

# Affirmative Action Plan 2020

Mary Ellen Jukoski, Ed.D. President

January 1, 2018 – December 31, 2019

## Table of Contents

Policy Statement	Section 46a-68-78
Internal Communication	Section 46a-68-79
External Communication and Recruitment Strategies	Section 46a-68-80
Assignment Responsibility and monitoring	Section 46a-68-81
Organization Analysis	Section 46a-68-82
Workforce Analysis	Section 46a-68-83
Availability Analysis	Section 46a-68-84
Utilization Analysis and Hiring and Promotion Goals	Section 46a-68-85
Employment Analyses	Section 46a-68-86
Indentification of Problem Areas	Section 46a-68-87
Program Goals	Section 46a-68-88
Discrimination Complaint Process	Section 46a-68-89
Goals Analysis	Section 46a-68-90
Career Mobility	Section 46a-68-91
Innovative Programs	Section 46a-68-93
Concluding statement	Section 46a-68-94

# Policy Statement (Section 46a-68-78)



574 New London Turnpike, Norwich, CT 06360-6598 www.threerivers.edu

May 11, 2020

#### **AAP Policy Statement**

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 under-representation and underutilization both in employment and education.

Three Rivers Community College 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.

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

- 1. Contact the Equity and Diversity Officer, Kenneth Saad, Room C247 or telephone (860) 215-9319.
- 2. Contact the Learning Disabilities Specialist, Room A119 TRCC campus, or telephone (860) 215-9289 on student handicap matters.
- 3. 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 <a href="http://trweb.trcc.commnet.edu/">http://trweb.trcc.commnet.edu/</a>.
- 4. Contact the State of Connecticut Commission on Human Rights and Opportunities (CHRO) at 450 Columbus Boulevard Suite 2 Hartford, CT 06103 or by telephone at (860) 541-3400.
- 5. Contact the Boston Office of the United States Equal Employment Opportunities Commission (EEOC), John Fitzgerald Kennedy Building Room 409B, Boston, MA 02203.

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 Kenneth Saad as our Equity and Diversity Officer for the calendar year 2020. It is the duty of the Equity and Diversity Officer to coordinate the Affirmative Action Program at Three Rivers Community College. Mr. Saad can be reached in Human Resources, Room C-247 or at 890-215-9319 on the Three Rivers Community College Campus (574 New London Turnpike, Norwich, CT 06360).

Mary Ellen Jukoski Mary Ellen Jukoski President

Date: \_ May 11, 2020

# CONNECTICUT STATE COLLEGES AND UNIVERSITIES AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

As the statewide policy making authority for public higher education in Connecticut, the Connecticut State Colleges and Universities (CSCU) is committed to leading, by example, in the areas of equal employment opportunity and affirmative action. Additionally, the Connecticut State Colleges and Universities 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 Connecticut State Colleges and Universities (CSCU) policies also advances compliance with Title IX requirements and the Americans with Disabilities Act (ADA) at all Connecticut State Colleges and Universities. Equal employment opportunity and affirmative action are essential to achieving higher education's goals of academic excellence and equity.

The Connecticut State Colleges and Universities (CSCU) 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 Connecticut State Colleges and Universities (CSCU) deems equal employment opportunity to be the education or employment of individuals without consideration of race, color, age, religious creed, marital status, national origin, ancestry, genetic information, physical disabilities, learning disabilities, intellectual disabilities, past or present history of mental disability, sex, including pregnancy, sexual harassment, sexual assault, transgender status, gender identity or expression, sexual orientation or civil union status, workplace hazards to reproductive systems, veteran status, or other factors which cannot lawfully be the basis for employment actions, unless there is a bona fide occupational qualification. Additionally, the Connecticut State Colleges and Universities (CSCU) will not unlawfully discriminate against persons with a prior criminal conviction. Equal employment opportunity is the purpose and goal of affirmative action.

It is the policy of the Connecticut State Colleges and Universities to administer all personnel policies in manners that insure that there is no discrimination based upon race, color, age, religious creed, marital status, national origin, ancestry, genetic information, physical disabilities, learning disabilities, intellectual disabilities, past or present history of mental disability, sex, including pregnancy, sexual harassment, sexual assault, transgender status, gender identity or expression, sexual orientation or civil union status, workplace hazards to reproductive systems, veteran status, criminal record or other factors which cannot lawfully be the basis for employment actions.

The Connecticut State Colleges and Universities recognizes the hiring difficulties experiences by persons with disabilities and by many older persons.

If necessary, program goals shall be established with 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 Connecticut State Colleges and Universities 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 Connecticut State Colleges and Universities 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 CSCU pledges not only to provide services in a fair and impartial manner, but also establish, through this policy, affirmative action and equal employment opportunity as immediate and necessary objectives throughout all of the Connecticut State Colleges and Universities.

The Connecticut State Colleges and Universities 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. The Connecticut State Colleges and Universities has an internal discrimination complaint procedure and system to process and resolve grievances.

Mark Ojakian, the President of the Connecticut State Colleges and Universities is committed to successfully implementing the Affirmative Action Plan and goals within timetables set forth. The President assures that all employees, especially managers and supervisors understand the policies and their responsibilities for implementing such and take positive steps to ensure compliance with the Affirmative Action Plan, AA/EEO policies, procedures, programs and also Americans with Disabilities Act (ADA) and Title IX requirements and mandates.

Leah Glende, Manager of Diversity and Inclusion is the appointed Equal Employment Opportunity Officer for the Connecticut State Colleges and Universities System Office and reports directly to the President of the Connecticut State Colleges and Universities (CSCU) regarding all affirmative action, equal employment opportunity, diversity, inclusion, ADA and Title IX matters.

The Affirmative Action Plan is available to all members of the workforce and the CSCU System through the Human Resources Office which is located at 61 Woodland Street, 3<sup>rd</sup> Floor, Hartford, CT 06105. Ms. Glende can be reached by telephone at (860)-723-0727 or by email at glendel@ct.edu.

Mark E. Ojakian

President

Connecticut State Colleges & Universities (CSCU)

Date

# CONNECTICUT STATE COLLEGES AND UNIVERSITIES AFFIRMATIVE ACTION PLAN AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT SECTION 46a-68-78

This section was in compliance in the last Affirmative Action Plan.

As the statewide policy making authority for public higher education in Connecticut. The Connecticut State Colleges and Universities (CSCU) System Office is committed to leading, by example, in the areas of affirmative action equal employment opportunity for all of the Connecticut State Colleges and Universities. Additionally, the CSCU System 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 CSCU's policies also advances compliance with the Americans with Disabilities Act (ADA) and Title IX requirements through all of the Connecticut State Colleges and Universities (CSCU). Equal employment opportunity and affirmative action are essential to achieving higher education's twin goals of academic excellence and equity.

#### Subsection (a)

The Connecticut State Colleges and Universities is submitting an Affirmative Action Plan that contains a policy statement that:

- 1.) Identifies the purpose and need for affirmative action and equal employment opportunity;
- 2.) Identifies the classes protected under all Federal and State constitutions, laws, regulations and executive orders that prohibit or outlaw discrimination;
- 3.) Establishes affirmative action as an immediate and necessary agency objective;
- 4.) Pledges the agency to take affirmative steps to provide services and programs in a fair and impartial manner;
- 5.) Recognizes the hiring difficulties experienced by individuals with disabilities and by many older persons and sets program goals for action to overcome the present effects of past discrimination, if any, to achieve the full and fair utilization of such persons in the workforce;
- 6.) Advises employees of the existence of the agency's internal complaint procedures; and
- 7.) Identifies the agency Equal Employment Opportunity Officer or person assigned affirmative action duties by name, position or position classification, address and telephone number.

#### Subsection (b)

The Policy Statement is also signed and dated by the CSCU President and shall evidence his commitment to achieve the goals set forth in the Connecticut State Colleges and Universities (CSCU) Affirmative Action Plan.

## CONNECTICUT STATE COLLEGES AND UNIVERSITIES AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

As the statewide policy making authority for public higher education in Connecticut, the Connecticut State Colleges and Universities (CSCU) is committed to leading, by example, in the areas of equal employment opportunity and affirmative action. Additionally, the Connecticut State Colleges and Universities 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 Connecticut State Colleges and Universities (CSCU) policies also advances compliance with Title IX requirements and the Americans with Disabilities Act (ADA) at all Connecticut State Colleges and Universities. Equal employment opportunity and affirmative action are essential to achieving higher education's goals of academic excellence and equity.

The Connecticut State Colleges and Universities (CSCU) 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 Connecticut State Colleges and Universities (CSCU) deems equal employment opportunity to be the education or employment of individuals without consideration of race, color, age, sex, including pregnancy, sexual harassment and sexual assault, religious creed, marital status, national origin, ancestry, physical or mental disabilities (including learning disabilities, intellectual disabilities, past or present history of mental disability), gender identity or expression, sexual orientation, transgender status, workplace hazards to reproductive systems or other factors which cannot lawfully be the basis for employment actions, unless there is a bona fide occupational qualification. The Connecticut State Colleges and Universities (CSCU) 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 Connecticut State Colleges and Universities (CSCU) will not unlawfully discriminate against persons with a prior criminal conviction. Equal employment opportunity is the purpose and goal of affirmative action.

It is the policy of the Connecticut State Colleges and Universities to administer all personnel policies in manners that insure that there is no discrimination based upon race, color, age, sex, including pregnancy, sexual harassment and sexual assault, religious creed, marital status, national origin, ancestry, physical or mental disabilities (including learning disabilities, intellectual disabilities, past or present history of mental disability), gender identity or expression, genetic information, sexual orientation, transgender status, criminal record, workplace hazards to reproductive systems or other factors which cannot lawfully be the basis for employment actions.

The Connecticut State Colleges and Universities recognizes the hiring difficulties experiences by persons with disabilities and by many older persons. If necessary, program goals shall be established with 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 Connecticut State Colleges and Universities 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 Connecticut State Colleges and Universities 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 CSCU pledges not only to provide services in a fair and impartial manner, but also establish, through this policy, affirmative action and equal employment opportunity as immediate and necessary objectives throughout all of the Connecticut State Colleges and Universities.

The Connecticut State Colleges and Universities 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. The Connecticut State Colleges and Universities has an internal discrimination complaint procedure and system to process and resolve grievances.

Mark Ojakian, the President of the Connecticut State Colleges and Universities is committed to successfully implementing the Affirmative Action Plan and goals within timetables set forth. The President assures that all employees, especially managers and supervisors understand the policies and their responsibilities for implementing such and take positive steps to ensure compliance with the Affirmative Action Plan, AA/EEO policies, procedures and programs and also Americans with Disabilities Act (ADA) and Title IX requirements and mandates.

Leah Glende, Manager of Diversity and Inclusion is the appointed Equal Employment Opportunity Officer for the Connecticut State Colleges and Universities System Office and reports directly to the President of the Connecticut State Colleges and Universities (CSCU) regarding all affirmative action, equal employment opportunity, diversity, inclusion, ADA and Title IX matters. The Affirmative Action Plan is available to all members of the workforce and the CSCU System through the Human Resources Office which is located at 61 Woodland Street, 3<sup>rd</sup> Floor, Hartford, CT 06105. Ms. Glende can be reached by telephone at (860)-723-0727 or by email at glendel@ct.edu.

	. 9
Mark E. Ojakim	6/28/2016
Mark E. Ojakian	Date
President	

Connecticut State Colleges & Universities (CSCU)

# Internal Communication (Section 46a-68-79)

#### Internal Communication

(Section 46a-68-79)

#### 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 knowedgeable 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 and in fact creating a pro-active Affirmative Action Plan is one of the College's strategic initiatives and is reflected in the College's Strategic activities. In particular, the college aims to focus on creating additional Innovative Programs that will align with helping our internal workforce better-understand how to advance in the organization.

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 intra- net website and a copy is also provided in the TRCC 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 communications and comments are dated and maintained by the Equity and Diversity Officer. No comments or suggestions have been received by the Equity and Diversity Officer regarding the 2016/2017 plan.

In addition to these resources, the College offers its employees regular opportunities for training in diversity and workplace equality. The attendance of these training sessions is detailed in the Employment Analyses section of the Affirmative Action Plan.

Kenneth Saad is assigned the duties as the Equity and Diversity Officer for 2016-2018. Mr. Saad can be reached in Room C247 at 860-215-9319 on the Three Rivers campus at 574 New London Turnpike, Norwich, CT 06360.



574 New London Turnpike, Norwich, CT 06360-6598 www.threerivers.edu

May	1	1	2020
TATOLA		1 9	4040

TO: FROM: Employees Who May Wish To Utilize the Affirmative Action Grievance Procedure

Mary Ellen Jukoski, Ed.D. President

The Affirmative Action grievance procedure is a component of the College's commitment to ensure that employment decisions are free from unlawful discrimination. The procedure affords an informal means to raise concerns and for the College to make adjustments where appropriate. Employees who utilize the grievance procedure will not be subject to retaliation.

The Affirmative Action Officer will investigate all grievances. After consultation with the President, the Affirmative Action Officer may attempt to mediate the dispute. The purpose of this mediation is to effect informal resolution of the complaint. The Affirmative Action Officer does not make conclusions about the merits of a complaint or resolve disputes about the facts of a case. If it is not possible to reach an amicable understanding, the employee retains the right to pursue other options.

Complaints may be filed with the Connecticut Commission on Human Rights and Opportunities; United States Equal Employment Opportunity Commission; United States Department of Labor, Wage and Hour Division; and any other agencies, state, federal, or local, that enforce laws concerning discrimination in employment. The Connecticut Commission on Human Rights and Opportunities can provide assistance in filing and determining the legal options which may be available. In general, complaints must be filed within 180 days of the alleged discrimination. An exception exists for complaints which allege unlawful reliance on criminal records; Connecticut law requires that the complaint be filed within thirty days.

Mary Ellen Jukoski
Mary Ellen Jukoski, Ed.D.

President

Date: May 11, 2020



#### 574 New London Turnpike • Norwich, CT 06360-6598 860.215.9007 FAX: 860.215.9917

Office of the President

April 1, 2019

TO:

Employees Who May Wish To Utilize the Affirmative Action Grievance Procedure

FROM:

Mary Ellen Jukoski, Ed.D. President

The Affirmative Action grievance procedure is a component of the College's commitment to ensure that employment decisions are free from unlawful discrimination. The procedure affords an informal means to raise concerns and for the College to make adjustments where appropriate. Employees who utilize the grievance procedure will not be subject to retaliation.

The Affirmative Action Officer will investigate all grievances. After consultation with the President, the Affirmative Action Officer may attempt to mediate the dispute. The purpose of this mediation is to effect informal resolution of the complaint. The Affirmative Action Officer does not make conclusions about the merits of a complaint or resolve disputes about the facts of a case. If it is not possible to reach an amicable understanding, the employee retains the right to pursue other options.

Complaints may be filed with the Connecticut Commission on Human Rights and Opportunities; United States Equal Employment Opportunity Commission; United States Department of Labor, Wage and Hour Division; and any other agencies, state, federal, or local, that enforce laws concerning discrimination in employment. The Connecticut Commission on Human Rights and Opportunities can provide assistance in filing and determining the legal options which may be available. In general, complaints must be filed within 180 days of the alleged discrimination. An exception exists for complaints which allege unlawful reliance on criminal records; Connecticut law requires that the complaint be filed within thirty days.

Mary Ellen Jukoski, Ed.D.

President

Date: 1 April 2019

#### Board of Regents for Higher Education Connecticut State Colleges and Universities

## Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy

Statement of Policy

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education and development. The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.

The BOR strongly encourages victims to report any instance of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence, as an effective means of taking action by reporting such acts to the appropriate officials and pursuing criminal or disciplinary remedies, or both. The only way that action can be taken against anyone who violates another in such a manner is through reporting. Each and every BOR governed college and university shall provide those who report sexual misconduct with many supportive options, including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and general information regarding sexual misconduct. Each and every BOR governed college and university will preserve the confidentiality of those who report sexual misconduct to the fullest extent possible and allowed by law. All BOR and CSCU employees, victim support persons and community victim advocates being consulted will make any limits of confidentiality clear before any disclosure of facts takes place. Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all BOR and CSCU employees are required to immediately communicate to the institution's designated recipient any disclosure or report of sexual misconduct received from a student as well as communicate any disclosure or report of sexual misconduct the employee received from another employee when misconduct is related to the business of the institution.

Affirmative consent must be given by all parties before engaging in sexual activity. Affirmative consent means an active, clear and voluntary agreement by a person to engage in sexual activity with another person. Sexual misconduct, as defined herein, is a violation of BOR policies and, in addition, may subject an accused student or employee to criminal penalties. The BOR and each of its governed colleges and universities are committed to providing an environment free of personal offenses. Sexual relationships of any kind between staff/faculty and students are discouraged pursuant to BOR policy.

The Board of Regents for Higher Education hereby directs the Connecticut State Colleges and Universities to implement the Policy stated above pursuant to the following provisions:

Sexual Misconduct Reporting
Support Services and Processes Policy

Terms, Usage and Standards

<u>Consent</u> must be affirmed and given freely, willingly, and knowingly of each participant to desired sexual involvement. Consent is a mutually affirmative, conscious decision — indicated clearly by words or actions — to engage in mutually accepted sexual contact. Consent may be revoked at any time during the sexual activity by any person engaged in the activity.

Affirmative consent may never be assumed because there is no physical resistance or other negative response. A person who initially consents to sexual activity shall be deemed not to have affirmatively consented to any such activity which occurs after that consent is withdrawn. It is the responsibility of each person to assure that he or she has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that affirmative consent is sustained throughout the sexual activity. It shall not be a valid excuse to an alleged lack of affirmative consent that the student or employee responding to the alleged violation believed that the student reporting or disclosing the alleged violation consented to the activity (i) because the responding student or employee was intoxicated or reckless or failed to take reasonable steps to ascertain whether the student or employee reporting or disclosing the alleged violation affirmatively consented, or (ii) if the responding student or employee knew or should have known that the student or employee reporting or disclosing the alleged violation was unable to consent because the student or employee was unconscious, asleep, unable to communicate due to a mental or physical condition, or incapacitated due to the influence of drugs, alcohol or medication. The existence of a past or current dating or sexual relationship between the persons involved in the alleged violation shall not be determinative of a finding of affirmative consent.

<u>Report</u> of sexual misconduct is the receipt of a communication of an incident of sexual misconduct accompanied by a request for an investigation or adjudication by the institution.

<u>Disclosure</u> is the receipt of any communication of an incident of sexual misconduct that is not accompanied by a request for an investigation or adjudication by the institution.

