strong communication skills, and knowledge of national trends in higher education will be necessary characteristics for this position. An advanced degree is required for this opportunity, while a doctorate is preferred. Candidates with equivalent and/or applicable senior-level leadership experience are encouraged to apply.

Three Rivers' integration of technical, career, and liberal arts programs allows its students to easily move from one program to another, gain admission to 4-year colleges and universities, pursue fulfilling careers, and become enlightened stewards in the community. As one of 17 institutions that make up ConnSCU, TRCC is committed to student success, boasting a dedicated faculty and both institutional and specialized accreditation of its business, education, nursing, and engineering technology programs. TRCC was created in 1992 through legislation enacted by the Connecticut General Assembly and is headquartered on a newly renovated campus that provides an educational, cultural, and physical resource to the community. Named in recognition of the three primary rivers in the region—the Shetucket, the Yantic, and the Thames—Three Rivers Community College is an important provider of affordable training and retraining for regional business and industry. For more information about the College, please explore www.trcc.commnet.edu.

Environment: Nicknamed “The Rose of New England,” Norwich, Connecticut, is a small city of fewer than 50,000 residents located less than 20 miles north of Mystic seaport and village. The city is an easy, scenic coastline drive away from New Haven to the southwest and Providence to the northeast. Boasting both fresh and saltwater recreation options in its extensive river system, public parks, theater and performance venues, museums, and shopping and leisure alternatives, Norwich is a picturesque setting and a charming, family-friendly municipality, with a congenial atmosphere and intriguing historic connections.

Application: Interested candidates should submit only a cover letter and resume/CV to RPA Inc. at Threerivers@rpainc.org. For a confidential discussion, please call Kate Nolde, Vice President, or Isaac Karaffa, Senior Recruitment Specialist, RPA Inc. at 800-992-9277. The first review of candidates will begin in early March. Applications will be accepted until the position is filled. ConnSCU is an equal opportunity/affirmative action employer.



For a confidential discussion
call 800-992-9277
www.rpainc.org

ii. Presidential Search Summary – Page 2 of 4



President – Three Rivers Community College
 Norwich, Connecticut

College Mission:

Three Rivers Community College is an accessible, affordable, and culturally diverse community college that meets varied educational needs by creating an environment that stimulates learning.

Expanding Opportunities and Achieving Goals:

Since their inception, America's community colleges have helped generations of students to realize their aspirations for an improved quality of life through educational opportunities. Three Rivers Community College is a commuter college that serves Southeastern Connecticut and eastern regions of the state with a variety of credit and non-credit degree and certificate programs designed to meet the dynamic needs of the learning community. Three Rivers was formed in 1992 as a result of a mandate enacted by the Connecticut General Assembly, which merged community and technical colleges in five geographic areas around Connecticut. Named in recognition of the region's three primary rivers—the Shetucket, the Yantic and the Thames, Three Rivers Community College, now at a single location, was formed from the merger of Mohegan Community College and Thames Valley State Technical College. In addition to the main campus at 574 New London Turnpike, the College also has an off-campus instructional center located at the Naval Submarine Base in Groton.

To accomplish its mission, Three Rivers Community College offers post-secondary educational opportunities; encourages life long learning; provides a well-rounded and rewarding educational experience with an emphasis on critical thinking, effective communication, and the College's institutional values; fosters an appreciation of the natural and social sciences, humanities, technology, and the arts; helps students achieve their goals; serves as a community resource for people and institutions within its service area; delivers its services efficiently and measurably; and contributes to economic development of this region and the state.

Academic Excellence:

Three Rivers Community College strives to meet the diverse educational needs of the community by creating a dynamic academic environment that stimulates learning in, and beyond, the classroom. Knowing that the educational goals of students are as diverse as their backgrounds, Three

iii. Presidential Search Summary – Page 3 of 4

instructional technology, the Network supplies the educational services necessary for continued economic growth for Connecticut.

Presidential Position Description:

The Board of Regents invites nominations and applications for the position of President of Three Rivers Community College.

The President serves as the chief executive and academic officer of the college, reporting and recommending directly to the President of the Board of Regents for the Connecticut State Colleges and Universities; selects, supervises, and evaluates all personnel in accordance with personnel policies established by the Board; directs the expenditures of funds within allocations made by the Board from appropriations authorized by the Connecticut General Assembly and from other operating fund revenues; develops, maintains, and provides for evaluation of educational programs in cooperation with professional staff of the College, as authorized by the Board and other appropriate State authorities; directs and supervises, in cooperation with the President, the planning and development of the College's facilities; develops and maintains an appropriate administrative organization for the College; and develops and maintains effective relations with all elements of the region served by the College.