Sexual misconduct includes engaging in any of the following behaviors:

- (a) Sexual harassment, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment; submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual; or 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 educational or employment environment. 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

#### Sexual Misconduct Reporting Support Services and Processes Policy

- display of sexually suggestive objects, pictures or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.

Retaliation is prohibited and occurs when a person is subjected to an adverse employment or educational action because he or she made a complaint under this policy or assisted or participated in any manner in an investigation.

(b) <u>Sexual assault</u> shall include but is not limited to a sexual act directed against another person without the consent (as defined herein) of the other person or when that person is not capable of giving such consent.

Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

- (c) <u>Sexual exploitation</u> occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:
  - Prostituting another person;
  - Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
  - Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
  - Going beyond the bounds of consent (for example, an individual who allows friends to hide in the closet to watch him or her having consensual sex);
  - · Engaging in non-consensual voyeurism;
  - Knowingly transmitting an STI, such as HIV to another without disclosing your STI status:
  - Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
  - Possessing, distributing, viewing or forcing others to view illegal pornography.

Sexual exploitation is further defined as a crime in Connecticut State Law.

(d) <u>Intimate partner, domestic and/or dating violence means</u> any physical or sexual harm against an individual by a current or former spouse of or person in a dating or cohabitating relationship with such individual that results from any action by such spouse or such person that may be classified as a sexual assault under section 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b or 53a-73a of the general statutes, stalking under section 53a-181c, 53a-181d or 53a-181e of the general statutes, or domestic or family violence as designated under section 46b-38h of the general statutes. This includes any physical or sexual harm against an individual by a current or

former spouse or by a partner in a dating relationship that results from (1) sexual assault (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment (5) sexual exploitation, as such terms are defined in this policy.

Offenses that are designated as "domestic violence" are against family or household members or persons in dating or cohabitating relationships and include assaults, sexual assaults, stalking, and violations of protective or restraining orders issued by a Court. Intimate partner violence may also include physical abuse, threat of abuse, and emotional abuse.

- Physical abuse includes, but is not limited to, slapping, pulling hair or punching.
- Threat of abuse includes but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse includes but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's family members or pets and humiliating another person.
- Cohabitation occurs when two individuals dwell together in the same place as if married.
- The determination of whether a "dating relationship" existed is to be based upon the following factors: the reporting victim's statement as to whether such a relationship existed, the length of the relationship, the type of the relationship and the frequency of the interaction between the persons reported to be involved in the relationship.
- (e) <u>Stalking</u>, which is defined as repeatedly contacting another person when contacting person knows or should know that the contact is unwanted by the other person; and the contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life.

As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on-line community or any other internet communication) or remaining in the physical presence of the other person.

Confidentiality

When a BOR governed college or university receives a report of sexual misconduct all reasonable steps will be taken by the appropriate CSCU officials to preserve the privacy of the reported victim while promptly investigating and responding to the report. While the institution will strive to maintain the confidentiality of personally identifiable student information reported, which information is subject to privacy requirements of the Family Education Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the campus community.

Confidential resources are defined as follows: For the Universities, entities with statutory privilege, which include campus based counseling center, health center and pastoral counseling staff members whose official responsibilities include providing mental health counseling to members of the University community as well as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic

Sexual Misconduct Reporting Support Services and Processes Policy

Violence Center. For the Colleges, confidential resources are limited to entities with statutory privilege, such as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic Violence Center. The personnel of these centers and agencies are bound by state statutes and professional ethics from disclosing information about reports without written releases.

Information provided to a confidential resource by a victim of a sexual misconduct or the person reported to have been the victim of sexual misconduct cannot be disclosed legally to any other person without consent, except under very limited circumstances, such as an imminent threat of danger to self or others or if the reported victim is a minor. Therefore, for those who wish to obtain the fullest legal protections and disclose in full confidentiality, she/he must speak with a confidential resource. Each BOR governed college and university will provide a list of such confidential resources in the College or University's geographic region to victims of sexual misconduct as well as publish these resources on-line and in various publications.

Where it is deemed necessary for the institution to take steps to protect the safety of the reported victim and/or other members of the campus community, the institution will seek to act in a manner so as not to compromise the privacy or confidentiality of the reported victim of sexual misconduct to the extent reasonably possible.

Mandated Reporting by College and University Employees

Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all employees are required to immediately communicate to the institution's designated recipient (e.g., Title IX Coordinator) any disclosure or report of sexual misconduct received from a student regardless of the age of the reported victim. All employees are also required to communicate to the institution's designated recipient (e.g., Title IX Coordinator) any disclosure or report of sexual misconduct received from an employee that impacts employment with the institution or is otherwise related to the business of the institution.

Upon receiving a disclosure or a report of sexual misconduct, employees are expected to supportively, compassionately and professionally offer academic and other accommodations and to provide a referral for support and other services.

Further, in accordance with Connecticut State law, with the exception of student employees, any paid administrator, faculty, staff, athletic director, athletic coach or athletic trainer who, in the ordinary course of their employment, has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required by law and Board policy to report the incident within twelve hours to their immediate supervisor and to the Department of Children and Families.

Rights of Parties

Those who report any type of sexual misconduct to any BOR governed college or university employee will be informed in a timely manner of all their rights and options, including the necessary steps and potential outcomes of each option. When choosing a reporting resource the following information should be considered:

- All reports of sexual misconduct will be treated seriously and with dignity by the institution.
- Referrals to off-campus counseling and medical services that are available immediately and confidential, whether or not those who report feel ready to make any decisions about reporting to police, a college or university employee or the campus's Title IX Coordinator.

• Those who have been the victim of sexual misconduct have the right to take both criminal and civil legal action against the individual allegedly responsible.

• Those who seek confidentiality may contact a clergy member(s), a University counseling center psychologist, a University health center care provider, the Sexual Assault Crisis Center of Connecticut and/or the Connecticut Coalition Against Domestic Violence – all of whom are bound by state statutes and professional ethics to maintain confidentiality without written releases.

Right to Notify Law Enforcement & Seek Protective and Other Orders

Those who report being subjected to sexual misconduct shall be provided written information about her/his right to:

- (1) notify law enforcement and receive assistance from campus authorities in making the notification; and,
- (2) obtain a protective order, apply for a temporary restraining order or seek enforcement of an existing order. Such orders include:

> standing criminal protective orders;

protective orders issued in cases of stalking, harassment, sexual assault, or risk of injury to or impairing the morals of a child;

> temporary restraining orders or protective orders prohibiting the harassment of a witness;

> family violence protective orders.

Options for Changing Academic, Housing, Transportation and Working Arrangements

The colleges and universities will provide assistance to those involved in a report of sexual misconduct, including but not limited to, reasonably available options for changing academic, campus transportation, housing or working situations as well as honoring lawful protective or temporary restraining orders. Each and every BOR governed college and university shall create and provide information specific to its campus detailing the procedures to follow after the commission of such violence, including people or agencies to contact for reporting purposes or to request assistance, and information on the importance of preserving physical evidence.

Support Services Contact Information

It is BOR policy that whenever a college or university Title IX Coordinator or other employee receives a report that a student, faculty or staff member has been subjected to sexual misconduct, the Title IX Coordinator or other employee shall immediately provide the student, faculty or staff member with contact information for and, if requested, professional assistance in accessing and using any appropriate campus resources, or local advocacy, counseling, health, and mental health services. All

Sexual Misconduct Reporting Support Services and Processes Policy

CSCU campuses shall develop and distribute contact information for this purpose as well as provide such information on-line.

**Employee Conduct Procedures** 

Employees who are reported to have engaged in sexual misconduct are subject to discipline in accordance with the procedures applicable to the employee's classification of employment.

#### **Student Conduct Procedures**

The Student Code of Conduct provides the procedures for the investigation, definitions of terms, and resolution of complaints regarding student conduct, including those involving sexual misconduct, as defined herein.

The Title IX Coordinator can assist in explaining the student conduct process. The Student Code of Conduct provides an equal, fair, and timely process (informal administrative resolution or a formal adjudication) for reported victims and accused students.

Reported victims of sexual misconduct shall have the opportunity to request that an investigation or disciplinary proceedings begin promptly; that such disciplinary proceedings shall be conducted by an official trained annually in issues relating to sexual misconduct and shall use the preponderance of the evidence (more likely than not) standard in making a determination concerning the alleged sexual misconduct.

Both the reported victim of sexual misconduct and the accused student are entitled to be accompanied to any meeting or proceeding relating to the allegation of sexual misconduct by an advisor or support person of their choice, provided the involvement of such advisor or support person does not result in the postponement or delay of such meeting as scheduled and provided such an advisor or support person may not directly address the Hearing Body, question witnesses or otherwise actively participate in the hearing process or other meeting pertaining to a report of sexual misconduct and each student shall have the opportunity to present evidence and witnesses on her/his behalf during any disciplinary proceeding.

Both the reported victim and accused student are entitled to be provided at the same time written notice of the results of any disciplinary proceeding, normally within one (1) business day after the conclusion of such proceeding, which notice shall include the following: the name of the accused student, the violation committed, if any, and any sanction imposed upon the accused student. Sanctions may range from a warning to expulsion, depending upon the behavior and its severity of the violation(s). The reported victim shall have the same right to request a review of the decision of any disciplinary proceeding in the same manner and on the same basis as shall the accused student; however, in such cases, if a review by any reported victim is granted, among the other actions that may be taken, the sanction of the disciplinary proceeding may also be increased. The reported victim and the accused student are entitled to be simultaneously provided written notice of any change in the results of any disciplinary proceeding prior to the time when the results become final as well as to be notified when such results become final.

Sexual Misconduct Reporting Support Services and Processes Policy

In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused student and the reported victim have the right to keep their identities confidential.

Dissemination of this Policy

Upon adoption by the Board all CSCU institutions shall, upon receipt, immediately post and maintain this policy at all times in an easily accessible manner on each institution's website. This policy shall thereafter be annually provided to all Title IX Coordinators, campus law enforcement officers and security personnel, and other campus personnel. Further, this policy shall be presented at student orientation and at student awareness and prevention trainings, and made broadly available at each campus. The policy shall be expanded upon by each institution to provide resources and contact information specific to their institution and geographic area as set forth above.

#### **Grievance Procedures**

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. Learn more. Leer en Espaiiol. Students or employees who feel they have experienced any form of discrimination have the right to seek assistance from the College and/or government agencies.

#### Filing a Grievance with the College

Employees who feel they have experienced any form of discrimination, including sexual harassment, may file a complaint with:

Kenneth Saad, Equity and Diversity Officer Room C-247 (860) 2015-9319

Louise Summa, Director of Human Resources Room C-247 (860) 215-9298

For more information on the resolution process, please review the Board of Regents for Higher Education's Grievance Procedure. Students who feel they have experienced discrimination may file a complaint with the:

Maria Krug, Equity and Diversity Officer, Title IX Coordinator Room C-131, TRCC Campus, (860) 215-9280

Filing a Grievance with the State or Federal Government Students or Employees have the right to file discrimination complaints with government agencies, regardless of whether or not a complaint has been filed with the College.

Connecticut Commission on Human Rights and Opportunities 450 Columbus Blvd #2, Hartford, CT 06108, (860) 541-3400 <a href="www.ct.gov/chro/site/default.asp">www.ct.gov/chro/site/default.asp</a>

From their site: "The mission of the Connecticut Commission on Human Rights and Opportunities is eliminate discrimination through civil and human rights law enforcement and to stablish equal opportunity and Justice for all persons within the state through advocacy and education."

Equal Employment Opportunity Commission - Regional Office 475 Government Center, Room 40B, Boston, MA 02203. (800) 669-4000, TTY (800) 669-6820 http://www.eeoc.gov/field/boston/charge.cfm

From their site: "If you believe you have been discriminated against by an employer, labor union or employment agency when applying for a job or while on the job because of your race, color, religion,sex (including pregnancy), national origin, age (40 or older), disability or genetic information, or believe that you have been discriminated against because of opposing a prohibited practice orparticipating in an equal employment opportunity matter, you may file a charge of discrimination with the U.S. Equal Employment Opportunity Commission (EEOC)."

#### **Grievance Procedures**

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. Learn more. Leer en Espaiiol.

Students or employees who feel they have experienced any form of discrimination have the right to seek assistance from the College and/or government agencies.

#### Filing a Grievance with the College

Employees who feel they have experienced any form of discrimination, including sexual harassment, may file a complaint with:

Kenneth Saad, Equity and Diversity Officer Room C-247 Human Resources 860-215-9319 KSaad@trcc.commnet.edu

Students who feel they have experienced discrimination my file a complaint with the Equity and Diversity Officer or the Dean of Students:

Maria Krug, Title IX Coordinator Room C131 860-215-9280 MKrug@trcc.commnet.edu

Christine Languth, Interim Dean of Students Room A-128 860-215-9260 CLanguth@trcc.comment.edu

Filing a Grievance with the State or Federal Government Students or Employees have the right to file discrimination complaints with government agencies, regardless of whether or not a complaint has been filed with the College. Contact the State of Connecticut Commission on Human Rights Opportunities CHRO at 450 Columbus Boulevard Suite 2, Hartford, CT 06103 or telephone (860) 541-3400, https://www.ct.gov/chro/site/default.asp

From their site: "The mission of the Connecticut Commission on Human Rights and Opportunities is eliminate discrimination through civil and human rights law enforcement and to establish equal opportunity; and justice for all persons within the state through advocacy and education."

Contact the Boston office of the United States Equal Employment Opportunities Commission EEOC, John Fitzgerald Kennedy Building, 475 Government Center Room 4098 Boston, Ma 02203 or telephone (800)669-4000, TTY (800) 669-6820, <a href="http://www.eeoc.gov/boston/index.html">http://www.eeoc.gov/boston/index.html</a>

From their site: "If you believe you have been discriminated against by an employer, labor union or employment agency when applying for a job or while on the job because of your race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information, or believe that you have been discriminated against because of opposing a prohibited practice or participating in an equal employment opportunity matter, you may file a charge of discrimination with the U.S. Equal Employment Opportunity Commission EEOC."

I OF LITIAIIII IN FULDOSES	For	Emailing	Purposes
----------------------------	-----	----------	----------

Date:

#### Mary Ellen Jukoski, President of Three Rivers Community College

Attached is a copy of the implementing statement for the Board's Policy against Sexual harassment. The policy statement is intended "to educate the campus community concerning sexual harassment, to discourage people from engaging in harassing behavior, and to make it as comfortable as possible for persons with bona fide complaints to come forward."

In addition to the attached statement, a list of college officials designated as recipients of sexual harassment complaints will be displayed on designated bulletin boards on campus.

This policy is distributed to all new employees and is posted throughout the College facilities.

Questions concerning the policy may be directed to Louise J. Summa, Director of Human Resources at (860) 215-9298.

#### COLLEGE OFFICALS DESIGNATED

Louise J Summa, Director Human Resources

Kenneth Saad, Equity and Diversity Officer

http://www.three.rivers.ed.u/about/policies/sexual-harassment/

THREE RIVERS COMMUNITY COLLEGE IS A MEMBER OF THE CONNECTICUT COLLEGE SYSTEM AN EQUAL OPPORTUNITY EMPLOYER.

#### Distributed to all employees and posted

#### NOTICE

#### NON-DISCRIMINATION AND AFFIRMATIVE ACTION POLICY

Three Rivers Community College, through its Affirmative Actions programs, is endeavoring to redress and past discrimination against all protected groups. We are directing efforts to assure 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(b0, or 46a-81(b) of the Connecticut General Statutes. Although it is recognized that here 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 educations and employment opportunity can take the following steps:

- 1. Contact the Equity and Diversity Office, Kenneth Saad, Room C247 Human Resources or telephone (860) 215-9319.
- 2. Contact the Learning Disabilities Specialist, Room A113 TRCC campus or telephone (860)215-9016.
- 3. 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.commnet.edu/.
- Contact the State of Connecticut Commission on Human Rights and Opportunities CHRO at 450 Columbus Boulevard Suite 2 Hartford, CT 06103 or telephone (860) 541-3400, https://www.ct.gov/chro/site/default.asp
- 5. Contact the Boston office of the United States Equal Employment Opportunities Commission EEOC, John Fitzgerald Kennedy Building, 475 Government Center Room 4098 Boston, Ma 02203 or telephone (800) 669-4000, TTY (800) 669-6820, , http://www.eeoc.gov/boston/index.html

#### **Equity and Diversity at Three Rivers Community College**

#### Notice of Non-Discrimination and Affirmative action Policy

Three Rivers Community College, through its Affirmative Action programs, is endeavoring to redress discrimination against all protected groups. The College is directing its efforts to ensure that recruitment practices, working conditions and promotional opportunities are consistent with its 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 trigender 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-60-81(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 educations and employment opportunity can take the following steps:

Contact Maria Krug, Title IX Coordinator and ADA/Section 504 Coordinator, room C131 TRCC Campus or telephone (860) 215-9280. For more information, please visit the Grievance Procedure page.

Makes use of the College's Affirmative Action grievance procedures which are described in eh Affirmative Action Plan and on the Grievance Procedure page. The Affirmative Action Plan is available in the College library's reserved reading area, on the Colleges intranet and on the Affirmative Action Plan page.

Contact the State of Connecticut Commission on Human Rights Opportunities CHRO at 450 Columbus Boulevard Suite 2, Hartford, CT 06103 or telephone (860) 541-3400, https://www.ct.gov/chro/site/default.asp

Contact the Boston office of the United States Equal Employment Opportunities Commission EEOC, John Fitzgerald Kennedy Building, 475 Government Center Room 4098 Boston, Ma 02203 or telephone (800)669-4000, TTY (800) 669-6820, http://www.eeoc.gov/boston/index.html

#### SEXUAL HARASSMENT IS ILLEGAL

# AND IS PROHIBITED BY THE CONNECTICUT DISCRIMINATION EMPLOYMENT PRACTICES ACT

(Section 46a-60(a)(8) of the Connecticut General Statutes
AND

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 (Title 42 United States Code Section 2000e et seg.)

SEXUAL HARASSMENT MEANS "ANY UNWELCOME SEXUAL ADVANCES OR REQUESTS FOR SEXUAL FAVORS OR ANY 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;
- (2) SUBMISSION TO OR REJECTION OF SUCH CONDUCT BY ANY INDIVIDUAL IS USED AS THE BASIS FOR EMPLOYMENT DECISIONS AFFECTING SUCH INDIVIDUAL; OR
- (3) SUCH CONDUCT HAS THE PURPOSE OR EFFECT OF SUBSTANTIALLY INTERFERING WITH AN INDIVIDUAL'S WORK PERFORMANCE OR CREATING AN INTIMIDATING, HOSTILE OR OFFENSIVE WORKING ENVIRONMENT."

Examples of SEXUAL HARASSMENT include
UNWELCOME SEXUAL ADVANCES
SUGGESTIVE OR LEWD REMARKS
UNWANTED HUGS, TOUCHES, KISSES
REQUESTS FOR SEXUAL FAVORS
RETALIATION FOR COMPLAINING ABOUT SEXUAL HARASSMENT
DEROGATORY OR PORNOGRAPHIC POSTERS, CARTOONS
OR DRAWINGS

Remedies for SEXUAL HARASSMENT include
CEASE AND DESIST ORDERS
BACK PAY
COMPENSATORY DAMAGES
HIRING, PROMOTION OR REINSTATEMENT

INDIVIDUALS WHO ENGAGE IN ACTS OF SEXUAL HARASSMENT MAYALSO BE SUBJECT TO CIVIL AND CRIMINAL PENALTIES.

IF YOU FEEL THAT YOU HAVE BEEN DISCRIMINATED AGAINST, CONTACT THE CONNECTICUT COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES, 450 Columbus Blvd Suite 2, Hartford CT 06103 (TELEPHONE NUMBER (860) 541-3400; TDD NUMBER (860) 541-3459, and Connecticut Toll Free 1(800) 477-5737. Connecticut law requires that a formal written complaint be filed with the Commission within 180 days of the date when the alleged harassment occurred.

#### Tilted IX Sexual Misconduct:

This training refers to the programming provided on the proper response to student or employee disclosure of sex based discrimination and sexual misconduct. Included in this training is a review of what constitutes sexual based discrimination and misconduct, the rights and options of the victims, the services of community victim advocacy organizations, and the College's own internal reporting policies. This training is required of all College employee's, and it is being provided in a number of forms. Below reflect only the training completed from January 1, 2019 to December 31, 20192

## **Title IX State mandatory TRCC Training**

Sexual Harassment Prevention Training Internet
Students

	GRAND TOTAL	TOTAL MALE			WHITE FEMALE		BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
2018 & 2019	1072	374	698	240	510	24	36	57	89	53	63
Totals	1072	374	698	240	510	24	36	57	89	53	63
	100.0%	34.9%	65.1%	22.4%	47.6%	2.2%	3.4%	5.3%	8.3%	4.9%	5.9%

## **Title IX State mandatory TRCC Training**

Sexual Harassment Prevention Training Internet Employees

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE		WHITE FEMALE			HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
2018 & 2019	245	145	100	52	80	3	0	0	10	90	10
Totals	245	145	100	52	80	3	0	0	10	90	10
	22.9%	13.5%	9.3%	4.9%	7.5%	0.3%	0.0%	0.0%	0.9%	8.4%	0.9%

# Three Rivers Community College Diversity Training

2 hour interactive diversity training Staff & Faculty

2018 & 2019	GRAND TOTAL	TOTAL MALE					BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
December 6, 2019	91	33	58	29	48	4	3	0	3	0	4
Totals		33	58	29	48	4	3	0	3	0	4
	100.0%	36.3%	63.7%	31.9%	52.7%	4.4%	3.3%	0.0%	3.3%	0.0%	4.4%

#### Section 46a-68-79 Internal Communication

#### 3 hour Interactive Sexual Harassment Prevention Training Staff, Faculty and Students

2018 & 2019	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE		BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
March 13, 2019	31	10	21	8	15	1	4			1	2 -
June 27, 2018	19	9	10	5	7	1	1	3	2		3 =
April 11, 2018	3	0	3		1		1		1		
March 6, 2018	20	3	17	3	14		2		1		
Totals	73	22	51	16	37	2	8	3	4	1	2
	100.0%	30.1%	69.9%	21.9%	50.7%	2.7%	11.0%	4.1%	5.5%	1.4%	2.7%

#### 2 hour Interactive Diversity Training Staff & Faculty

2018 & 2019	GRAND TOTAL	TOTAL MALE					BLACK FEMALE		HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
December 6, 2019	91	33	58	29	48	4	3	0 -	3	0	4
Totals	91	33	58	29	48	4	3	0	3	0	4
	100.0%	36.3%	63.7%	31.9%	52.7%	4.4%	3.3%	0.0%	3.3%	0.0%	4.4%

## Title IX State mandatory TRCC Training Sexual Harassment Prevention Training Internet Students

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE				BLACK FEMALE		HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
2018 & 2019	1072	374	698	240	510	24	36	57	89	53	63
Totals	1072	374	698	240	510	24	36	57	89	53	s 63
	100.0%	34.9%	65.1%	22.4%	47.6%	2.2%	3.4%	5.3%	8.3%	4.9%	5.9%

# Title IX State mandatory TRCC Training Sexual Harassment Prevention Training Internet Employees

a Lat	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE					HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
2018 & 2019	245	145	100	52	80	3	0	0	10 -	90	10
Totals	245	145	100	52	- 80	3	0	0	10	90	10
	22.9%	13.5%	9.3%	4.9%	7.5%	0.3%	0.0%	0.0%	0.9%	8.4%	0.9%

#### Tilted IX Sexual Misconduct:

This training refers to the programming provided on the proper response to student or employee disclosure of sex based discrimination and sexual misconduct. Included in this training is a review of what constitutes sexual based discrimination d misconduct, the rights and options of the victims, the services of community victim advocacy organizations, and the college's own internal reporting policies. This training is required of all College employee's, and it is being provided in a number of forms. Below reflect only the training completed from January 1, 2019 to December 31, 20192

#### 2018 & 2019

# TRCC Sexual Harassment Training Promoting Respect in the Workplace

### Introduction and Overview

Opening Exercise-Recognizing Sexual Harassment

Pre-Test

Review CHRO Poster on Sexual Harassment

Legal and Plain Language Definitions

Is This Sexual Harassment? You be the judge.

Case Studies

TRCC and BOR Policy

Policy Agianst Sexual Harassment

Follow the FACTS

Final Test

Questions?

### 2018 & 2019

## **TRCC Sexual Harassment Training**

## **Promoting Respect in the Workplace**

### Introduction and Overview

- Opening Exercise-Recognizing Sexual Harassment Pre-Test Review CHRO Poster on Sexual Harassment
- Legal and Plain Language Definitions
- Is This Sexual Harassment? You be the judge.
   Case Studies
- TRCC and BOR Policy
   Policy Against Sexual Harassment
- Follow the Facts
   Final Test
- Questions?

# TRAINING CERTIFICATE

This is to certify that the undersigned has attended and successfully completed a mandatory training program on sexual harassment in the workplace.



#### Summa, Louise J

m:

sent:

Subject:

Tarca, Jade E. <JTarca@goodwin.com>

Thursday, August 04, 2016 9:50 AM

**REMINDER: 8/9 Sexual Harassment Prevention Training** 

#### Good morning,

As a reminder you are confirmed to attend our Sexual Harassment Prevention Training on Tuesday, August 9th, in our Hartford Office. Registration begins at 7:45 AM followed by the seminar from 8:00 AM - 10:00 AM. You must attend the full 2 hours to obtain credit for attendance as this is a legal requirement.

\*\*Guests arriving after 8:10 will need to call and reschedule for a future date.

Directions to our office can be found by clicking here: Get Directions Entry From South Garage To One Constitution Plaza Lobby and Shipman & Goodwin:

Take parking ticket from attendant.

2. Shipman & Goodwin has several marked, reserved spaces directly inside the Kinsley Street entrance. If these spaces are full, proceed to any available space on Level P3 (where you enter from Kinsley Street), P2 (one level down), or P1 (two levels down).

3. Take stairs (located in center of garage) or elevator (located on Kinsley Street side) or ramps to Level P4 to access One Constitution Plaza Lobby. (Shipman & Goodwin sign at Lobby entrance).

4. At double doors, please push the button to the right for entry.

5. Sign in at security desk in Lobby.

6. Take elevator labeled "Shipman & Goodwin" to 19th Floor reception area.

If you are using a GPS, you should enter the intersection of Kinsley Street and Market Street rather than the actual building address. Clients and visitors must enter and exit the One Constitution Plaza South Garage by the Kinsley Street exit (the State Street entrance/exit is not attended).

The seminar registration fee is \$50 per person. If payment has not already been made, a check made payable to Shipman & Goodwin LLP can be brought the day of training or mailed to:

> Shipman & Goodwin LLP Attn: Stephanie Pawlowicz One Constitution Plaza Hartford, CT 06103

If you have any questions or concerns, please do not hesitate to contact me. We look forward to seeing you Thursday.



Jade E. Tarca 🔠 Marketing Assistant

One Constitution Plaza Hartford, CT 06103-1919 Tel (860) 251-5777 Fax (860) 251-5214

JTarca@goodwin.com www.shipmangoodwin.com

Privileged and confidential. If received in error, please notify me by e-mail and delete the message.

Please consider the environment before printing this email.

Preventing Harassment in the Academic Setting/Workplace

#### 2 Outline

- I. Pre-test
- II. I. What is Harassment?
  - I. Quid Pro Quo; Hostile Environment
- III. II. Liability
  - I. Individual; Sources; Categories; Hostile Environment
- IV. III. Preventing Harassment
  - Avoiding Harassment; Corrective Actions; Investigation; Factors; Remedies; Discipline; Resolution
- V. Post-test

#### 3 Pre-Test

- Pre-test Question 1
- Kelly took a class from a Professor who was recently hired. This Professor is
  under 30 years old, single, and very attractive. Other students in the class noticed
  that Kelly rarely attended class, but she was often seen with the Professor at a
  neighborhood coffee shop. Kelly received an A in the class, and everyone knew she
  was sleeping with the Professor
- Kelly is a victim of sexual harassment.
- True or False?

#### 4 Pre-Test

- Pre-test Question 1
- False.
- This may be an example of sexual favoritism, unless Kelly was coerced or threatened into a sexual relationship with the Professor. The institution may be vulnerable if other students perceive that they can get a high grade by sleeping with the Professor.

#### 5 Pre-test Question 2

- Tony persists in asking Mary out to dinner. Mary is a waitress at the Diner where
  Tony delivers bread. Mary turns him down each and every time he requests a date,
  and has told him several times to stop asking. She has also reported Tony to her
  supervisor.
- Tony's behavior is not at risk for sexual harassment, because he does not work for the Diner and they have no control over his behavior.
- True or False?

#### 6 Pre-test Question 2

- · False.
- Although harassment frequently involves power relationships in the workplace, sexual harassment may occur between any individuals at work, regardless of which entity is the employer.
- Because Mary finds Tony's requests unwelcome and he persists in asking her out
  despite her clearly stating that she does not want to date him, his behavior is at risk
  for sexual harassment. It is up to her employer to intervene to stop Tony from
  harassing Mary, including contacting Tony's employer or finding another bread vendor.

#### 7 Pre-test Question 3

- Bob works for the athletic department of a college. He has pin up pictures of scantily clad women on the inside door of his locker in the men's faculty locker room. Bob's behavior is not at risk because he does not intend to offend anyone, and his pictures are usually hidden from view and can be seen only when he has his locker open.
- True or False?

#### 8 Pre-test Question 3

- False.
- Sexual harassment does not depend on intent; it depends on the impact of the behavior on the work environment. Bob may not intend to offend or harass any of his co-workers, but the impact of his behavior is what counts.
- If this type of behavior pervades the working environment, chances are some workers will find it offensive and unwelcome.
- The management of Bob's college is obligated to keep the workplace free of offensive behavior of a sexual nature.

#### 9 Pre-test Question 4

- Joan and Steve work in the same office and enjoy a great working relationship. At
  work they usually interact during breaks and lunch, which they take together. They
  were recently seen kissing in the parking lot of the Flamingo, a local hotel. At work
  they seem professional, but they are definitely an item of conversation.
- Romance of any kind has no place at work. This couple's relationship is clearly at risk for sexual harassment.

True or False?

#### 10 Pre-test Question 4

False.



Finish the following sentence:

Ec	Equality is important because							ra g		
50	G G		ž	ā.	100	8K	(*)	£ ×	1975	
	* *	(40		±11		.6		2 e	# E	· · · · · ·
241	# # #		16 (6) 18 12 (6)			* **	6			(a)
			W ======	2	a a		F			3
(*)	150	i5		2/2	at at		3 4			9 V
. 8		e <sup>®</sup>	92 K	и. В	640 0		25	*	- Y	

# **Agency Mission**

The mission of the Connecticut Commission on Human Rights and Opportunities is to eliminate discrimination through law enforcement, advocacy and education.

# TRCC--TVCCA Diversity Training

# Materials List

PowerPoint disks
Handouts
Post-its

"Labels" –Stereotyping –plus masking tape
Norman Rockwell-Family Tree Painting/Related article –Are We Related?

Videos/DVD

Lunch Date-Stereotyping- list instances on sheet
Peacock in the Land of Penguins /workbook
Blue Eyed
Valuing Diversity Series (Vignettes)
20-20 episode "EQ" Daniel Goleman and John Stossel

#### **Exercises**

Something Unique-Introduction/Some little known fact ---write down and pick/guess Diversity Carousel (name, holiday, food, custom, relative-favorite, choose diff race/gender, 2nd language, first notice difference, movie, pet, This or That Legal Case studies

Positive Negative Reinforcement (hide object and cheer or jeer!)

# Valuing our Differences

# Building Diversity Competencies Within THE STATE OF CONNECTICUT

Three Rivers Community

College

Diversity Training

2018 & 2019

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.
- 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.

# 2018 & 2019

# **TRCC Sexual Harassment Training**

# **Promoting Respect in the Workplace**

# Introduction and Overview

- Opening Exercise-Recognizing Sexual Harassment Pre-Test Review CHRO Poster on Sexual Harassment
- Legal and Plain Language Definitions
- Is This Sexual Harassment? You be the judge.
   Case Studies
- TRCC and BOR Policy
   Policy against Sexual Harassment
- Follow the Facts
   Final Test
- Questions?

#### Affirmative Action Information

- 1. AAO- Ensures a fair and open search is conducted
  - > Find the most qualified applicants consistent with set criteria
  - > Develop processes which ensures equal opportunity for all applicants
  - ➤ Maintain confidentiality no discussion outside of meetings with those not formally involved in the process.
  - > Set Criteria:
    - Minimum Criteria Criteria required for the job.
    - Preferred Criteria Criteria that helps to further qualify the candidate consistent with the
      position requirements as well as the specific needs of the job.
  - > Standards for Objective Criteria Examples
    - Job related
    - Measurable/ can be documented
    - Fair and reasonable are the criteria necessary to absolutely perform the job.
    - Does the criteria allow for the consideration of non-traditional experience?
    - Examples
      - Degree attainment/discipline
      - \* X number of years teaching/level
      - Courses taught/level
      - \* Technical proficiencies
      - Community College experience
      - ❖ Work history/professional experience
  - > Reviewing Applicants Use a grid which is tied to set criteria that is related to the Job Description
  - Interview Candidates Develop questions which are tied to established criteria so that candidates can be evaluated against the criteria. Consider doing telephone interviews for a first round of interviews to narrow the candidate pool prior to on-campus interviews.
  - > Provide Recommendations with information relative to established criteria.
- 2. Affirmation Action Officer (AAO) monitors diversity of pool at each stage of the search process. (Applicants, Interview pool, and Recommendations brought forward)
  - > Clerical and Secretarial, 2 White males, 1 Black Male, 1 Hispanic female, 1 Other male, 1 Other female
  - > Provide the AAO with a copy of the Applicant review criteria prior to reviewing applications.
  - > Provide the AAO with the list of candidates for interview prior to scheduling interviews.

    The president must review and approve the interview pool prior to scheduling interviews.
  - > Provide the AAO with the interview questions for reviewed prior to conducting interviews.

he AAO is required to write detailed justifications for all hires as part of the Colleges Affirmative ion Plan. At the completion of the search committee chairs must provide the AAO with detailed normation about each candidate interviewed and why they were not recommended for the position. This information must be related to the established criteria, the more detail the better.

#### SAMPLE for TRAINING

# 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: Full fille Lecturer		18	28
Occupational Category: Faculty below Professor	8	· ·	.*!
Occupational Category Goals: BM, BF,HM,HF,OM,OF			e
ents and a state of the state o	335	8	g - 1 fi

#### The Role of the Search Committee-ADVISORY

- 1. To maintain confidentiality about the search and selection process.
  - o Information about applicants cannot be shared with those outside of the search.
- 2. To prepare appropriate and specific selection criteria
  - o 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
  - o 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
  - o 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
  - o Spreadsheets or other consistent and structured methods should be used.
- 6. To interview qualified candidates
  - o Candidates should be interviewed if they meet the minimum requirements for the position.
  - o If a large number of qualified candidates have applied, phone interviews can serve as an elimination round.
  - o 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
  - o After the interviews, the President or her designee should be given no fewer than three unranked finalists with a description of their relative strengths.
- 8. To compile a finalized collection of notes for submission to the Equity and Diversity Officer.

  To comply with any and all policies and contractual obligations pertaining to the search/recommendations /selection of employees—See Side Letter RE: POSITION VACANCIES

#### The Role of Human Resources

- 1. To process and maintain applications
- 2. To correspond with all applicants, which includes,
  - o Fielding questions about pay and benefits
  - o Scheduling interviews
  - o Sending follow-up letters
- 3. 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,
  - o Reviewing the criteria produced by the search committee
  - o Reviewing the interview questions produced by the search committee
  - o Confidentially collecting applicant demographic data
  - o Reviewing demographic data of the search pool with the President

To assist the search committee in developing search materials, which include

- o Selection Criteria
- o Interview Questions
- o 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
  - o The EDO must be able to explain why any given candidate was not selected for interview and / or the final hire.

					- 6					
Committee Chair:		:2//					*	(a)	ig <sup>9</sup>	
Committee Members :		:3 \$5 70%			**************************************	x				, ,
	2 0	(#) (**) 2	(A)22	ts v	18 12 13	* •	<u>.</u>	, i	*****	
**************************************	****	*****	*****	*****	****	*****	*****	*****	********	****

Charge Sign -In:

# Search & Selection Process

2018 & 2019

#### Roles

President-Decision maker

Dean-Advisory to President

Usually involved in second round of interviews

Committee -- Advisory to President.

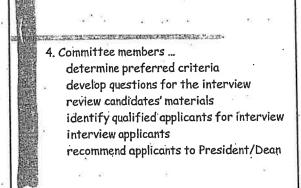
Composition of Committee

HR - Interface between committee and applicants
Correspondence/Interview Set up

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

# teps-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



- 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 Preferred Criteria= Minimum Criteria = 2 years experience O years experience/no experience.