Qualifications:

A strong commitment to the mission of the comprehensive community college; highly developed skills in leadership, communications and interpersonal relations, and the ability to work effectively with all elements of the college and the community it serves; substantial administrative ability and skills in fiscal management; experience in academic and administrative leadership; knowledge of use and implementation of technology in academic and administrative environments; An advanced degree is required for this opportunity, while a terminal degree is preferred.

Equivalencies:

Applicants who do not meet the minimum qualifications stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and to provide appropriate references.

Salary and benefits commensurate with qualifications
Position Available: Spring 2014

Nominations and Applications:

To nominate a colleague or friend: Please forward your nomination by email to TRCC@rpainc.org, with "Nomination" in the subject line. Please include a statement as to whether we may use your name in speaking with the individual you nominate. NOTE: Nomination is not required for candidacy.

To apply: Submit by email to: TRCC@rpainc.org only a letter of application with detailed resume. Email may be addressed to Kate Nolde, Vice President and Senior Consultant, or Isaac Karaffa, Senior Recruitment Specialist, RPA Inc.

iv. Presidential Search Summary – Page 4 of 4

instructional technology, the Network supplies the educational services necessary for continued economic growth for Connecticut.

Presidential Position Description:

The Board of Regents invites nominations and applications for the position of President of Three Rivers Community College.

The President serves as the chief executive and academic officer of the college, reporting and recommending directly to the President of the Board of Regents for the Connecticut State Colleges and Universities; selects, supervises, and evaluates all personnel in accordance with personnel policies established by the Board; directs the expenditures of funds within allocations made by the Board from appropriations authorized by the Connecticut General Assembly and from other operating fund revenues; develops, maintains, and provides for evaluation of educational programs in cooperation with professional staff of the College, as authorized by the Board and other appropriate State authorities; directs and supervises, in cooperation with the President, the planning and development of the College's facilities; develops and maintains an appropriate administrative organization for the College; and develops and maintains effective relations with all elements of the region served by the College.

Qualifications:

A strong commitment to the mission of the comprehensive community college; highly developed skills in leadership, communications and interpersonal relations, and the ability to work effectively with all elements of the college and the community it serves; substantial administrative ability and skills in fiscal management; experience in academic and administrative leadership; knowledge of use and implementation of technology in academic and administrative environments; An advanced degree is required for this opportunity, while a terminal degree is preferred.

Equivalencies:

Applicants who do not meet the minimum qualifications stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and to provide appropriate references.

Salary and benefits commensurate with qualifications
Position Available: Spring 2014

Nominations and Applications:

To nominate a colleague or friend: Please forward your nomination by email to TRCC@rpainc.org, with "Nomination" in the subject line. Please include a statement as to whether we may use your name in speaking with the individual you nominate. NOTE: Nomination is not required for candidacy.

To apply: Submit by email to: TRCC@rpainc.org only a letter of application with detailed resume. Email may be addressed to Kate Nolde, Vice President and Senior Consultant, or Isaac Karaffa, Senior Recruitment Specialist, RPA Inc.

v. Presidential Search Ethics Statement

**Three Rivers Community College
Presidential Search
Search Advisory Committee Members' Statement of Ethics**

By my signature below, I acknowledge these statements and pledge to adhere to the following:

1. As a member of the Three Rivers Community College (TRCC) Presidential Search Advisory Committee, I accept the responsibility, shared by my fellow Committee members, to protect the integrity of TRCC, the Connecticut State Colleges and Universities (ConnSCU), and all prospects, semifinalist candidates, and finalist candidates. I understand and agree that all information relating to the search, including papers, files, books, documents, electronic communication, verbal communication, or information communicated by any other form or format is, and will remain, confidential.
2. I certify that I am not a candidate for the position of President at TRCC, or any other presidential search within ConnSCU during the Spring of 2014.
3. I agree to disclose promptly to the Committee any appearance of real or potential conflict of interest in a relationship between me and a prospect or candidate.
4. Understanding that the decision I help to make will influence TRCC for years to come, I agree to review diligently all candidate materials provided to me, and to be prepared to offer my informed opinions at the time and place determined by the Search Advisory Committee.
5. I acknowledge that information management is a crucial component of the Search Advisory Committee's work. This work includes information developed and received about prospects, candidates, and their employing institutions. I understand this effort is necessary to attract high-quality finalists, to avoid putting their current positions in jeopardy, and to protect TRCC's integrity. Specifically, I will adhere to the following principles:
 - I will respect the absolute confidentiality of all prospects and candidates.
 - I will not reveal the identity or any employment, experience, or compensation information about prospects and candidates throughout the process or after the Committee completes its work.
 - Without prior authorization of the entire Search Advisory Committee, I will not make any personal inquiries seeking information or references on any prospect or candidate.
6. I will place the best interests of TRCC ahead of all special and personal interests, and I will use common sense and good judgment in applying ethical principles to the work of the search for the President at TRCC.
7. I agree that the obligations described above exist both during the period that the Search Advisory Committee is active and at any and all times thereafter.
8. I consider the letter and spirit of this statement to be a matter of personal responsibility.