# Example Asst Professor level position 1-6 years teaching experience

4 years experience

Minimum Criteria = 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

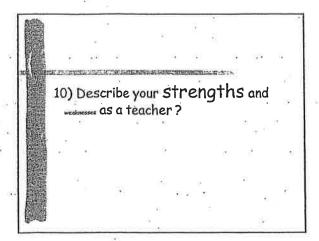
# Develop Questions

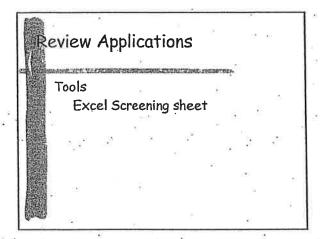
Objective
Job related
Open ended vs Yes /No questions
Allow candidate a fair opportunity to
describe how their background meets the
needs
Straightforward
May involve a demonstration of skills/knowledge

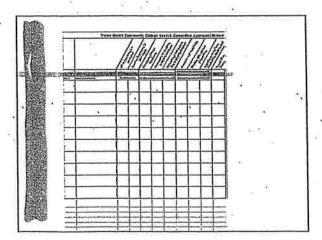
# op 10 questions of all time

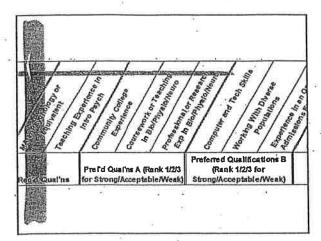
- Tell us about your background and how it has prepared you for this position?
- 2)What is your understanding of the mission of the Community college?
- 3)How do you rate your computer skills/ how have you integrated technology into the classroom?

T0	_ n	20 27		3 T		34 . <sup>23</sup>		. 25	**	. 3
104					(4)	120				
ž.								× 8		ti
72	* * * * * * * * * * * * * * * * * * *									
				£.,		9	:•	121		5.5
								71		-
			— ·		10. (0.1 (					-,
	you address and mana				2		9 8	10.	20.0	
	ning needs of a divers	se i	10		14	-			15	
Student 5) What ha	population? we you done to furth	er vour	-		- 1		- 14			
own pro last 2 ye	fessional developmen	nt in the	-		# 0 5				9) 38) 5)	-
	you want to work at	TRCC?		- 5		38		(30);		
B .	ě			SIT.	(3)	141	e 8		· ·	
			*	×						-0
	×	, x = ==		* =		e <sup>R</sup> Y	R		*	*
		73		Ø)		25		8 5		
	*					41!	2)			
										-
16	27 and 28	8 11 26	ë.		- 100 E		2	Si 1	n 5 8	
7) Give an	example of working a	ıs a			6 100		·			
member	of a team/committee	e and	-				•	190	•	-
how your	performance influer ul outcome?	nced a	es (5)		6		8 8			
	example of a time wh	nen you	<i>M</i> ************************************	36	2 - 2 t	R.		8 8	5	10
👸 had to he	andle a disgruntled st	tudent	-				-			-
المرابع القا	you resolve the situa	tion?							*	_
TIOW did										
now did	£4		163							
TIOW CIC	**************************************	* **	80 8 (80) 5		*	1.			90 W	<del></del>
Now did		<u>.</u>	160 300 1 5	•	*	1	) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (	e 3	(1) (2)	<del></del> :
Now did	N N N N N N N N N N N N N N N N N N N	8			*	<b>3</b>		* S	2 W	<del></del> :
Now did		5	e e e e e e e e e e e e e e e e e e e		**************************************				5위 945 다 : 한 함	<del></del> :
now did	e e	8	2 N		9		3 T	e 5	2 2	
now did					9	#		s = 5	SE VA	
	e the most creative	thing .		3 2 2				5. 5.		
9) Describ	pe the most creative ve done in the classro				2 to the second	3 3		8		
9) Describ	pe the most creative we done in the classro					6 (a)		8 8 8 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4		
9) Describ					27 12 12 12 12 12 12 12 12 12 12 12 12 12	6 (a)		. s		
9) Describ					2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$		8 8 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4		
9) Describ						S S S S S S S S S S S S S S S S S S S				
9) Describ						\$ (A)		* * * * * * * * * * * * * * * * * * *		
9) Describ						S S S S S S S S S S S S S S S S S S S		* * * * * * * * * * * * * * * * * * *		
9) Describ					2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					
9) Describ								* * * * * * * * * * * * * * * * * * *		









#### 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 form within the system receive a preliminary interview."

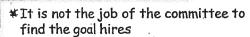
# AA Charge

- #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



\* 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

# 2018 & 2019 Hiring Goals Faculty Positions/

Below Professor

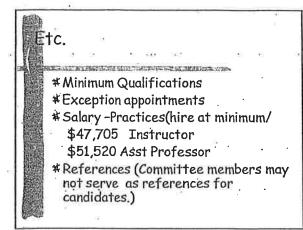
Short Term: No Goals Long Term:

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 R	ivers Convitt	nley College :	Search C	/FF/	Applicant
esanjir siyashiisadii					
Applica of Home	So of a Dualing	Perfectioning &	Carlo Section	Preferred Co. (Florid	ICED for
	<del>!</del> 2			Colorected States	
	5)				



# Employment

- \*Board Application, resume, references
- **\*Official Transcripts**
- # Files:

Personnel/Professional/Application

- #New Employee packet /19
- **#**Benefits Counseling
- #Orientation/Bargaining Unit Placement

# Orientation Process

Benefits Counseling
Review of Collective Bargaining
Placement/Agreement

# Internal Program Evaluation – Overview

2018 & 2019 was a period of extensive review for Three Rivers Community College's approach to Affirmative Action and equal 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 statues, the College's procedures are in place to guarantee the following:

- (1) Ongoing review and evalulation of the Affirmative Action Plan
- (2) Updating goals and objectives to meet the agency's changing employment situation
- (3) Stabling a system for evaluation supervisor's performance on Affirmative Action consistent with Chapters 67 v7 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) Stabling enforcement mechanisms

#### Saad, Kenneth W

om:

Hodson, April M

Sent:

Monday, November 20, 2017 11:07 AM

To:

TR-AllTRCC

Subject:

2017-2020 TRCC Strategic Plan

**Attachments:** 

Strategic Plan 2017-2020 FINAL 111617.pdf

# Sending on behalf of President Jukoski

#### Dear Members of the Three Rivers Community,

Attached is the finalized version of Three Rivers Strategic Plan that was developed using feedback from surveys and meetings with each of the constituencies of the campus community (faculty, staff, students, external partners and Foundation Board members). I want to thank the members of our community who served on the strategic planning committee as well as the faculty, staff, students, and Foundation Board members who took the time to participate in the meetings that were facilitated by Jon Heller and Charlie Coiro from the US Coast Guard, ADM James M. Loy Institute for Leadership. The planning process demonstrated was collaborative and inclusive with cooperative efforts to create a plan that reflects the thinking and aspirations for Three Rivers for the next three to five years. Metrics have been developed for each of the four goals so that we, as a community, can measure our progress in implementing the strategic plan.

'nank you, again, for your assistance in the planning process! I look forward to working with you to make wonderful opportunities happen for Three Rivers!

Mary Ellen

Goals	Activities	ty College Strategic Plan 2017 - 2020 Metrics	Champions
Godis .	Activities	ivieurus	Champions and Key Contributors
Provide excellent educational experiences to prepare students for advancement to four-year institutions or for career readiness / enhancement.	Three Rivers will provide excellent educational experiences to prepare students for advancement to four-year institutions or for career readiness	<ul> <li>% students enrolled in &gt;=15 credits in one semester (fall or spring)</li> <li>% of students enrolled in &gt;=30 credits in one year (fall, spring, summer)</li> <li>% of students enrolled in distance-learning courses</li> <li>% of students passing developmental English or Math courses in their first year (fall, spring, and summer)</li> <li>% of students completing gateway English or Math courses with a C or better</li> <li>Number of tutoring sessions offered in one year (fall, spring, summer)</li> <li>% of students retained fall-to-spring and fall-to-fall</li> <li>% of credential-seeking students who complete a degree or certificate within 3 years of initial enrollment.</li> </ul>	1. Student Services Dean, Champion 2. Academic Dean, Co-Champion 3. Academic Department Chairs 4. Guided Pathways to Success Committee 5. Office of Institutional Research
	Students in career-focused programs are well-prepared for work, and programs demonstrate marketable quality.	<ul> <li>Employer satisfaction with student preparation survey (data currently not available)</li> <li>Number of focused workforce development programs validated by local / regional labor data for high-demand jobs.</li> <li>Seek/maintain accreditation for career-focused programs, i.e., nursing.</li> </ul>	
	College sustains an excellent reputation in transfer preparation.	<ul> <li>Number of articulation agreements</li> <li>Top ten 4-year institutions TRCC students transfer into.</li> </ul>	
	College expands support of faculty development to advance teaching and learning.	<ul> <li>Number of Center for Teaching events</li> <li>Number of professional development days.</li> </ul>	
	Establish clear, goal-oriented process to evaluate academic programs.	Systematically evaluate all certificate and degree programs to determine their relevance.	

	Goals	Activities	Metrics	Champions and Key Contributors
2.	IMAGE College of choice; promote the value and recognition of Three Rivers Community College and the CSCU as excellent venues to achieve educational goals.	Increase Marketing Efforts - Continue to create a paradigm shift – that TRCC is a legitimate choice for college, not a last resort; it is for successful students as well as for students needing remedial help; it's a responsible financial choice that reduces college debt; that transferring to 4-yr college is straightforward with no loss of credit.	<ul> <li>% increase of enrollment of credit first year and transfer broken out by traditional students (up to age 21) and adults (22 and older), by semester, and by part-time and full-time</li> <li># of students who successfully transfer (if access to additional data from National Clearing House is allowed, add successful completion of Bachelor's degree)</li> <li>Top Ten Transfer-Receiving Four-Year Institutions</li> <li>% increase of enrollment of non-credit students</li> <li>Data gathered on 15 credit/semester students (enrollment, retention, eventually graduation)</li> <li>Graduate Survey (specific questions only)</li> <li>Top Ten Feeder high Schools</li> <li>Applicant yield rate</li> <li>College Career Pathway Enrollment</li> </ul>	<ol> <li>Director of Marketing, Champion</li> <li>Academic Dean</li> <li>Director of Institutional Advancement</li> <li>Director of Admissions</li> <li>Associate Dean of Workforce Development</li> <li>Guided Pathways to Success Committee</li> <li>Office of Institutional Research</li> </ol>
		Optimize academic programs with a student-centered approach including making offerings more convenient to students, respond quickly to job market trends and future forecasts, and full-time career counseling.	Graduate Survey     Data gathered on 15 credit/semester students (enrollment, retention, eventually graduation)     Percentage of students taking online classes by term	
		Strong regional socio-economic opportunities — Make TRCC an acknowledged and trusted resource for the business and industry community to partner in creating strong regional socio-economic opportunities.	area businesses  Measure numbers and types of connections with businesses (large and small) – not yet available need comprehensive list of all businesses involved	

Goals	Activities	Metrics	Champions and Key Contributors
3. STEWARDSHIP  Cost effective and efficient; improve the fiscal stability through increased enrollment, alternate sources of revenue and effective management of resources.	Maximize the use of facilities. Consider using facilities for community engagement and development, language courses and lecture series, and implement a more agile scheduling process.  Develop a more robust evaluation program that incorporates both measures of effectiveness and efficiency according to the CIHE standards.	Energy Utilization     # of non-TRCC events hosted     Fall, Spring, and Summer enrollment by student types     Effectiveness Measures	<ol> <li>Administrative Services Dean, Champion</li> <li>Academic Dean</li> <li>Office of the President</li> <li>Academic Department Chairs</li> <li>Office of Institutional Research</li> <li>Student Services Dean</li> <li>Office of Institutional Advancement</li> </ol>
	Engage and inspire faculty innovation.	<ul> <li># of faculty and staff attended professional development by type (conference, workshop, courses, etc.),</li> <li># of curriculum change requests (new, modify, termination),</li> <li>Percentage of faculty who have completed Teaching Effectiveness Certificate Program.</li> </ul>	

	Goals	Activities		Metrics		Champions and Key Contributors	
4.	PARTNERSHIPS Leverage and strengthen collaboration, partnerships, and responsiveness to students, employers, and communities.	Foster more collaboration with industry and other external partners; this includes recruiting subject matter experts from industry to serve as advisors and adjunct faculty.		Meet critical needs of Eastern Connecticut's manufacturing industries. Collaborate with Eastern Workforce Investment Board, General Dynamics-Electric Boat, EAMA, and Department of Labor to identify and deliver workforce training and funding. As the Trainer-of-Choice for Outside Machinist, Welding, Introduction to Manufacturing, Carpentry, Painting, and Design classes, deliver training outlined in the EWIB 3-year manufacturing pipeline. Provide assessment of pipeline annually.	Student Services Dean,     Champion     Academic Dean     Associate Dean of     Workforce Developmen     Office of Institutional     Advancement     Academic Department     Chairs     Guided Pathways to     Success Committee		
		Pursue more partnerships with Healthcare / Allied Health programs serve community & students Program expansion & creation, weekend, RN-BSN, Allied health, IT/Network, Hospitality, Online courses.  Increase internship opportunities for students.		Implement a Medical Assisting Associate of Science Degree program by Fall 2018, creating alternative degree programs and career opportunities for current and prospective students.  Implement a Medical Administrative Assistant Certificate program by Spring 2018, creating alternative certificate programs and career opportunities for current and prospective students.  Appoint a TRCC internship coordinator who collaborates with industry and local employers to increase internship opportunities, and post them on TRCC's College Central Network.  # of students participating in internships/coops/practicums by academic year Annual expenditure of Foundation sponsored activities.	7.	Director of Nursing and Allied Health Office of Institutional Research	

# External Communication (Section 46a-68-80)

# External Communication - Overview {Section 46a-68-80}

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 isthat 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 thegrievance 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 2018 & 2019, the College did hot advertised or fill any permanent, full-time positions.

For future searches the College will be 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 ofminority 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 inviolation 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.



574 New London Turnpike • Norwich, CT 06360-6598 860.215.9007 FAX: 860.215.9917

Office of the President

May 11, 2020.

Mr. Robert Reutenauer
Staff Organizer
Congress of Connecticut Community Colleges (the 4Cs)
907 Wethersfield Avenue
Hartford, CT 06114

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Sincerely,

Mary Ellen Jukoski, Ed.D.

President

MEJ/ah



574 New London Turnpike • Norwich, CT 06360-6598 860.215.9007 FAX: 860.215,9917

Office of the President

May 11, 2020

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

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Sincerely,

Mary Ellen Jukoski, Ed.D.

President

MEJ/ah



574 New London Turnpike • Norwich, CT 06360-6598 860.215.9007 FAX: 860.215.9917

Office of the President

May 11, 2020

American Federation of State, County and Municipal Employees, AFL-CIO AFSCME Council 4 444 East Main Street New Britain, CT 06051

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Sincerely,

Mary Ellen Jukoski, Ed.D.

President

MEJ/ah



574 New London Turnpike • Norwich, CT 06360-6598 860.215.9007 FAX: 860.215.9917

Office of the President

May 11, 2020

American Federation of Teachers 35 Marshall Road Rocky Hill, CT 06067

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Sincerely,

Mary Ellen Jukoski, Ed.D.

Mary Ellen Jukoski

President

MEJ/ah



574 New London Turnpike • Norwich, CT 06360-6598 860.215.9007 FAX: 860.215.9917

Office of the President

May 11, 2020

Connecticut Employees Union Independent 110 Randolph Road Middletown, CT 06457

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Sincerely,

Mary Ellen Jukoski, Ed.D.

Mary Elen Jukoski

President

MEJ/ah



#### 574 New London Turnpike • Norwich, CT 06360-6598 860.215.9007 FAX: 860.215.9917

Office of the President

April 1, 2019

Mr. Robert Reutenauer
Staff Organizer
Congress of Connecticut Community
Colleges (the 4Cs)
907 Wethersfield Avenue
Hartford, CT 06114

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Juposhi

Sincerely,

Mary Ellen Jukoski, Ed.D.

President

MEJ/ah

cc: Kenneth Saad

1 April 2019



Office of the President

April 1, 2019

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

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Eller Juhrshi

Sincerely,

Mary Ellen Jukoski, Ed.D.

President

MEJ/ah

cc: Kenneth Saad

1 April 2019



## 574 New London Turnpike • Norwich, CT 06360-6598 860.215.9000

April 1, 2019

American Federation of State, County and Municipal Employees, AFL-CIO AFSCME Council 4 444 East Main Street New Britain, CT 06051

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Date: 1 April 2019

Sincerely,

Mary Ellen Jukoski, Ed.D.

President

MEJ/ah



Office of the President

April 1, 2019

American Federation of Teachers 35 Marshall Road Rocky Hill, CT 06067

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Sincerely,

May Ellen Jukoski, Ed.D.

President

MEJ/ah

cc: Kenneth Saad

Date: 1 April 2019



Office of the President

April 1, 2019

Connecticut Employees Union Independent 110 Randolph Road Middletown, CT 06457

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Sincerely,

Mary Ellen Jukoski, Ed.D.

President

MEJ/ah

cc: Kenneth Saad

Upril 2019



Office of the President

February 28, 2018

Mr. Robert Reutenauer
Staff Organizer
Congress of Connecticut Community
Colleges (the 4Cs)
907 Wethersfield Avenue
Hartford, CT 06114

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

(en Juhoshi

Sincerely,

Mary Ellen Jukoski, Ed.D.

President

MEJ/ah



Office of the President

February 28, 2018

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

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

I Jehrski

Sincerely,

Mary Ellen Jukoski, Ed.D.

President

MEJ/ah



Office of the President

February 28, 2018

American Federation of State, County and Municipal Employees, AFL-CIO AFSCME Council 4 444 East Main Street New Britain, CT 06051

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Sincerely,

Maly Eller Jukoshi
Mary Eller Jukoshi
Mary Eller Jukoski, Ed.D.

President

MEJ/ah



Office of the President

February 28, 2018

Connecticut Employees Union Independent 110 Randolph Road Middletown, CT 06457

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Eller Juhrshi

Sincerely,

Mary Ellen Jukoski, Ed.D.

President

MEJ/ah



Office of the President

February 28, 2018

American Federation of Teachers 35 Marshall Road Rocky Hill, CT 06067

To Whom It May Concern:

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 Three Rivers Community College library for public review.

We invite you to review the plan and submit any comments that you may have to Kenneth Saad, the College's Equity and Diversity Officer, at KSaad@trcc.commnet.edu or at the College's address below.

Eller Juhoski

Sincerely,

Mary Ellen Jukoski, Ed.D.

President

MEJ/ah

#### 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

#### 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 UNIVERISTY 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

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

SPANISH AMERICAN DEVELOPMENT AGENCY 1317 State Street Bridgeport, CT 06605

Affirmative Action Officer MASSOSOIT COMMUNITY COLLEGE Brockton, MA 02402

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

PERSONNEL
ROXBURY COMMUNITY COLLEGE
1234 Columbus Avenue
Boston, MA 02120

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

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

Community Renewal Team 555 Windsor Street Hartford, CT 06120 Director of Placement UNIVERISTY OF RHODE ISLAND 75 Lower College Rd. Suite 2 Carlotti Admin. Building Kingston, RI 02881

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

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

SHILOH BAPTIST CHURCH 1 Garvin Street New London, CT 06320

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

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

Career Services UMASS/BOSTON Boston, MA 02125

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

STATE PRIDE 1841 Broad Street Hartford, CT 06114 EXEC. DIRECTOR
CENTRO DE LA
COMMUNIDAD
109 Blinman Street
New London, CT 06320

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

Affirmative Action Officer COMMUNITY COLLEGE OF PHILADELPHIA Philadelphia, PA 19130

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

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

CHILD & FAMILY SERVICES 1680 Albany Avenue Hartford, CT 06105

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

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

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 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.

## Memorandum

To:

Gayle O'Neill, Director of Finance

CC;

Commission on Human Rights and Opportunities - Contract Compliance Unit Mary Ellen Jukoski, President

M Odell

From:

Meg Yetishefsky, Program Manager, Supplier Diversity Program

Date:

December 30, 2019

Re:

FY 2019-2020 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 FY19-20 S/MBE goal report outlining the agency adopted budget and subsequent funds available for S/MBE purchases for FY19-20.

As indicated in CGS, 4a-60g, "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 20:	\$	45,840,053
Line 2: Amount Available for S/MBE program : (after allowable deductions/exemptions)	\$	1,293,754
Line 3: 25% of Line 2 - total set aside for Small/Minority Business Enterprise	: \$	323,439
Line 4: 25% of Line 3 - total set aside for only Minority Business Enterprise	: \$	80,860

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

#### FY20 THREE RIVERS COMMUNITY COLLEGE

<b>390</b> 1			41.7	- 10		-				~	-		GE	**	~	~~
MALE A	111/		(1 H B.			8 1	-	<b>~</b> III			5 .	A. V. ADIT .	4 64 14	м	A-3-Y	-
20 M	111	 		- 23 4	- m		THE .		S me		10.00	യ അവ	1 to 1 and		-	GIE:

DESCRIPTION	9	を できる (本語) (参加) (を を を を を を を を を を を を を を を を を を を	<b>展系</b>	e-2 Federally Funded openditures	教育 初音	ige -3 Non- Purchasing udgeted Exp	125112 (1700)	Page 4 tute Required udgeted Exp.	大量 好 医毒素	Page 5 Requested Exemptions	CONTRACTOR AND ADDRESS OF THE PARTY OF THE P	al Deductions + Exemptions
Total Agency Adopted Budget	\$	45,840,053	\$	6,763,806	\$	35,036,374	\$	2,069,146	\$	706,973	\$	44,576,299
Budget Available for Small Contractor Program	\$	1,263,754	Not	es or Comme	nts:					3		raine and a second
Annual SBE Goal	\$	315,939			o.							
Annual MBE Goal	\$	78,985				e e						985

#### AMOUNTS APPROVED BY DAS

DESCRIPTION	1 5 4 1 5 4 1 6 4 1 6 4	# # # # # # # # # # # # # # # # # # #	16.84 Sq 4-34 Sq	e-2 Federally Funded penditures	o p	je -3 Non- urchasing dgeted Exp.	13.5	Page 4 tute Required dgeted Exp.	TE AS	Page 5 Requested Exemptions	ALC: NO. O	al Deductions + Exemptions
Total Agency Adopted Budget	\$	45,840,053	\$	6,763,806	\$	35,036,374	\$	2,069,146	\$	676,973	\$	44,546,299
Budget Available for Small Contractor Program	\$	1,293,754	not a	s or Commer approved. The fied that prov	DAS	, Supplier Di	for V	Villimantic Wa y Program ha	aste is si	(Trash Service everal compan	es c	30,000 was urrently
Annual SBE Goal	\$	323,439								ε		
Annual MBE Goal	\$	80,860								2		

#### Saad, Kenneth W

∷m:

Kenton, Stanley <Stanley.Kenton@ct.gov>

Sent:

Tuesday, April 9, 2019 2:02 PM

To:

Smith, Valerie A

Cc:

O'Neill, Gayle C; Kelly, James M; Saad, Kenneth W; Goldberg, Joshua

Subject:

RE: Three Rivers 3rd Quarter Reports

#### Good Afternoon Valerie,

Thank you for the Quarterly report. We have not received the Three Rivers Community College's FY19 Goals Report, the due date for the report per state statute was <u>August 30, 2018</u>. If you need technical assistance in preparing the report, please contact me. The link for the Goals Calculation form is:

https://portal.ct.gov/DAS/Procurement/Contracting/DAS-Procurement-Agency-Informational-Resources/How-To

Stan Kenton, Accounts Examiner DAS-Supplier Diversity 450 Columbus Boulevard Hartford, Connecticut 06103

ect: 860-713-5241 rax: 860-622-2978

Email: stanley.kenton@ct.gov



<u>Our Mission</u>: Deliver value-added procurement programs and services by creating efficiencies, introducing smart technologies, acting with integrity, and providing collaboration and strategic leadership.

From: Smith, Valerie A [mailto:VSmith@trcc.commnet.edu]

Sent: Tuesday, April 09, 2019 1:01 PM

To: Kenton, Stanley <Stanley.Kenton@ct.gov>; Goldberg, Joshua <Joshua.Goldberg@ct.gov>

Cc: O'Neill, Gayle <goneill@trcc.commnet.edu>; Kelly, James M <JKelly@trcc.commnet.edu>; Saad, Kenneth W

<KSaad@trcc.commnet.edu>

Subject: Three Rivers 3rd Quarter Reports

od afternoon,

#### SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year 2019-2020

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

FY QUARTER PERIOD	2nd Qtr	In reporting data below, does your Agency utilize C.O.R.E.?	YES	
If not utilizing C.O.R.E., D	ID YOU VALIDATE COMPANY A	S A CURRENT SBE AND/OR MBE Yes_X No	NO	X
		1		

Agency Name: Three Rivers Community College

Report Prepared by:	Neill		Agency Number:		
CERTIFIED VI	ENDORS ONLY		ACTU	AL EXPENDITURES	SPECIFY:
Small Business	(A) Enterprise (SBE) OR erprise (MBE) Vendor Name	(B) State Contract # OR P.O. #		(D) MBE Category	
Advanced Alarm Security Sys			\$	4,799.00	SB
Air Temp Mechanical Service			\$	15,598.37	SB
Chase Graphics			\$	395.00	SB
DH Marvin & Sons Inc			\$	229.72	SB
FIRETECH Engineered Syste	ems		\$	687.00	SB
Flow Tech, Inc.			\$	1,950.00	SB
G. Donovan Associates			\$	500.00	SB
Insalco Corp			\$	915.17	SB
Northeast Ind. Services Inc.			\$	910.00	SB
Prime Electric LLC			\$	3,798.98	SB
PSI-New England Storage Pr	oducts		\$	72,395.55	SB
Service Station Equipment			\$	850.00	SB
Suburban Stationers			\$	9,785.70	SB
Total Pest Control LLC			\$	150.00	SB
Aztec Technologies				2,537.54	W
nfoshred LLC			\$	612.75	- W
Ryan Business Systems Inc.			\$	8,995.82	W
C & C Janitorial Supplies			\$	11,896.43	WP
· · · · · · · · · · · · · · · · · · ·					
(D. 1.11-)	2. 9.	SBE/MBE TOTAL	\$	137,007.03	

FISCAL YEAR

SUPPLIER DIVERSITY PROGRAM

Back-Up Sheets require Totals for each MBE Category

SMALL	MINORITY	BUSINESS	<b>ENTERPRISE</b>	QUARTERLY	REPORT

Fiscal Year Quarter 2nd	Fiscal Year Pe	riod	7.35	Oct 1	, 2019 - Dec 31, 2	2019
Agency Itame: Three Rivers Community College	Age	• 11	(	CCB	0100	¥
Prepared Gayle O'Neill	Num E-m	ail	goneill@thre	eriver	s.edu	
y: 1.72	Add	ress:				
el.#- 860-215-9276	Please Submit a copy of the	s form and Eack-Up S	heuts via Interfittice	Mail to C	HRO × 25 SIGOURNEY ST. He	etteet CT Lividia
) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOU Page 1 (Summary Page) From The Annual Goals Calc 2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIO	ulations Report	IDGET		_		
) 25% of line # 2 Total - Set Aside - Small/Minority Busine	ess Enterprises (	Combined)	1	\$		
) 25% of line # 3 Total- Set Aside - Minority Business En	terprises only			\$	€	
	QUAR	rer	Number	YE	AR TO DATE	Number
	TOTAL	S (\$)	Contracts		TOTALS (\$)	Contracts
7) Total Agency FY Expenditures for Purchases and Contracts	\$ 2	2,345,091.91	199	\$	3,813,862.57	308
) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. Combined TOTALS OF SBE AND MBE EXPENDITURES	\$	137,007.03	24	\$	216,038.34	31
7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only.  PLEASE CATEGORIZE:						A
A) American Indian (N)				1		
B) Asian (A)						
C) Black (B)						
D) Disabled Individual (D)						
E) Hispanic (H)				-		
F) Iberian Peninsula (I)				-		
G) Disabled American Indian (DN)				1		
H) Disabled Asian American (DA)				1		
i) Disabled Black American (DB)			İ	1		
J) Disabled Hispanic American (DH)			i			
K) Disabled Iberian Peninsula American (DI)				1		<del>                                     </del>
L) Woman (W)	\$	12,146.11	4	\$	23,762.87	6
M) Woman American Indian (NW)	<u> </u>			Ť		
N) Woman Asian (AW)				+		
O) Woman Black (BW)				1		
P) Woman Disabled (DW)				1		-
Q) Woman Hispanic (HW)				1		
R) Woman Iberian Peninsula (IW)	\$	11,896.43	1	\$	17,548.79	1
S) Disabled American Indian Woman (DNW)	,		<u> </u>	Ť	,0.10110	<del>                                     </del>
T) Disabled Asian American Woman (DAW)						<del> </del>
U) Disabled Black American Woman (DBW)			1	-		<b>+</b>
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)	\$	Net		\$		
WBE TOTAL [Lines L - W]	\$	24,042.54		\$	41,311.66	
MBE TOTAL {Lines A - W}	\$	24,042.54	l l	\$	41,311.66	

79,031.31

## DEI TMENT OF ADMINISTRATIVE SERVICES SUPPLIER DIVERSITY PROGRAM SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

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

Agency Name: Three Rivers Community College								
Report Prepared by:	Gayle O'N	Neill Agency Number:						
CERTIFIED \	ENDORS ONLY		ACTUA	AL EXPENDITURES	SPECIFY:			
	(A) Enterprise (SBE) OR terprise (MBE) Vendor Name	(B) State Contract # OR P.O. #		(C) DAS Certified SBE/MBE AMOUNT	(D) MBE Category			
Air Temp Mechanical Servic			\$	14,135.29	SB			
Bartholomew Contract Interi			\$	3,195.36	SB			
Calculate, LLC			\$	20,000.00	SB			
OH Marvin & Sons Inc			\$	379.36	SB			
IRETECH Engineered Syst	ems		\$	468.00	SB			
S. Donovan Associates			\$	7,995.00	SB			
Prime Electric LLC				5,776.92	SB			
Suburban Stationers			\$	9,612.26	SB SB			
Total Pest Control LLC			\$	200.00	SD			
			\$	1,347.95	W			
Aztec Technologies			\$	430.00	W			
nfoshred LLC John W Gross Company			\$	1,488.25	W			
Ryan Business Systems Inc.			\$	8,350.56	W			
tyan business bystems inc.					are the time that the first time that the first time that the			
C & C Janitorial Supplies			\$	5,652.36	WP			
The Control of the Co					an par e e das com sad con ser an an an an an an an			

SBE/MBE TOTAL

\$

MBE TOTAL {Lines A - W}

FISCAL YEAR

2020

SUPPLIER DIVERSITY PROGRAM

Back-Up Sheets require Totals for each MBE Category

#### SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

Fiscal Year Quarter 1ST	Fiscal Year Period		Jul	y 1, 2019 - Sept 30,	2019
ENTER THIS QTR-					
Agency Name: Three Rivers Community College	Agency Number:		CCC	C80100	
Prepared Gayle O'Neill by:	E-mail Address		2)threeriv		
Tel. # - 860-215-9276 1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YO	Please Submit a copy of this form	and Bock-Up Shoots via h	ter Office Mail	to CHRO = 25 SWOLIGHEY ST, H.	wifued CT USIDS
Page 1 (Summary Page) From The Annual Goals Calc	ulations Report	5.00			
<ol> <li>Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIO</li> </ol>	NS				
3) 25% of line # 2 Total - Set Aside - Small/Minority Busine		bined)	\$		
4) 25% of line # 3 Total- Set Aside - Minority Business En	terprises only		\$	% <b>.</b>	
	QUARTER	Num	ber	YEAR TO DATE	Number
F	TOTALS (\$)	Contr	acts	TOTALS (\$)	Contracts
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 1,468	3,770.66 17	0 \$	1,468,770.66	170
6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors.  Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 79	),031.31 1	9 \$	79,031.31	19
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)				Ģ	
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)	\$ 1	1,616.76	6	\$ 11,616.76	6
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)	\$	5,652.36	1	\$ 5,652.36	1
S) Disabled American Indian Woman (DNW)		,			
T) Disabled Asian American Woman (DAW)	ļ				
U) Disabled Black American Woman (DBW)					
V) Disabled Hispanic American Woman (DHW)					1
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]		17,269.12		\$ 17,269.12	2

17,269.12

17,269.12

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

FY QUARTER PERIOD	April - June 2019	In reporting data below, does your Agency utilize C.O.R.E.?	YES	
If not utilizing CORE DI		AS A CURRENT SBE AND/OR MBE Yes_X_ No	NO	Х
II HOL Utilizing G.G.R.E., D.	2		_	

Three Rivers Community College Agency Name: **Agency Number:** Gayle O'Neill Report Prepared by: SPECIFY: **ACTUAL EXPENDITURES** CERTIFIED VENDORS ONLY (D) (B) DAS Certified SBE/MBE MBE State Contract # Small Business Enterprise (SBE) OR Category **AMOUNT** OR P.O. # Minority Business Enterprise (MBE) Vendor Name SB 17.251.00 \$ Air Temp Mechanical Services SB 1,825.00 CTR. LLC SB 10,000.00 Calculate, LLC SB 238.74 S D H Marvin & Son Inc. SB 8,432.00 FIRETECH Engineered Systems SB 8.073.07 G. Donovan Associates SB 886.08 \$ Gano's Power Equipment SB 2.248.48 Grader Trophy and Awards 240.00 SB Guardian Pest Control 2,067.97 SB Marcus Communications SB 445.00 Northeast Ind. Services Inc. SB 122.17 Prime Electric SB 450.00 Roybal and Sons Fire Equipment SB 11,449.27 Suburban Stationers Inc. SB 125.00 Total Pest Control SB 900.00 Tyco Copy Service W 743.00 AA Lock & Key W 1,679.85 Aztec Technologies W 880.00 \$ CPR Alive Health & Survival 680.00 W Hammonasset Construction W 690.00 Infoshred, LLC W 8,995.49 Ryan Business Systems Inc. IW 15.142.40 C & C Janitorial Supplies 93,564.52 SBE/MBE TOTAL \$

#### FISCAL YEAR

2019

SUPPLIER DIVERSITY PROGRAM Back-Up Sheets require Totals for each MBE Category

SMALL/	MINORITY BUSINESS ENTERPRISE QUARTI	ERLY RI	EPORT				
Fisca	al Year Quarter 4th	Fiscal	Year Period: April	June 2019			
ENTER	THIS QTR-						
Agency Name:	Three Rivers Community College		Agency Number:	(	CC8010	00	
Prepared by:	Gayle O'Neill		E-mail Address:	goneill@thre	hreerivers.edu		
Tel. # -	860-215-9276 FUNDS AVAILABLE (ALL SOURCES) FROM YO	Please Sulm	t a copy of this form and Back-Up .	Shoots via leterlities	Mail to CHRIT	at 25 SIMMIONEY ST H	ottani in nene
afte	nt Available for Small/Minority Business Program er DAS APPROVED DEDUCTIONS/EXEMPTIC f line # 2 Total - Set Aside - Small/Minority Busin	ONS	rprises (Combined)		\$		
4) 25% of	f line # 3 Total- Set Aside - Minority Business En	terprises	only		\$	<b>3</b>	
			QUARTER	Number	YEAI	R TO DATE	Number
			TOTALS (\$)	Contracts	то	TALS (\$)	Contracts
5) Total A	gency FY Expenditures for Purchases and Contracts	\$	1,027,542.82	207	\$	5,078,562.18	479
6) Total Ag	gency FY Expenditures for Purchases and Contracts						

7) 20 % of fine # 3 Total- Set Aside - Withority Business En	ter prises			*	(#5		
		QUARTER	Number	YE	YEAR TO DATE N		
		TOTALS (\$) Contracts		TOTALS (\$)		Contracts	
5) Total Agency FY Expenditures for Purchases and Contracts	\$	1,027,542.82	207	\$	5,078,562.18	479	
Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors.     Combined TOTALS OF SBE AND MBE EXPENDITURES	\$	93,564.52	34	\$	490,518.93	56	
Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only.     PLEASE CATEGORIZE:		/45					
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)				1			
H) Disabled Asian American (DA)							
I) Disabled Black American (DB)							
J) Disabled Hispanic American (DH)			1				
K) Disabled Iberian Peninsula American (DI)			1				
L) Woman (W)	\$	13,668.34	10	\$	49,842.43	14	
M) Woman American Indian (NW)				Ť	10,012.10		
N) Woman Asian (AW)							
O) Woman Black (BW)							
P) Woman Disabled (DW)			<b></b>				
Q) Woman Hispanic (HW)	1					_	
R) Woman Iberian Peninsula (IW)	\$	15,142.40	1	\$	44,392.02	1	
S) Disabled American Indian Woman (DNW)				Ť	71,002.02		
T) Disabled Asian American Woman (DAW)							
U) Disabled Black American Woman (DBW)							
V) Disabled Hispanic American Woman (DHW)				1		†	
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]	\$	28,810.74		\$	94,234.45		
MBE TOTAL {Lines A - W}	\$	28,810.74		\$	94,234.45		