Signature _____

Date _____

vi. RPA Inc. Presidential Candidate Criteria Sheet



**Presidential Search
Candidate Resume Ranking**

Candidate: _____ Total Score _____

Title: _____ Current Institution: _____

Earned terminal degree Yes No

1. Previous college presidential experience or comparable experience in a non-academic setting:

Highest 10 9 8 7 6 5 4 3 2 1 Lowest

2. Evidence of an understanding of, and willingness to participate in a comprehensive fundraising program:

Highest 10 9 8 7 6 5 4 3 2 1 Lowest

3. Evidence of success in increasing a college's enrollment and retention rates.

Highest 10 9 8 7 6 5 4 3 2 1 Lowest

4. Evidence of skills in team building, supervision, and working with diverse constituencies:

Highest 10 9 8 7 6 5 4 3 2 1 Lowest

5. Evidence of an understanding of budgeting, finance, and investment management:

Highest 10 9 8 7 6 5 4 3 2 1 Lowest

6. Evidence of successful partnership with governing and/or advisory boards:

Highest 10 9 8 7 6 5 4 3 2 1 Lowest

7. Evidence of ability to provide visionary and inspirational leadership:

Highest 10 9 8 7 6 5 4 3 2 1 Lowest

8. Evidence of an understanding of, and commitment to, career and adult education as well as traditional undergraduate education:

Highest 10 9 8 7 6 5 4 3 2 1 Lowest

9. Evidence of an understanding of the community college and technical college missions:

Highest 10 9 8 7 6 5 4 3 2 1 Lowest

10. Quality of written material and evidence of presentation/communication skills:

Highest 10 9 8 7 6 5 4 3 2 1 Lowest

11. Subjective adjustment factor:

Highest 10 9 8 7 6 5 4 3 2 1 Lowest

vii. RPA Inc. Report on Minority Outreach – Page 1 of 2

Executive Recruitment
Fundraising Consulting
Organizational Assessment
Leadership Development



email@rpainc.org
www.rpainc.org

800.992.9277
570.321.7160 fax
2895 South Reach Road
Williamsport, PA 17701

Assuring Exposure of Presidential Opportunities Within the Connecticut State Colleges and Universities to a Diverse Pool of Potential Candidates

RPA Inc. has consistently implemented a policy of exposing every opportunity to individuals in minority- and woman-serving institutions nationwide. While this practice cannot ensure that professionals contacted are members of protected classes, it does serve to increase the likelihood that members of protected classes will be aware of specific opportunities and will be offered the chance to submit their applications. The techniques utilized to implement this policy are multi-tiered and start with broadcast public announcements of the position in organs that are used by large numbers of potential applicants across the entire discipline, and those that appeal most strongly to members of protected classes. All such announcements include language encouraging entry into the search by members of protected classes. For the Connecticut searches broadcast announcement in commercial venues included:

- Chronicle of Higher Education
- HigherEdJobs.com
- Inside Higher Education
- INSIGHT Into Diversity
- Hispanic Outlook in Higher Education
- Diverse Issues in Higher Education
- Women in Higher Education
- Community College Week
- American Association of Community Colleges

The second tier activity is the inclusion of members of protected classes in a direct ground mail/email outreach. This includes a memo describing the opportunity and a copy of the formal position announcement, both of which include invitations to women, minorities, and other members of protected classes to apply. RPA Inc. maintains a current and growing database of contact information for individuals in higher education and related professions, and selects from this source individuals either already in the subject position, in the case of the Connecticut searches, sitting Presidents, or individuals in positions that would reasonably be precursors to a presidency such as Vice Presidents, Provosts, campus CEOs in larger systems, or similar officers, or individuals knowledgeable in the field who could make high quality nominations for the opportunity. In developing the population to which a position is to be exposed, a special effort is made to ensure that individuals currently employed in historically black colleges and universities, tribal institutions, Hispanic-serving institutions, and institutions with traditions of service to women or other protected classes are included in the initial direct email/ground mail outreach.