#### DL. ARTMENT OF ADMINISTRATIVE SERVICES SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

SUPPLIER DIVERSITY PROGRAM

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

FY QUARTER PERIOD	Jan - Mar 2019	AC A CURRENT SEE A	MO/OB	s your Agency utilize C.O.R.E.?  MBE Yes X No	YES NO X
If not utilizing C.O.R.E. , D	ID YOU VALIDATE COMPANY	AS A CURRENT SEE AL	NDIOR	WIDE TES_A NO	NO X
Agency Name:	Three Rivers Community Coll	ege			
Report Prepared by:	Gayle O'l	Veill		Agency Number:	2
CERTIFIED	VENDORS ONLY	1	ACTUAL EXPENDITURES		
(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
Air Temp Mechanical Service			\$	16,956.09	SB
Bartholemew Contract Inter			\$	6,461.42	SB
CT Boiler Repair & Mfg Co			\$	25,460.00	SB
Chase Glass Company Inc			\$	6,982.00	SB
Common Cents EMS Suppl	У		\$	6,169.80	SB
FIRETECH Engineered Sys			\$	1,139.00	SB
Flow Tech, Inc.			\$	1,880.00	SB
Guardian Pest Control			\$	240.00	SB
Northease Ind Services Inc.			\$	1,015.00	SB SB
Roybal and Sons Fire Equip	ment		\$	1,506.00	SB
Sign Pro, Inc.			\$	49,293.50	*****
Suburban Stationers Inc.			\$	11,600.91	SB SB
Tyco Copy Service			\$	725.00	3D
			1	1,644.01	W
Aztec Technologies			\$	521.00	
Infoshred, LLC			\$	565.08	W
John W. Gross Company			\$	9,264.33	W
Ryan Business Systems Inc			\$	9,204.33	
		0 and 1 (reg at 10 to 1 a gas on 1 a gas on 1 a sa to 1 a		9,147.00	IW
C & C Janitorial Supplies	######################################		<u> </u> \$	5,147.00	
~~~~~					*********
					***********
		4.0 m of the section			****************
		SRE/MRE TOTAL	I s	150,570.14	

SUPPLIER DIVERSITY PROGRAM Back-Up Sheets require Totals for each MBE Category

SMALL/ MINORITY BUSINESS	<b>ENTERPRISE</b>	QUARTERLY	REPORT
--------------------------	-------------------	-----------	--------

ENTER	THIS QTR-	Fiscal Year Period: Jan - I				
Agency Name:	Three Rivers Community College	Agency Number:	[	CCC8010	0	
Prepared by:	Gayle O'Neill	E-mail Address:	goneill@thre	erivers.ed	du	
Tel. # -	860-215-9276	Please Sulmit a copy of this form and Buck-Up	r Shnets via Interettiin	Mail to CHSO	c 25 Siffniligney ST A	Inothered PT BEIDE
1) TOTAI Pag	. FUNDS AVAILABLE (ALL SOURCES) FRO e 1 (Summary Page) From The Annual Goa	OM YOUR ADOPTED BUDGET				an erior ar air damag
Pag 2) Amou	FUNDS AVAILABLE (ALL SOURCES) FROM 1 (Summary Page) From The Annual Goant Available for Small/Minority Business Per DAS APPROVED DEDUCTIONS/EXE	OM YOUR ADOPTED BUDGET als Calculations Report rogram		,		ar en a ar demo
Pag 2) Amou afte	e 1 (Summary Page) From The Annual Goa nt Available for Small/Minority Business P	OM YOUR ADOPTED BUDGET als Calculations Report rogram MPTIONS		\$		ar eve a Le Union
Pag 2) Amou afte 3) 25% o	e 1 (Summary Page) From The Annual Goant Available for Small/Minority Business Per DAS APPROVED DEDUCTIONS/EXE	OM YOUR ADOPTED BUDGET als Calculations Report rogram MPTIONS Business Enterprises (Combined)		\$ \$		arem a be comp

	 COMMITTELL	Number		EAR TO DATE	Number
	TOTALS (\$)	Contracts		TOTALS (\$)	Contract
5) Total Agency FY Expenditures for Purchases and Contracts	\$ 1,383,427.30	158	\$	4,051,019.36	350
Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors.     Combined TOTALS OF SBE AND MBE EXPENDITURES	\$ 150,570.14	22	\$	396,954.41	38
7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only.  PLEASE CATEGORIZE:					
A) American Indian (N)					
B) Asian (A)			1		
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)					ļ
K) Disabled Iberian Peninsula American (DI)					
L) Woman (W)	\$ 11,994.42	4	\$	36,174.09	9
M) Woman American Indian (NW)			1		
N) Woman Asian (AW)					
O) Woman Black (BW)					
P) Woman Disabled (DW)		1	7		
Q) Woman Hispanic (HW)					
R) Woman Iberian Peninsula (IW)	\$ 9,147,00	1	\$	29,249,62	1
S) Disabled American Indian Woman (DNW)			1	20,210,02	- ·
T) Disabled Asian American Woman (DAW)		-	1		
U) Disabled Black American Woman (DBW)		1			
V) Disabled Hispanic American Woman (DHW)		1	1		
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]	\$ 21,141.42		\$	65,423.71	
MBE TOTAL (Lines A - W)	\$ 21,141.42		\$	65,423.71	

Fiscal Year 2018 - 2019

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

FY QUARTER PERIOD	Oct - Dec 2018	In reporting data below, does your Agency utilize C.O.R.E.?	YES	
If not utilizing C O R F		AS A CURRENT SBE AND/OR MBE Yes_X_ No	NO	X
If flot athizing c.o.i.c., D	D 100 171227112 0 0 111			

Agency Name: Three Rivers Community College

Report Prepared by:	Gayle O'	Neill	Agency Number:		
CERTIFIED VI	NDORS 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	
AAIS Corp			\$ 98,539.25	SB	
Air Temp Mechanical Service	\$		\$ 17,019.63	SB	
Chase Graphics			\$ 1,298.00	SB	
FIRETECH Engineered Syste	ems		\$ 6,764.00	SB	
G. Donovan Associates			\$ 9,975.00	SB	
Guardian Pest Control			\$ 120.00	SB	
Integrated Technical Systems			\$ 398.00	SB	
Northease Ind Services Inc.	A C C C C C C C C C C C C C C C C C C C		\$ 890.00	SB	
Prime Electric			\$ 1,477.16	SB	
Roybal and Sons Fire Equipm	nent	-110/	\$ 1,420.58	SB	
Suburban Stationers Inc.			\$ 11,607.04	SB	
Tec Control Systems				SB	
			\$ 500.60	W	
AA Lock & Key				W	
Aztec Technologies				W	
CPR Alive Health & Survival			100.00	W	
Hammonasset Construction L	LC			W	
Infoshred, LLC				W	
Ryan Business Systems Inc.				W	
The Nasi Group			\$ 1,360.00		
C & C Janitorial Supplies			\$ 16,522.71	IW	
- Continue of the continue of					
		SBE/MBE TOTAL	\$ 181,742.53		

FISCAL YEAR

2019

SUPPLIER DIVERSITY PROGRAM

Back-Up Sheets require Totals for each MBE Category

CREALL	ASIMODITY	DITCIMECO	<b>ENTERPRISE</b>	OUADTED! V	DEDORT
SWALL	INIMORIT	DUSINESS	CIVICKPRISE	WUARTERLI	KEPUKI

NTER	THIS QTR-				neman.		
gency lame:	Three Rivers Community College		Agency Number:	(	CC80	100	
repared y:	Gayle O'Neill		E-mail Address:	goneill@thre	erivers	<u>.edu</u>	
el.#-	860-215-9276		pay of this form, and Back-Up S	hoets via loterOffice	Hail to CH	RO = 25 SIGOURHEY ST, Ho	rtford CT DEIDE
) TOTAL	FUNDS AVAILABLE (ALL SOURCES) FROM YOU	JR ADOPTE	D BUDGET				
Page	e 1 (Summary Page) From The Annual Goals Calc nt Available for Small/Minority Business Program	ulations Re	port				
	er DAS APPROVED DEDUCTIONS/EXEMPTIO						
) 25% o	f line # 2 Total - Set Aside - Small/Minority Busine	ss Enterpri	ses (Combined)		\$		
) 25% o	f line # 3 Total- Set Aside - Minority Business En	terprises or	nly		\$	i 4:	
		Q	UARTER	Number	YE	AR TO DATE	Number
		то	OTALS (\$)	Contracts	Т	OTALS (\$)	Contracts
5) Total A	gency FY Expenditures for Purchases and Contracts	\$	1,585,160.07	170	\$	2,667,592.06	265
from Sm	gency FY Expenditures for Purchases and Contracts all and Minority Contractors. ed TOTALS OF SBE AND MBE EXPENDITURES	\$	181,742.53	22	\$	246,324.27	28
from Mi	gency FY Expenditures for Purchases and Contracts nority Business Enterprises (MBE) only. CATEGORIZE:		P	2		٥	
A) Ame	erican Indian (N)						
B) Asia	nn (A)						- A
C) Blac	ck (B)						
D) Disa	abled Individual (D)						
E) Hisp	panic (H)						
F) Iber	ian Peninsula (I)		75				
G) Disa	bled American Indian (DN)						
H) Dis	abled Asian American (DA)						
1) Disa	abled Black American (DB)						
J) Disa	abled Hispanic American (DH)						
K) Dis	abled Iberian Peninsula American (DI)						
L) Wo	man (W)	\$	15,711.16	7	\$	24,179.67	8
M) Wo	man American Indian (NW)						
N) Wo	man Asian (AW)						
O) Wo	man Black (BW)						
P) Wo	man Disabled (DW)						
Q) Wo	oman Hispanic (HW)	-					
R) Wo	oman Iberian Peninsula (IW)	\$	16,522.71	1	\$	20,102.62	1
S) Dis	abled American Indian Woman (DNW)						-
	sabled Asian American Woman (DAW)						
	sabled Black American Woman (DBW)						
_	sabled Hispanic American Woman (DHW)						1
	sabled 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]	\$	32,233.8		\$	44,282.2	
	MRE TOTAL /Lines A - WA		32 233 8	7	S	44 282 2	a I

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

EV OUADTED DEDIOD	July - Sept 2018	In reporting data below, does your Agency utilize C.O.R.E.?	YES	
FY QUARTER PERIOD	DID VOLLVALIDATE COMPANY	AS A CURRENT SBE AND/OR MBE Yes_X No	NO	X
If not utilizing C.O.R.E.,	DID TOU VALIDATE COMPANY	A8 A 80 A 1 CONTINUE TO THE TOTAL TO THE TOTAL TOTAL TOTAL TO THE TOTAL		

	Three Rivers Community Coll				
Report Prepared by:	Gayle O'N	Neill		Agency Number:	
CEPTIFIED V	ENDORS ONLY		ACTUA	L EXPENDITURES	SPECIFY:
CERTIFIED VENDORS ONLY  (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
Air Temp Mechanical Servic	es		\$	16,358.27	SB
Flow Tech, Inc.			\$	644.00	SB
Gano's Power Equipment LL	C	(	\$	11.49	SB
Guardian Pest Control			\$	300.00	SB
Prime Electric			\$	8,012.58	SB
Roybal and Sons Fire Equip	ment		\$	1,878.56	SB
Suburban Stationers Inc.			\$	10,431.44	SB SB
Tec Control Systems			\$	14,896.98	SD
			\$	343.70	W
AA Lock & Key			\$	851.59	W
Aztec Technologies			\$	1,033.00	W
nfoshred, LLC	E and the last the last ten and any contract the pion to the last ten and the last ten and the last ten and the last ten and t		\$	5,981.72	W
Ryan Business Systems Inc.			\$	258.50	W
Take 2 Inc.					
C & C Janitorial Supplies			\$	3,579.91	IW
					***
6 kg kg 44 00 00 00 10 10 00 00 00 00 00 00 00 00					
		SBE/MBE TOTAL	\$	64,581.74	

	R DIVERSITY PROGRAM <u>Back-Up Sheets require</u>	Totals for	each MBE Category	2019			
SMALL/	MINORITY BUSINESS ENTERPRISE QUARTE	RLY REP	ORT				
	al Year Quarter 1st		ear Period: Jul - Se	ept 2018			
NTER	THIS QTR-	· · · · · · · · · · · · · · · · · · ·	our ronour our or	person i		**************	
\gency	[	ì	Agency				
lame:	Three Rivers Community College		Number:	(	CCC80	0100	
repared y:	Gayle O'Neill		E-mail Address:	goneill@thre	eriver	s.edu	
'el. # -	860-215-9276	Please Solimit a	copy of this form and Back-Up	Sheets via leter(III)ce	Mail to f	PHOTE 25 CHONDONEV CT. III	netford PT DEIDE
	FUNDS AVAILABLE (ALL SOURCES) FROM YOU	UR ADOPT	ED BUDGET	William William William	Juni to L	ima = 23 Sibilimae i Si, ni	artiera Granica
Page	e 1 (Summary Page) From The Annual Goals Calont Available for Small/Minority Business Program	ulations R	eport				
	er DAS APPROVED DEDUCTIONS/EXEMPTIO		F 2				
3) 25% of	f line # 2 Total - Set Aside - Small/Minority Busine	ess Enterp	rises (Combined)		\$		
l) 25% o	f line # 3 Total- Set Aside - Minority Business En	terprises o	only		\$		
	-		QUARTER	Number	V	AR TO DATE	Number
		Т	OTALS (\$)	Contracts		TOTALS (\$)	Contracts
i) Total A	gency FY Expenditures for Purchases and Contracts	\$	1,082,431.99	161	\$	1,082,431.99	161
from Sm	gency FY Expenditures for Purchases and Contracts Iall and Minority Contractors. Ied TOTALS OF SBE AND MBE EXPENDITURES	\$	64,581.74	18	\$	64,581.74	18
from Mi	gency FY Expenditures for Purchases and Contracts nority Business Enterprises (MBE) only. CATEGORIZE:						
A) Ame	erican Indian (N)		-				
B) Asia	ın (A)						
C) Blac	ck (B)						
D) Disa	abled Individual (D)						
E) Hisp	panic (H)						T
F) Iberi	ian Peninsula (I)						
G) Disa	bled American Indian (DN)						
H) Disa	abled Asian American (DA)						
I) Disa	bled Black American (DB)						
J) Disa	abled Hispanic American (DH)						
K) Disa	abled Iberian Peninsula American (DI)						
L) Wor	man (W)	\$	8,468.51	5	\$	8,468.51	5
M) Won	man American Indian (NW)				Ť	5,100.01	+ ·
N) Wor	man Asian (AW)	1			+-		+
O) Wo	man Black (BW)				-		-
	man Disabled (DW)	1			+		
	man Hispanic (HW)				+-		***
	man Iberian Peninsula (IW)	\$	3,579.91	1	\$	3,579.91	1
S) Disa	abled American Indian Woman (DNW)	1	0,010.0		Ť	0,010.01	ļ <u>-</u>
	abled Asian American Woman (DAW)			-	+		-
	abled Black American Woman (DBW)			-	+		1
	abled Hispanic American Woman (DHW)	-					1
	sabled 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]	\$	12,048.4		\$	12,048.42	_
	MBE TOTAL {Lines A - W}	\$	12,048.4	2	\$	12,048.42	2

#### SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

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

FY QUARTER PERIOD	Apr - Jun 2018	In reporting data below, does your Agency utilize C.O.R.E.?	YES		
FT QUARTER PERIOD		AS A CURRENT SBE AND/OR MBE Yes_X_ No	NO	X	
If not utilizing C.O.R.E. , DIL	YOU VALIDATE COMPANT	AS A CORRENT SDE AND/OR MOL 199_A			

Agency Name:	Three Rivers Community Coll	lege					
Report Prepared by:	Gayle O'Neill			Agency Number:			
	D VENDORS ONLY		ACTUA	SPECIFY:			
(A) Small Business Enterprise (SBE) OR Minority Business Enterprise (MBE) Vendor Name		(B) State Contract # OR P.O. #	.1	(D) MBE Category			
ABC Sign Corporation	interprise (iii22) residen		\$	1,779.00	SB		
Air Temp Mechanical Serv	vices	## 1-7+	\$	18,768.93	SB		
Chase Glass Company			\$	670.00	SB		
G. Donovan Associates			\$	29,796.00	SB		
Grader Trophy and Award	S		\$	50.00	SB		
Guardian Pest Control	×		\$	180.00	SB		
Northeast Ind. Services In	C		\$	2,895.00	SB		
Prime Electric	·		\$	288,17	SB		
			\$	450.00	SB		
Roybal and Sons Fire Equipment Suburban Stationers Inc.			\$	9,816.24	SB		
Tec Control Systems			\$	1,496.10	SB		
Thomas W Raftery			\$	405.38	SB		
10 H-1-1 10 10 10 10 10 10 10 10 10 10 10 10 10	***************************************		\$	369.80	W		
AA Lock & Key			\$	1,262.58	W		
Aztec Technologies			\$	400.00	W		
CPR Alive Health & Survival			\$	610.00	W		
Infoshred, LLC			\$	321.66	W		
Omar Coffee Company			\$	9,867.36	W		
Ryan Business Systems In Trueflow Testing & Balance	ing		\$	920.00	W		
C & C Janitorial Supplies			\$	13,504.64	IW		
(Pools Up)		SBE/MBE TOTAL	\$	93,850.86			

MBE TOTAL (Lines A - W)

#### SUPPLIER DIVERSITY PROGRAM Back-Up Sheets require Totals for each MBE Category SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT 4th Fiscal Year Quarter Fiscal Year Period: Apr - Jun 2018 ENTER THIS OTR-Agency Agency Three Rivers Community College CCC80100 Name: Number: Prepared E-mail Gayle O'Neill goneill@threerivers.edu by: Address: 860-215-9276 Tel. # - 860-215-9276 Please Subant a copy of this form and Back-Up Sheets via Inter-Office Hail to CHRU @ 25 SIGOURNEY ST, Hartford CT OBIOS 1) TOTAL FUNDS AVAILABLE (ALL SOURCES) FROM YOUR ADOPTED BUDGET Page 1 (Summary Page) From The Annual Goals Calculations Report 2) Amount Available for Small/Minority Business Program after DAS APPROVED DEDUCTIONS/EXEMPTIONS 3) 25% of line # 2 Total - Set Aside - Small/Minority Business Enterprises (Combined) \$ 4) 25% of line # 3 Total- Set Aside - Minority Business Enterprises only \$ QUARTER YEAR TO DATE Number Number TOTALS (\$) Contracts TOTALS (\$) Contracts 5) Total Agency FY Expenditures for Purchases and Contracts 1,242,513.84 207 5,172,809.87 576 6) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors. \$ \$ 93,850.86 22 415,991.52 66 Combined TOTALS OF SBE AND MBE EXPENDITURES 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) 13,751.40 62,313.83 13 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) 13,504.64 40,991,77 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] \$ 27,256.04 \$

27,256.04

103,305.60

103,305.60

109,691.95

SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT SUPPLIER DIVERSITY PROGRAM

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

FY QUARTER PERIOD	Jan - Mar 2018 In reporting data below, does your Agency utilize C.O.R.E.?			YES	
If not utilizing C.O.P.E. Dil		Y AS A CURRENT SBE AND/OR MBE Yes_X_ No	NO	X	
If flot utilizing C.O.K.L., Die	TOO VALIBATE COM THE		-		

Three Rivers Community College Agency Name: Agency Number: Gayle O'Neill Report Prepared by: SPECIFY: **ACTUAL EXPENDITURES** CERTIFIED VENDORS ONLY (D) (B) (A) DAS Certified SBE/MBE MBE State Contract # Small Business Enterprise (SBE) OR Category **AMOUNT** Minority Business Enterprise (MBE) Vendor Name OR P.O. # SB 6.511.80 ABC Sign Corporation SB 35,240.02 Air Temp Mechanical Services SB 4,999.94 Common Cents EMS Supply, LLC 2,303.10 SB D H Marvin & Son 5,638.00 SB G. Donovan Associates SB 240.00 Guardian Pest Control 398.00 SB Integrated Technical Systems SB 3.569.74 Mercury Cabling Systems SB 870.48 Marcus Communications 890.00 SB Northeast Ind. Services Inc. SB 4,973.48 Prime Electric SB 1,596.10 Roybal and Sons Fire Equipment 12,762.05 SB Suburban Stationers Inc. 5,250.00 SB Tec Control Systems W 1,543.19 AA Lock & Key W 1,669.30 Aztec Technologies W 745.00 Infoshred, LLC W 471.30 John W. Gross Company W 510.31 Omar Coffee Company W 9,963.10 Rvan Business Systems Inc W 257.70 Take 2 Inc. IVV 9,289.34 C & C Janitorial Supplies

SBE/MBE TOTAL

\$

FISCAL YEAR

2018

SUPPLIER DIVERSITY PROGRAM Back-Up Sheets require Totals for each MBE Category

#### SMALL/ MINORITY BUSINESS ENTERPRISE QUARTERLY REPORT

ENTER	THIS QTR-	Fiscal Year Period: Jan	- Mar 2018		*****		
Agency Name:	Three Rivers Community College	Agency Number:		CCC8010	00		
Prepared by:	Gayle O'Neill	E-mail Address:	goneill@thre	erivers.e	edu .		
Tel.#- 860-215-9276		Please Submit a copy of this form and Bac	Please Submit a capy of this form, and Back-Up Shaets via InterDiffice Mail to CHRU # 25 SIGDURINEY ST, Hartford CT				
1) TOTAL Page	FUNDS AVAILABLE (ALL SOURCES) FROM 1 (Summary Page) From The Annual Goals	I YOUR ADOPTED BUDGET					
2) Amoun	nt Available for Small/Minority Business Pro r DAS APPROVED DEDUCTIONS/EXEM	gram					
3) 25% of	line # 2 Total - Set Aside - Small/Minority B	usiness Enterprises (Combine	d)	\$			
4) 25% of	line # 3 Total- Set Aside - Minority Busines	ss Enterprises only		\$	(#I)		

	QUARTER		Number	YEAR TO DATE		Number