For the three Connecticut presidential searches, outreach was made to individuals already employed in protected class related institutions, including virtually every historically black college or university, Hispanic-serving institution, tribal institution, and institution identifying services targeted to women, veterans, or other classes. Such contacts made for the three Connecticut searches were:

Asnuntuck:	1,556
Quinebaug:	1,549
Three Rivers:	1,543

In a third tier effort, individuals working within minority-serving or protected class-oriented institutions have direct personal contact with RPA Inc. either by additional electronic communication or by telephone. This is usually a

viii. RPA Inc. Report on Minority Outreach – Page 1 of 2

contact more specifically targeted to those who are likely candidates or who have been nominated. This creates the highest likelihood of soliciting candidates who may be members of protected classes. Salient numbers of direct communications with these potential candidates relating to the Connecticut searches include:

Asnuntuck: 307 contacts
 Quinebaug: 316 contacts
 Three Rivers: 348 contacts

It should be noted that RPA Inc. does not make any effort to identify the minority or protected class status of any candidates, regardless of where or how their candidacies originate. These numbers, while evocative of the firm's commitment to exposing opportunities to underserved populations, do not mean that all of these interactions were with members of such populations, nor that among the hundreds of other contacts made on behalf of the three Connecticut Colleges, individuals with protected class membership from majority institutions were not included.

To assist clients in understanding the appeal of their institutions to members of protected classes, as well as to provide salient data for reporting participation in search activities, RPA Inc. requests that all candidates complete an anonymous online EEO survey. Candidates are informed that their personal identifying information will not be elicited, and that any responses they make will be aggregated with that of other candidates and provided to the client at the end of the search.

The surveys reveal the following:

Candidates	ACC	QVCC	TRCC
Number Reporting	54	44	50
Identifying as male	77%	61%	56%
Identifying as Caucasian	72%	77%	74%
Identifying as ethnic minority	28%	23%	26%
Identifying as veteran	7%	18%	4%

If these rates hold for the entire candidate pools, then these three searches attracted about the usual percentages for pools for positions at this high level. Generally an average percentage of male candidates for most positions would be 40%-55%, however at senior leadership levels there are higher percentages of men already in precursor positions such as vice president, which skews the numbers of those who see themselves, or are seen by others, as potential candidates for college presidencies.

The Connecticut searches attracted a high percentage of candidates from ethnic minorities or other protected classes. It is fairly typical to see pools of 17% to 20% minority participation in pools for institutions that are not designated as related to a specific minority group. Connecticut attracted between 23% and 28%.

High percentages of veterans are rare in candidate pools for institutions or positions that do not have a specific and direct military-related mission. The numbers shown in the Connecticut searches are typical.

XVII. Innovative Programs (Section 46a-68-49)

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Innovative Programs - Overview

The College engages in a number of programs designed to enhance early awareness and educational access with the long-term goal of increasing the diversity of candidates qualified for employment – including employment at Three Rivers. The College has also begun to implement programs to more broadly recognize and reward excellence in job performance. These programs include:

ConnCAS

The ConnCAS Program is designed for students who are motivated to complete their Associate Degree in three years. Students focus on developing the necessary skills for success in a supportive “learning community.” The ConnCAS Program is funded by the Connecticut Office of Higher Education. The Program seeks to raise minority college student achievement by providing a program of intensive and individualized academic and integrated student support services.

Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
57	24	33	0	5	7	5	16	21	1	2

Work-Study and Student Internship Programs

These work study and internship opportunities allow students to work in various college offices and develop meaningful professional experience. This kind of experience is often a platform for employment as a college Educational Assistant.

Category	Grand Total	Total Male	Total Female	WM	WF	BM	BF	HM	HF	OM	OF
Student Workers	94	35	59	25	38	8	13	1	5	1	3
Interns	5	2	3	2	2		1				

High School Transition Workshops

Each summer, the College’s disability support specialists hold a workshop for students and their parents to provide guidance on the successful transition of disabled individuals into College life. In addition to its evident pedagogical value, the College also views this work as an act of promoting richer applicant pools in the long-term by supporting academic success.

Childcare

Childcare is available on-site to students and faculty/staff, which allows working mothers to more easily participate in the workforce and in education.

On Campus Crisis Counseling Services

As of September 2014, the College entered into a partnership with Safe Futures: a community crisis organization. Among the benefits of the College's partnership was the presence of a Safe Futures victim advocate once a week. This advocate could provide state-protected confidential counseling sessions, free of charge, to any employee or student. The advocates' training allowed her to provide counseling on such subjects as:

- Domestic violence
- Sexual Assault
- Sexual Harassment
- Discrimination

Her organization was then capable of connecting victims to legal and health-related resources.

This service dramatically increased the community's access to these resources, and it was heavily advertised both in print as well as in email notifications to the entire College. However, due to the confidential nature of these services, attendance figures could not be made available to the College.

The AFT, AFSCME Administrators & Congress Educational Excellence and Distinguished Service Award, 2014-2015

The College is authorized to implement the Educational Excellence and Distinguished Service Award for the 2014-15 academic year. The Educational Excellence and Distinguished Service Award Program was established to recognize employees whose performance exemplifies excellence in teaching, leadership and administration. The program involves recognition of one member per bargaining unit per college each year and provides tangible rewards in two forms, a non-recurring, lump-sum payment of \$1,500, and the opportunity to be awarded up to \$5,000 to support professional activities.

Innovative Programs – Appendix

i. ConnCAS Brochure – Page 1 of 2

- Submit your TRCC Application with High School Transcripts
- Complete your Financial Aid Application (FASFA)
- Schedule the TRCC Accuplacer “placement test”
- Meet with a ConnCAS Adviser
- Register for Summer Classes / Attend Orientation



ConnCAS Students at the MLK Scholarship Dinner

ConnCAS Students are proud to support community initiatives to provide guidance and leadership toward enhancing the skills of our “future leaders”!

For more information Contact:

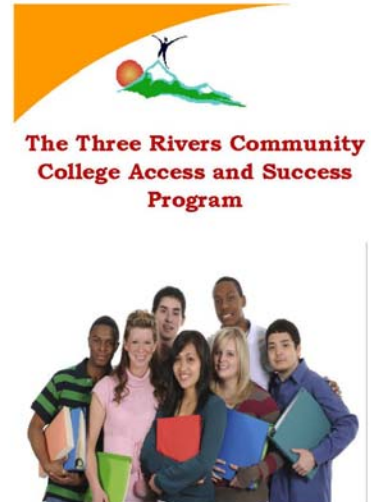
Professor Edward A. Derr
TRCC Access and Success
Program Coordinator
Three Rivers Community College
Office A-116
Norwich CT 06360
860 215-9255
EDerr@trcc.commnet.edu



The ConnCAS Program is an initiative of the Office of Higher Education Strategic Plan to Ensure Racial and Ethnic Diversity in Higher Education



574 New London Turnpike
 Norwich CT 06360



Connecticut College Access and Success Program (ConnCAS)

“The two most important days of your life are the day you are born, and the day you find out why.” Mark Twain

Begin your journey toward Higher Education and Understanding

Fall 2015

ii. ConnCAS Brochure – Page 2 of 2



The TRCC Access and Success Program

The Three Rivers Community College Access and Success Program

The ConnCAS Program is designed for students who are motivated to complete their Associate Degree in three years. Students focus on developing the necessary skills for success in a supportive "learning community."

Program Eligibility:

- ◊ First year student
- ◊ Financial need
- ◊ Resident of Connecticut
- ◊ Prepared to commit to completing Associate Degree in three years
- ◊ Academic need

The ConnCAS Program is funded by the Connecticut Office of Higher Education. The Program seeks to raise minority college student achievement by providing a program of intensive and individualized academic and integrated student support services.



ConnCAS students prepare themselves as our future leaders

Graduation in Three Years

- ◊ A Three year program designed for first-time college students who are underrepresented in higher education.
- ◊ Build confidence and establish networks
- ◊ Earn 9-12 college credits each semester
- ◊ Receive focused academic advising and financial aid counseling
- ◊ Complete "My TRCC Road Map Plan," Strong Interest Inventory, Degree-Graduation Plan of Study, and attend Career Pathway Workshops
- ◊ Attend Student Town Hall Meetings
- ◊ Participate in Workshops to develop study skills and time management
- ◊ Participate in the Leadership Academy
- ◊ College visits and Transfer Advising
- ◊ Attend Cultural Events and Activities
- ◊ Eligible for paid Work Study and paid/unpaid Internships
- ◊ Emergency funds for transportation, books and materials, and groceries
- ◊ Earn points for Awards, Certificates, and Gift Cards