		TOTALS (\$)		TOTALS (\$)		Contracts
i) Total Agency FY Expenditures for Purchases and Contracts	\$	1,359,888.86	188	\$	3,930,296.03	459
5) Total Agency FY Expenditures for Purchases and Contracts from Small and Minority Contractors.  Combined TOTALS OF SBE AND MBE EXPENDITURES	\$	109,691.95	27	\$	322,140.66	60
7) Total Agency FY Expenditures for Purchases and Contracts from Minority Business Enterprises (MBE) only.  PLEASE CATEGORIZE:					ē ∂ <b>a</b> Ω	
A) American Indian (N)						
B) Asian (A)						
C) Black (B)	.00					
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)	\$	15,159.90	7	\$	48,562.43	12
M) Woman American Indian (NW)						
N) Woman Asian (AW)						
O) Woman Black (BW)					-11-11-11	
P) Woman Disabled (DW)						
Q) Woman Hispanic (HW)						
R) Woman Iberian Peninsula (IW)	\$	9,289.34	1	\$	27,487.13	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)					7	
DisBE TOTAL (Lines D, G, H, I, J, K, P, S,T,U, V, & W)	\$			\$		
WBE TOTAL [Lines L - W]	\$	24,449.24		\$	76,049.56	
MBE TOTAL {Lines A - W}	\$	24,449.24		\$	76,049.56	

# Assignment of Responsibility (Section 46a-68-81)

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, Mark Ojakian.

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 positionformerly 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 2015 were assigned to Gregory Souza. Upon the departure of Mr. Souza, Mr. Saad assumed the responsibilities of the Equity and Diversity Officer. These responsibilities represent approximately 100% of Mr. Saad's overall work.

ne work of the Equity and Diversity Officer includes several key responsibilities. These responsibilities include, but are not limited to:

- 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
- meeting with the President for regular discussions of Affirmative Action and equity and diversity concerns
- delivering an annual brief to the President and the President's cabinet on the status of the College's Affirmative Action Plan and its Affirmative Action Program

The EEO'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.



574 New London Turnpike, Norwich, CT 06360-6598 www.threerivers.edu

May 11, 2020

# 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.

The Plan has been prepared in accordance with Section 12 of Public Act 83-569 and Section 1 of Public Act 84-41 and Section 46a-68-94 Concluding Statement.

I, Mary Ellen Jukoski, President TRCC, acknowledge that the ultimate responsibility for promoting and enforcing affirmative action rests with the appointing authority and accounts for the success or failure of the plan. I also acknowledge that every good faith effort to achieve the objectives and goals set forth in the plan have been made, and attest that the Three Rivers Community College (TRCC) Equal Employment Opportunity Officer reports directly to TRCC's President.

Date: May 11, 2020

Mary Clen Jukoski Mary Ellen Jukoski, Ed.D.

President

MEJ/ah

# **Three Rivers Community College**

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 updates on the status of the Affirmation Action Plan.

Signed:

Dated: 04/30/2020

# Internal Program Evaluation – Overview

2018 & 2019 was a period of extensive review for Three Rivers Community College's approach to Affirmative Action and equal 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 statues, 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) Stabling a system for evaluation supervisor's performance on Affirmative Action consistent with Chapters 67 v7 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) Stabling 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 Notice of Nondiscrimination

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 intellectual disability, learning disability or physical disability, veteran status, sexual orientation, genetic information or criminal record.

TRCC is an Affirmative Action/Equal Opportunity Employer and strongly encourages the applications of women, minorities, persons with disabilities, and veterans.

### 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 Announ

#### cement

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 Communications," 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 <u>Supplemental Information Sheet</u> 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.

# Assignment of Responsibility

Schedule of Meetings between the EDO and President 2016-2017

July 26, 2016 September 13, 2016 February 28,2018 April 30, 2018

# **Meeting Topics:**

Affirmative Action Plan updates
Monitoring of Innovative
Programs Complaint Process
Career Mobility for .employees
Search and Selection process improvements
Mandated Trainings Planning and Implementation
On-Line Employee Training
Review 2018 Biannual AA Plan Filing
Submission of 2018 Biannual AA Plan Filing

# Equity and Diversity Committee

Schedule is Monthly between the Equity and Diversity Officer, the Title IX Coordinator and the Committee Members

# Meeting Topics:

State mandate Title IX student/faculty diversity training
Ct safe grant and PA 14-11 mandate, By-Stander in-person training
Sexual Misconduct presentations to All new incoming students and employees
Monthly Awareness topics and schedule of events
Campus Climate Assessment
Clarification on committee's roles
Not Anymore training
Committee Composition
2016 AA Plan
2018 AA Plan goals
2018 Program goals — speaker
Pregnancy Discrimination and Accommodation in the Workplace

# Annual Report 2018

To:

Mary Ellen Jukoski, President

From:

Kenneth Saad, EDO

Subject: TRCC's Affirmative Action Plan

As you know, the 2018 Affirmative Action Plan submitted on April 30, 2018, reviewed and received approval on July 11, 2018 at the Commission on Human Rights and Opportunities meeting. The scheduled date for Three Rivers Community College's next filing is April 30, 2020.

The 2018 AA Plan was found to be "in compliance" in all areas. I note that the plan's reviewer, Ms. Neva Elaine Vigezzi and system office Leah Glende, Manager of Diversity, provided significant technical assistance.

The CHRO reviewers proposals/recommendation in the 2018 AA Plan approval have been revised in accordance with their proposals/recommendations in the TRCC's 2020 AA Plan.

While I am aware that the college expects that it will not be engaging in hiring activities in 2018 and 2019 due to continued budget constraints, I will remain committed to monitoring the accuracy of this data.

I am pleased to report that the Mandated Training for Diversity and Sexual Harassment were conducted as planned and that our Minority Set aside programs achieved their goals.

In addition, while we did not hire any new permanent employees in 2016 and 2017 we did achieve Promotional Goals for Faculty Professor: 3 Goals Met: Two (2) White females, One (1) Other female.

An achievement rate of 33% (3/9 Goals).

The Equity and Diversity Committee meets monthly and provides recommendation on speakers, events and ideas to better promote awareness and sensitivity on our campus.

I look for to further discussion concerning the college's Affirmative Action efforts and ensure you that TRCC is on target for our 2018 AA Plan filing.

# 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 programgoals. 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.

# 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.

# Three Rivers Community College Equity and Diversity Advisory Committee Membership List

January 1, 2018 - December 31, 2019

Barbara Billups

Administrative Assistant Human Resources

Kenneth Briggs

**Director of Financial Aid** 

Kenneth Burbine

**Tutoring Center Associate** 

Letecia Harris

Student Intern

Kenneth Saad

**Equity and Diversity Office** 

Louise Summa

Stategic Planning

Roxeann Tisch

Professor

Laura Vasselle

Library

Pamela Williams

**Acting Director Library** 

Alycia Ziegler

**Director Student Affairs** 

GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
10	3	7	2	5	1	1				1
100.0%	30.0%	70.0%	20.0%	50.0%	10.0%	10.0%	0.0%	0.0%	0.0%	10.0%

Section 46a-68-81 Assignment of Responsibility

# Equity and Diversity Committee Agenda, June 20, 2019

# In attendance June 20, 2019:

Members: Barbara Billups, Ken Briggs, Matt Burbine, Tecia Harris, Roxanne Tisch, Laura Vasselle, Pamela Williams, Alycia Ziegler, Kenn Saad

cc: Louise Summa.

# Current Agenda: Review Future Events/Observances (tentative):

- Women's History Month; April 22, 2019 at 12:00 in MPR a luncheon to honor TRCC women for their outstanding accomplishments.
   Alycia Z. to send out email notifying TRCC as to the luncheon and nominating process. Update and event flyer/noficiations needed from AZ
- Boxanne T. to follow-up with MEJ and report back to the committee regarding SEED as a result of Stephen F. previous cabinet presentation/discussion and potential of funding/commitment of starting a TRCC SEED program.
   Seed training Faculty and Students Fall program/schedule Roxanne T, Alycia Z. Invite Pauline Clifford & Michelle Jones QVCC 860-932-4073 to the April 18, 2019 meeting. Update resulting from MEJ meeting needed from RT
- c. Asian Pacific American Observance (May 8, 2019)
  - i. Hawaiian luau Letecia H, Roxanne T, Alycia Z
     Update and event flyer/notification needed from LH,RT,AZ
  - ii. TRCC Library's Asian film festival May 2&9, 2019 Update and event flyer/notification needed from PW

Meeting schedule: room A103 at 1:00 p.m. Sept 19, 2019

## Completed Agenda:

- a. Hispanic Heritage Observance (September/October)
  - iii. Jose B. Gonzales, 9/26/18, 6-7pm, D224, host is Frederick Knowles
  - iv. 2018 CALAHE Celebration: Goodwin College, Hartford, TRCC Students, 11/16/18; send to All TRCC.
- b. LGBT History Month (October)
  - i. Pride Conference, Middlesex CC, 10/13/18
  - ii. An Ally Night with LGBTQ trivia, 10/29/18, Student Programs, Alycia Ziegler
- c. Native American Heritage Month (November)
  - i. Steve reached out the Mohegan Tribe Cultural and Community Programs Office. Representatives from the tribe will talk about customs and traditions, as well as perform traditional dance, during the common hour, 11/28/18.
  - ii. For the Native American celebration, food suggestions were recommended light refreshments, possibly cheese & cracker platters with clear clam chowder. Also discussed possibility of finger sandwiches ... soup and sandwich.

- d. Center for Higher Education Retention Excellence Conference, Thursday, December 6, 2018 at Gateway Community College. Entitled "Unlocking the Secret Society: Supporting College Success for Men and Other Groups," we will deal with issues of gender, ethnicity, religion sexual orientation, etc. We will especially look at why men struggle just to go to college then further struggle to graduate, in addition to why members of other groups find such difficulty in the college success process. As usual, we will hear from experts and students and share a lot of discussion on these perplexing issues. Attendees: Steve Finton, Ken Briggs, Jason Chavez
- e. MLK Celebration (January)

i. 50th Anniversary MLK Banquet, Mystic Marriott, 10/18/18, 6pm

- ii. Two MLK banners were purchased and are on display in the library and in the main entrance
- f. Black History Month (February)

i. Soul Food Jazz Night, TBD, host is Frederick Knowles

- Lottie Scott, author Deep South Deep North came was at TRCC on February 20, 2019 to talk about her book, her life and the history of their journey. Organized by Barbara Billups and Master of Ceremonies Ken Briggs.
- iii. Barbara Billups and Kenn S attended the Norwich Branch of the NAAP and Norwich Free Academy hosting of the 34TH annual Rev. Dr. Martin Luther King Jr. celebration event in January. The keynote speaker was Cheryl Sharp, deputy direction of the Commission on Human Rights and state comptroller Kevin Lembo.
- g. Women's History Month (March) Barbara B. and Ken B.
  - i. March 27, 2019 Front Lobby 12:30 pm
    Friends of Maria: Mission statement; members of the Friends of Maria find purpose and joy in sharing resources, experience and friendship. Together, they heal and grow in body, mind and spirit. The idea is simple: The experience you bring becomes a volunteer service that we offer others. The services that they offer become opportunities for you to meet your needs and grow toward you potential. Barbara B
    - ii. Flyer Women's History Month Alycia Z (March)
    - iii. Women's trivia April Alycia Z
    - iv. Email survey, TRCC accomplished women nominee's/recognition(TBD)
- h. New member to the committee, Louise Summa has recommended Letecia Harris, who is doing an internship in the President's office, which include Affirmative Action.
- i. Co-Chair Alycia Ziegler confirmed
- j. New member to the committee Laura Vasselle, welcome.

Next Meeting: September 20, 2019

# Certificate of Completion



This certificate is awarded to

# Kenneth Saad

in recognition of certification in

Title IX Hearing Officer & Decision-Maker June 26, 2019 - June 25, 2021

Brett A. Sokolow, Esq. President, ATIXA



# Please join ATIXA for a <u>Title IX Hearing Officer & Decision-Maker Training & Certification Course</u>

on June 25<sup>th</sup> & 26<sup>th</sup>, 2019 hosted by Central Connecticut State University. This course is HRCI & SHRM Approved!

Will you be sending a team this year?

## **REGISTRATION RATES**

\$2,875 per campus group of up to 7 attendees \$2,300 per campus pair of attendees \$1,725 per attendee

Member Registration \$2,530 per campus group of up to 7 attendees \$2,000 per campus pair of attendees \$1,555 per individual

If you would prefer to register online, please click <u>here</u>. If you would prefer to pay via cheque, please download the registration form <u>here</u>.

## TRAINING DESCRIPTON

"Nobody trains a jury, so why does a hearing panel need training?" The analogy to a jury is only partially correct. College and school hearing panels have a fact-finding role, like juries, but also an investigative responsibility that juries do not have. That added responsibility enhances the training needed to perform the role well. And, of course, panels must be trained per VAWA Section 304. If Congress thought training was necessary, it must have realized that the jury analogy is imperfect. Or perhaps Congress recognized that the premise is wrong...juries are trained. One of the primary functions of the lawyers, judges, expert witnesses, and jury instructions is to provide guidance to the jury on how it should analyze a case. That's training, it just happens on the job, in the courtroom. Training is necessary to help panelists recognize and overcome bias, to understand the scope of their role, to apply policy with analytical precision, and to be sure that their determination is reliably based on the preponderance of the evidence. All over the country, more than 200 lawsuits have attacked the decisions of college panels in

# ATIXA Title IX Hearing Officer & Decision-Maker Training & Certification Course

# AGENDA - DAY ONE "PROCEDURES"

- Understanding the purposes, history, and goals of administering a hearing
- The legal underpinnings of administrative hearings
- What is your mission? Interactive exercise.
- Procedural overview what is the role of a hearing and your role in it?
- Due Process overview
  - Substantive due process
    - Standard of proof
    - o Reasonable conclusion based on relevant and credible evidence
    - Arbitrary and capricious standards
    - Essential fairness
  - Procedural due process
    - The right to confront
    - The role of transparency
    - Rationale for outcome
    - Procedural protections (managing advisors, etc.)
    - The role of investigators/investigation report in the hearing process
    - The role of the chair
    - o The role of the institutional process advisor
  - Boundaries, bias, and conflict-of-interest
  - Questioning skills and techniques
  - Managing cross-examination
  - Analysis and decision-making
    - Corroboration
    - Credibility
    - o Relevance
    - Applying the standard of proof
  - Evidence, admissibility, prior sexual history
  - Deliberation, rationales and record-keeping

# AGENDA -- DAY TWO "SUBSTANCE"

- Procedural fairness, equity and transparency as required by Title IX and VAWA Section 304
- Sexual misconduct
  - o Non-consensual sexual intercourse, contact, and sexual exploitation
  - o Force, consent, and incapacity
- Extended discussion of affirmative consent
- Sexual Harassment
  - o Unwelcome, sexual, sex-based, gender-based
  - o Hostile environment, discriminatory impact
  - The reasonable person standard
- Free speech, academic freedom, and the merely offensive
- Stalking
- IPV
- Case Studies and Analysis

# CERTIFICATE OF APPRECIATION

# Kenneth Saad

THE CENTER FOR TEACHING APPRECIATES YOUR ATTENDANCE

AT THE EVENT HELD ON FEBRUARY 1, 2019:

Spring, 2019 — Professional Day

THANK YOU!



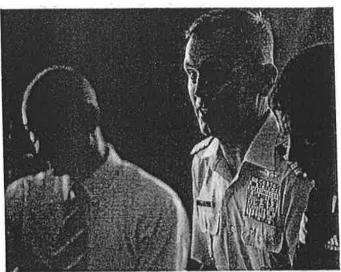
Jennifer Nally

Jennifer Nally, Ed.D Center for Teaching Chair

# Sowing the SEEDs

CGA senior leaders host equity minded seminars for Academy community

By CAPT Rick Wester '93, Commandant of Cadets, USCGA