Focus
Dedication
Commitment
Motivation
Leadership

- ◊ **Complete ConnCAS Application**
- ◊ **Complete TRCC Application Packet with High School Transcripts, SAT scores (if applicable) and Immunization Records**
- ◊ **Complete the TRCC Accuplacer Test**
- ◊ **Meet with a ConnCAS Adviser**
- ◊ **Attend Orientation**

iii. ConnCAS Overview Page 1 of 2



Connecticut College Access and Success Program

Professor Edward Derr * Office A-114 * Three Rivers Community College
574 New London Tpke * Norwich CT 06360 * 860.215.9255 * EDerr@trcc.comnet.edu

TRCC Access and Success Program Overview and Expectations

Graduation in Three Years:

The Connecticut College Access and Success Program is meant to assist students to graduate with an Associate Degree in three (3) years. To enable students to meet this goal Three Rivers Community College has developed an Access and Success Program that provides support, workshops, and pathways to complete the necessary requirements leading to the three-year objective.

Advisers, Tutors, Workshops, and Student Town Hall Meetings:

- TRCC Access and Success Program students are provided with a dedicated **Adviser** that is available every day.
- Students are also provided with a **Math Tutor and a Reading and Writing Tutor** to further assist in student success and achievement.
- **Workshops** are offered on study skills, time management, test-taking strategies, critical thinking and problem solving, and leadership skills.
- Weekly **Student Town Hall Meetings** are held during the Common-Lunch Hour providing a learning community with peer support, discussions of various academic and social issues that may have become obstacles in the path toward success, a forum to plan trips and cultural events, and **lunch!**

Field Trips:

- Visits to colleges in Connecticut providing tours and discussions detailing transfer requirements
- Cultural trips to museums and plays. ConnCAS students are provided with trips to such theaters as the Long Wharf in New Haven, the Bushnell Memorial in Hartford, and even UCONN's Jorgensen Auditorium. In addition, students have enjoyed the Mark Twain House Museum and Harriet Beecher Stowe House Museum in Hartford.

Work Study, Internships, and Community Service:

Students in the ConnCAS Program are eligible to participate in the TRCC Paid Work Study Program and/or Internship Program. A number of students work in the Admissions-Welcome Center, the Copy Center, the IT Department, and for individual professors. Some students participate in Paid Internships including Representative Joe Courtney's Office and the Mashantucket Pequot Museum. The TRCC Access and Success Program also expects students to participate in Community Service as a means to understand commitment to the welfare of our communities.

Career Guidance:

ConnCAS students will also be provided career guidance through career assessment inventories, resume and interviewing workshops, and guest career speakers.

Transportation and Emergency Funds:

ConnCAS students engage in a Point System in which they gain points by seeing their adviser, seeing the tutors, attending workshops and meetings, participating in college visits, cultural trips, and community service, and even joining TRCC Clubs. Attainment of certain level of points will allow students to earn gift certificates for transportation, groceries, and books and materials not covered by financial aid.

iv. ConnCAS Brochure Page 2 of 2

TRCC Access and Success Program Overview and Expectations

Expectations and Requirements

- **Graduation Pledge:** Complete the TRCC Graduation Pledge committing to graduate in three (3) years
- **ConnCAS Student Waiver:** Complete a ConnCAS Student Faculty Instructor Waiver allowing your ConnCAS Advisers and Tutors the right to discuss you academic progress during your time at Three Rivers Community College
- **Summer Bridge Program:** Commit to enrolling and participating in a Summer Bridge Program if it is decided by the ConnCAS Advisers that it is necessary.
- **Orientation:** Commit to attending all of the ConnCAS Orientations held at the beginning of each and every Semester
- **First Year Experience:** Complete the First Year Experience Course within the first year of college
- **Graduation Program Plan of Study:** Complete the Graduation Program Plan of Study the first semester, and review and revise it each semester thereafter.
- **Adviser:** Meet at least one (1) time every month with the ConnCAS Adviser; more if the adviser decides it is necessary.
- **Tutors:** Access the ConnCAS tutors or the TRCC Writing and Tutoring Center at least two (2) times per month. For struggling students the adviser may decide tutoring is necessary every week.
- **Student Town Hall Meetings:** Attend at least two weekly Student Town Hall Meetings each month.
- **Workshops:** Attend ConnCAS sponsored Workshops on various topics such as study skills, leadership, test-taking skills, time management, etc.
- **Career Pathways:**
 - Complete a Strong Interest Inventory
 - Complete "My TRCC Road Map Plan"
 - Attend Career Pathway Workshops on resume building, interviewing skills, and career speaker presentations
- **Field Trips:**
 - Attend at least one (1) college field trip each semester
 - Attend at least one (1) cultural field trip each school year
- **Community Service:** Commit to at least one (1) community service project during the 3-year experience at Three Rivers Community College
- **Develop college level communication and self-advocacy skills:** It is especially important to communicate with your adviser every month, and more if necessary. It is also important to learn how to communicate with your instructors.
- **Awards Celebration:** Commit to attend all of the "End-of-the-Semester" Awards Celebrations held at the end of each and every semester.

"The two most important days of your life is the day you are born, and the day you find out why." Mark Twain

Keep Your Eyes on the Prize

v. High School to College Transition Presentation



Transitioning to College

- Your son/daughter is not the only one about to make a major transition.
- That's why this workshop is for *you*.

Disability Service Providers

Three Rivers Community College

Matt Liscum 860.215.9265

- Physical Disabilities
- Psychological Disabilities

Chris Scarborough 860.215.9289

- Learning Disabilities & Attention Deficit Disorder
- Asperger's Syndrome

College is...

...an entirely different kind of educational experience.

- College enrollment is voluntary.
- Students are adults.
- Minimal “structure” and supervision.
- Critical thinking, not rote learning.

College is not...

...four more years of high school.

6

5

What differences will they experience?

- Academic expectations.
- Disability Services, not Special Education.
- Locus of Responsibility.

6

7

Most students, and especially those who have received support services, will find college to be very different from high school...

The laws that specify how K-12 students with special needs are educated do not apply to colleges.

Legal Differences - Disability Laws

- There are federal laws that apply to K-12 students with special needs.
- There are different laws that apply to college Disability Services.

10

9

Success in College

According to federal law, who ultimately has responsibility for the academic **success** of a student who has a disability?

That's why colleges do not provide...

- ✓ Special Ed Classes
- ✓ Special Ed Teachers
- ✓ Paraprofessionals
- ✓ School Psychologists
- ✓ PPT Meetings
- ✓ IEPs or "504 Plans"

12

11

“Guaranteed” Success
v.
“Guaranteed” Access

*What do you think is
the difference?*

14

K-12

- The success of the student with a special need is ultimately the responsibility of the school.

College

- The success of the student with a disability is ultimately the responsibility of the student.

15

“Access” to college is required by law...

*...but only for those who are
“otherwise qualified.”*

16

Federal Law

K-12 schools are legally responsible that each student succeed
= **Success**

Colleges are legally responsible only to provide Academic Adjustments
= **Access**

15

- There is no one on staff who closely monitors students' academic progress.
- Students are encouraged to be in contact with instructors, and parents/guardians.

18

K-12

The school must:

- Identify learning problems.
- Diagnose learning problems.
- Prescribe a special program.
- Implement the program.
- Guarantee Success.

College

The school must:

- Provide appropriate Academic Adjustments (as ultimately determined by the college) to students who have disabilities.

17

Communication between parents and instructors is not common.

20

The college does not provide progress reports to parents/guardians.

19



Academic Adjustments

Academic & nonacademic standards apply to all students.

What is “missing” from the previous list?

- Curriculum Modifications.

Examples of common Academic Adjustments may include:

- Additional time for tests.
- Separate location for tests.
- Preferential seating in the classroom.
- Important information in written form.
- Note-taking assistance/recording.

What Makes Academic Adjustments Happen?

1. The student initiates....
2. The college responds...

Who makes Academic Adjustments happen?

A partnership:

The Student &
The Disabilities Service Provider

26

25

The Student's responsibilities (once classes begin):

- Student brings authorization letter (from DSP) to teachers.
- Student discusses any arrangements for adjustments with teachers.
- Student makes appointment(s) with Tutoring Center.
- Student communicates with teachers about progress.
- Student keeps DSP informed of academic progress.
- Student requests authorization letters from DSP each semester.

26

Student's Responsibilities (before classes begin):

- Student signs Self Disclosure Form.
- Student provides documentation to Disability Service Provider (DSP).
- Student meets with DSP and requests specific Academic Adjustments.

27

- Disability Service Provider
- English & Math “Supported” Courses
- Tutoring & Writing Centers
- Academic Advisor
- Counseling & Advising Office

30

What academic
assistance is available?

29

Academic Standards

32

*Successful use of these
resources is up to the
student for the most part.*

31

All students are responsible for the same amount of material- chapters, tests, quizzes, etc.

All students do the same assignments & the same tests:

Curriculum is not modified.

34

35

This is a major change from high school for most students:

Grades are usually based on mastery- not merely the amount of schoolwork submitted...

- The pace of most courses will seem very quick to many new college students.
- Instructors will probably not slow the pace if some students are falling behind.

36

35

In general, what leads
to success in college?

...in other words...

Grades are usually based
on quality, not merely the
amount of work done.

37

Success in college, as in most
adult endeavors, depends on...

...Attitude

...Maturity

...Motivation

- Motivation
 - *Willingness to Strive*
 - *Consistent Effort*
 - *Initiative*
- Maturity
 - *Attitude & Personal Responsibility*
 - *Understanding of Priorities*
 - *Understanding Expectations*
- Cognitive Ability

40

39

Disability Service Providers

Three Rivers Community College

Matt Liscum 860.215.9265

- Physical Disabilities
- Psychological Disabilities

Chris Scarborough 860.215.9289

- Learning Disabilities & Attention Deficit Disorder
- Asperger's Syndrome

Who will be successful in college?

- *Generally, those who bring (or develop) a measure of **motivation** & **maturity**.*

42

41

Questions

43

vi. On-Campus Crisis Counseling Services Poster

How's **your** relationship?

Come talk about it.



It's free and confidential.

**Every Wednesday
from 9:00am to 5:00pm,
visit room A-116 in the
student services wing
to talk with a relationship
wellness specialist.
No appointment is necessary.**


Sponsored by: Safe Futures.
A non-profit advocacy organization
for survivors of sexual assault and
relationship violence.

Also: Three Rivers Community College
in partnership with Safe Futures.

**If you need to talk or if
you are in a crisis, call
Safe Futures at 888-701-6000
for confidential, free
counseling and advocacy.
Available 24/7.**



vii. On-Campus Crisis Counseling Services Email



The TRCC *Campus Connection*

You Are Worth It!



Antoinette Cavanna

Does your relationship with a partner, a friend, a family member or yourself
create sadness rather than happiness, grief rather than joy?

Make a little time to discover all that you are worth!

All services are confidential and free. Stop in to see me
Wednesdays 9:00 am to 4:00 pm Room A 119D
or call for an appointment:
Safe Futures 860.447.0366
Hot Line 24/7 860.701.6000
www.safe-futuresct.org

Antoinette Cavanna
Counselor and Advocate with Safe Futures

Do let students know this is available for them as well!

www.threerivers.edu

viii. Announcement of AFT, AFSCME Administrators and Congress Educational Excellence and Distinguished Service Award

MEMO

TO: Members of the College Community

FROM: Grace S. Jones, President

DATE: January 30, 2014

SUBJECT: AFT, AFSCME ADMINISTRATORS & CONGRESS EDUCATIONAL EXCELLENCE AND DISTINGUISHED SERVICE AWARD 2013-14 – CALL FOR NOMINATIONS

The college is authorized to implement the Educational Excellence and Distinguished Service Award for the 2013-14 academic year. A description of the program, eligibility requirements and process for consideration are outlined below.

1. **PROGRAM DEFINITION:** The Educational Excellence and Distinguished Service Award Program was established to recognize employees whose performance exemplifies excellence in teaching, leadership and administration. The program involves recognition of one member per bargaining unit per college each year and provides tangible rewards in two forms, a non-recurring, lump-sum payment of \$1,500. and the opportunity to be awarded up to \$5,000. to support professional activities.
2. **ELIGIBILITY:** Full-time bargaining unit members with at least ten (10) years of service are eligible for selection for the Educational Excellence and Distinguished Service Award. Receipt of other merit recognition or promotion through the contractual process does not impact upon eligibility for recognition under this program.
3. **PROCESS:** Eligible members may self nominate or be nominated by colleagues. Nominations must be made in writing and submitted to the nominee's respective Dean. The deadline for submission of nominations is **March 1, 2014.**
4. **ANNOUNCEMENT OF RECIPIENT:** The award recipients will be announced by **April 1, 2014.**

Questions concerning this memo may be directed to Louise Summa, Director of Human Resources, at (860)215-9298.

XVIII. Concluding Statement & Signature (Section 46a-68-50)

Concluding Statement and Signature

This statement shall serve to acknowledge that I have read the Affirmative Action Plan prepared and compiled by Gregory Souza, Equity and Diversity Officer for Three Rivers Community College.

The plan has been prepared in accordance with Section 12 of Public Act 83-569 and Section 1 of Public Act 84-41. Further, I attest that the contents contained therewith are true and correct to the best of my knowledge. As President of Three Rivers Community College, I pledge that this institution and I shall make every good faith effort to achieve the goals, timetables, and objectives set forth in this plan.

Mary Ellen Jukoski, President

A handwritten signature in black ink that reads "Mary Ellen Jukoski". The signature is written in a cursive style with a large initial "M".

30 April 2015