Author CAPT Wester at a recent SEED facilitation at the Academy, writes that attending the week-long workshop was "truly a life-changing experience."

To foster a more inclusive environment L to better prepare cadets as future leaders of our diverse Coast Guard men and women, the Academy's Office of Diversity and Inclusion (OID) recently coordinated the attendance of Dr. Kurt Colella '81, Dean of Academics; Mr. Dan Rose, Associate Athletic Director; and myself, Commandant of Cadets, at a recent 'SEED' senior leaders week. SEED (Seeking Educational Equity and Diversity) is an intensive, 7-day, peer-led residential workshop during which we joined 65 education professionals to be immersed in diversity topics, exercises and self-reflection, preparing us to return to the Academy to host our own SEED

The three of us agreed that the workshop, the third session during SEED's 32<sup>nd</sup> year and held at the University of Washington, was truly a life-changing experience.

After watching a video about one individual's life experience and being

asked to summarize how I felt about it, I remarked that I had learned more during those 10 minutes than any other 10 minute period in my life. SEED introduced me to not only things I didn't know, but also things I didn't know I didn't know, such as the hurdles others face because of who they are. The experience made me aware of these and other 'blind spots' which is so important given my role in preparing our 1000+ cadets as the future leaders of our Service. The insights I gained are also vital for me personally since I have three children of color, and I want them to be fully aware of hurdles in life that they will likely face that I have not personally experienced.

The magic of SEED is that no one specifically told me about my blind spots, but rather I realized them on my own by taking part in difficult conversations and sometimes awkward and uncomfortable exercises with my SEED peers. The experience underscored for me that we all have a personal journey of self-reflection we need to take, to explore latent biases and our blind spots, to truly become equity-minded and to lead cultural change.

Of course, our attending SEED wasn't just about us but it was also about the rest of the Academy, and upon our return, we started the process to 'propagate the SEED' throughout the workforce.

"Since our SEED week, I'm focused on implementing more inclusive listening and speaking techniques in meetings, encouraging equity-minded pedagogy in our classrooms, and am fully energized by hosting our own seminars," said Colella. "I have a renewed and inspired view of the value of personal stories, including greater awareness of my own, and their value in building community, especially in our developmental CGA environment."



The three faculty members who attended a week-long SEED workshop "now facilitate a group of 32 staff and faculty who volunteered to participate in our initial seminars at the Academy, with the same group meeting every few weeks," shares the author. Photos by PA3 Nicole Foguth.

The three of us now facilitate a group of 32 staff and faculty who volunteered to participate in our initial seminars at the Academy, with the same group meeting every few weeks. We will soon be initiating a cadet seminar as well, and both will run in parallel until May 2019, with conversations and exercises becoming increasingly more challenging along the way. These seminars are one example of how the Academy is working to close the gaps identified by the Vital Signs Report [see article on page 38].

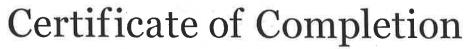
During the seminars, participants engage in various interactive exercises and conversations to connect their own personal experiences to their workplace, helping to prepare them to identify inequities and create an inclusive environment going forward. Supportive discussions are often deeply personal and sometimes emotional, but the SEED process is designed to be supportive, respectful, challenging, interesting, growth-inducing, and transformative. Ideally, cadets, staff and faculty seminars would be mixed, but each group has starkly different availability.

Next year, the three of us plan to host our own seminar groups, assisted by volunteers who have completed either our cadet or faculty seminars. In addition, OID will likely be sending additional senior leaders to SEED. Just as a seed may take some time to germinate and sprout, our seminars will eventually expand and extend throughout the entire Academy community.

"The three of us represent teaching, coaching and training programs at the Academy, and SEED is fully applicable to all," said Rose. "The three of us senior leaders personally facilitating the Academy seminars underscores how committed we are here to equitymindedness and inclusion."

More information on SEED is available at nationalseedproject.org

CAPT Rick Wester is a '93 USCGA graduate and took over as Commandant of Cadets this past summer. He previously served as Commander, Sector Hampton Roads.



This is to certify that

# kenneth saad

has successfully completed the course requirements for

# NOT ANYMORE FOR EMPLOYEES

On the 19th Day of

November In the Year 2018

student success

# Saad, Kenneth W

om:

Deb Mathiasen <d.mathiasen@culturesect.org>

Sent:

Tuesday, October 23, 2018 1:54 PM

Cc: Subject: Wendy Bury; Jennifer O'Brien
DEI Workshop - Follow up and Resources

Attachments:

Attendee List Oct 2018 DEI Workshop.pdf; Authentic\_Conversations\_About\_Race.pdf; Board Self Asssessment.pdf; Social Identity Worksheet.pdf; NONPROFIT BOARDS DEI

PART II Presentation.pdf

# Good afternoon,

On behalf of the Southeastern CT Cultural Coalition and the Community Foundation of Eastern CT, thank you for attending the **DEI Workshop: Moving from Ideas to Action** with Jamal Jimerson of Minority Inclusion Project. We appreciate your time and interest in advancing diversity, equity and inclusion in your organization and in the region.

We would greatly appreciate it if you would take **one (1) minute** to complete a <u>VERY BRIEF SURVEY</u> about the event. Your feedback is important to us and will provide us with information to help plan additional activities related to this topic in 2019.

Attached please find the resources and list of attendees from this workshop. If you are interested in the materials from the first workshop in March 2018 or links to additional DEI resources, please visit the <u>DEI ESOURCES</u> webpage on the Cultural Coalition website.

Again, thank you for attending!

Best,

#### Deb Mathiasen

Assistant Director, Southeastern Connecticut Cultural Coalition 860-460-5236 D.Mathiasen@CultureSECT.org

and

### Jennifer O'Brien

Program Director, Community Foundation of Eastern Connecticut
68 Federal Street, New London, CT 06320
860.442.3572 | 1.877.442.3572 (toll free) | 860.442.0584 (fax) | www.cfect.org

SOUD EASTERN CONNECTICAL AND Community Foundation CULTURAL COALITION VIX



- PRESENT

# DIVERSITY, EQUITY & INCLUSION:

Moving from Ideas to Action

THURSDAY, OCT. 18, 2018

8:30am to 12:30pm

LYMAN ALLYN ART MUSEUM

Facilitated discussion & workshop for nonprofit CEOs & board members with Jamal Jimerson of Minority Inclusion Project.



Learn about implementation funds available for attendees. Details & event registration:

cfect.org & culturesect.org

SPONSORED BY

CHARTER OAK

MARCH WORKSHOP ATTENDEES & **NEWCOMERS** WELCOME.

FREE TO ATTEND, PRE-REGISTRATION REQUIRED.





# **Guidelines for Authentic Conversations About Race**

Achieving the goal of race equity, of truly removing the fortified racial barriers our country has built over time, requires dedicated people using effective tools at every stage of their work for social change. Advancing race equity is critical to achieving your organization's overall mission and is everyone's responsibility.

Candid conversations about race are not easy. They often elicit feelings of grief, anger, frustration and a fear of being judged or misunderstood. But authentic conversations about race are crucial. They allow perspectives to be exchanged, insights to be shared and beliefs and assumptions to be addressed in positive ways. Authentic conversations create understanding, growth and empathy. Most importantly, they are the first step in generating ideas and solutions for ending the unfairness that cause tremendous obstacles for the children, families and communities at the heart of the work for social change.

# Having authentic conversations about race requires the following:

Bring your best self. This requires self-knowledge and self-awareness. Self-knowledge allows you to see what causes you pain and conflict and enables you to embrace your contradictions and inconsistencies. It allows the space to work on things about yourself that you are not happy with. In turn, self-knowledge helps to prevent you from projecting your negative aspects onto other people. Bringing your best self also requires that you have a positive attitude, are willing to deeply explore your perspectives and remain open to the perspectives and experiences of others.

Be an active listener. Active listening involves paying full and careful attention to the other person, looking him or her in the eye, avoiding interruptions, reflecting your understanding, clarifying information, summarizing the other person's perspectives and sharing your own. Remember that most people need time to open up and might not be willing to immediately share their personal stories, hopes, fears and/or concerns.

Be kind and generous. Being kind is a vital way of bringing meaning to our own lives, as well as the lives of others. Kindness is about caring genuinely for others around you, wanting the best for them and recognizing in them the same wants, needs, aspirations and even fears that you may have. Being kind and generous allows us to communicate better with others, to be more self-compassionate and to be a positive force in other people's lives.

Stay engaged. Staying engaged requires you to be morally, emotionally, intellectually and socially involved in the conversation. Staying engaged means that you are listening with curiosity and willing to deepen your understanding. Staying engaged might also require you to sustain the conversation even when it gets uncomfortable or diverted.

Be open and suspend judgment. Listening with an open mind includes being receptive to the influence of others. You can suspend judgment by becoming aware of preconceived notions and listening to everything someone has to say before jumping to conclusions. Most importantly, suspending judgment also means listening to what the speaker has to say for understanding, not just to determine whether the speaker is right or wrong.



574 New London Turnpike • Norwich, CT 06360-6598 860.215.9007 FAX: 860.215.9917

Office of the President

# All-College Meeting Friday, October 12, 2018

# 9:00 – 10:00 AM – Multi-Purpose Room Continental Breakfast Available at 8:30 AM

**Opening Remarks** President Jukoski **Academic Affairs** President Jukoski Administrative Services, Human **Steve Goetchius** Resources, and Information Technology Budget Gayle O'Neill Student Services, Enrollment Management **Steve Finton** and Workforce Development Registrar's Office **Kevin Kelly** Institutional Advancement **Betty Baillargeon Institutional Research** Kem Barfield Marketing and Public Affairs Kathryn Gaffney **College Congress** Nicola Ricker Closing President Jukoski

# Organizational Analysis (Section 46a-68-82)

# 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
- 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
  - 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

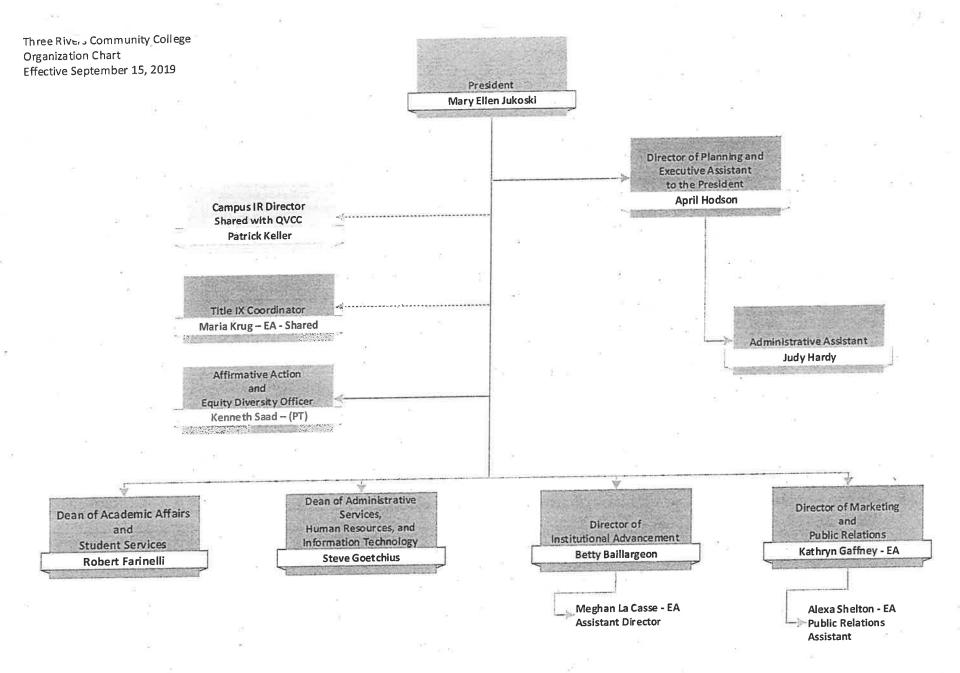
Academic Assistant Administrative Assistant Associate Dean of Continuing Ed **Building Superintendent** Continuing Education Aide Coordinator of Continuing Education (Vacant) Coordinator of HRIS & Employee Benefits Coordinator of Information Technology Coordinator of the Writing Center Dean of Academics . Dean of Administration Dean of Information Technology Dean of Student Services Director of Academic Division - Nursing (Nursing Director typically filled via promotion from faculty) Director of Business and Industry Director of Career Services Director of Child Development Director of Data Processing Director of Distance Learning Director of Facilities Director of Finance and Administration

Director of Human Resources Director of Institutional Advancement Director of Institutional Research Director of Learning Initiatives Director of Library Services Director of Student Development Executive Assistant to the President Facilities Scheduler Nursing Lab Coordinator Nursing Research Coordinator Payroll Clerk Placement Testing Specialist President **Processing Technician** Professor Purchasing Assistant (vacant) Public Relations Associate (Vacant) Registrar Registration Assistant Storekeeper

Telecom dispatcher (vacant)
(All EA / part-time positions are not considered to have direct promotional opportunity)

	EXECUTIVE / MANAGERIAL	N. C.	×
Classification	Grade Job Title	Salary R	
)	President	148,326	239,547
) ,	Dean of Information Technology	106,816	172,507
)	Dean of Academics	106,816	172,507
)	Dean of Student Development (Vacant)	106,816	172,507
λ5	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
A1	FACULTY		
Duefoccer	CC Professor - Nursing	72,981	116,291
Professor Professor	CC Professor	72,981	116,291
Associate Professor	CC Associate Professor - Nursing	65,694	116,291
Associate Professor	CC Associate Professor	63,592	93,011
	CC Assistant Professor - Nursing	63,732	84,179
Assistant Professor	CC Assistant Professor	56,298	80,461
Assistant Professor	PROFESSIONAL / NON-FACULTY	30,230	55,101
000.04.42		90,933	130,638
CCP 21-12	Director of Student Development	80,933	130,638
CCP 21-12	Director of Admissions	76,373	98,224
AR 26	Associate Fiscal Services Officer	68,419	120,339
CCP 19-12	Counselor	68419	
CCP 19-12	Director of Business and Industry	68,419	120,339
CCP 19-12	Director of Career Services		120,339
CCP 19-12	Director of Child Development	68,419 68,419	
CCP 19-12	Director of Data Processing		120,339
CCP 19-12	Director of Facilities	68,419	
CCP 19-12	Director of Institutional Advancement	68,419	120,33
CCP 19-12	Director of Institutional Research	68,419	
CCP 19-12	Director of Learning Initiatives	68,419	
CCP 19-12	Registrar	68,419	
AR 23	Accountant	66,213	
AR 23	Fiscal Services Officer	66,216	
CCP 18-12	Allied Health Coordinator	63,093	
CCP 18-12	Assistant Director of Information Technology	63,093	
CCP 18-12	Associate Director of Admissions	63,093	
CCP 18-12	Director of Distance Learning	63,093	
CCP 18-12	Librarian	63,093	
CCP 18-12	Network Manager	63,093	
CCP 17-12	Coordinator of Information Technology	58,035	
CCP 17-12	Coordinator of the Writing Center	5803	
CCP 17-12	Nursing Lab Coordinator	58,03	
CCP 17-12	Nursing Research Coordinator	58,03	5 93,7

lassification	Grade Job Title	Salary Range		
SA	ESA Executive Assistant to the President	55,936	90,337	
CP 16-12	Associate Registrar	53,774	86,797	
CP 16-12	Continuing Education Aide	53,774	86,797	
CP 16-12	Coordinator of Continuing Education (Vacant)	53,774	86,797	
CP 16-12	Coordinator of HRIS&Employee Benefits	53,774	86,797	
CCP 16-12	Information Technology Technician	53,774	86,797	
CCP 16-12	Information Technology Technician II	53,774	.86,797	
CCP 16-12	Public Relations Associate (Vacant)	53,774	86,797	
CCP 15-12	Placement Testing Specialist	49,516	79,955	
CCP 14-12	Assistant Registrar	45,787	73,894	
CCP 13-12	Registration Services Assistant	44,039	69,491	
CF 13-12	CLERICAL / SECRETARIAL			
CL 19	Administrative Assistant	53,935	69,795	
CL 19	Clerk - Typist	53,935	69,795	
CL 16	Processing Technician	46,721	61,096	
CL 16	Secretary 2	46,721	61,096	
CL 19	Administrative Assistant	53,935	69,795	
CL 15	Telecom Dispatcher	44,601	58,489	
CL 14	Secretary 1	42,684	56,009	
CL 13	Clerk - Financial	40,901	53,663	
CL 13	Office Assistant	40,901	53,663	
CL 13	Clerk - Payroll (Vacant)	40,901	53,663	
CL 8	Clerk - Cashier	34,781	43,530	
CLO	TECHNICAL / PARA-PROFESSIONAL			
CL 23	Purchasing Assistant	63,867	83,98	
AR 19	Fiscal Administrative Assistant	55,797	70,99	
CCP 14-12	Assistant Accountant	45,787	73,89	
CCP 14-12	Facilities Scheduler	45,787	73,89	
CCP 14-12	Financial Aid Assistant	45,787	73,89	
CCP 13-12	Academic Assistant	44,039	69,49	
CCP 13-12	Registration Services Assistant	44,039	69,49	
00, 20 ==	SERVICE / MAINTENANCE			
TC 22	Building Maint Spvr	59,587	77,92	
TC 18	Building Superintendent	50,326	64,89	
TC 15	General Trades Worker	43,689		
TC 12	StoreKeeper	37,917	48,2	
TC 11	Lead/Supervisor Custodian	36,847	46,6	
TC 9	Custodian	34,852	43,5	
TC 9	Maintainer	34,852	43,5	



Reports to System Office

# Workforce Analysis (Section 46a-68-83)

## THREE RIVERS COMMUNITY COLLEGE Sec. 46a-68-83 WORKFORCE ANALYSIS FULL TIME

January 1, 2018 - December 31, 2019

EEO CATEGORY	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
EXECUTIVE ADMINISTRATIVE	5	2	3	2	3	0	0	0	0	0	0
	100.0%	40.0%	60.0%	40.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
FACULTY PROFESSOR	40	18	22	17	20	0	1	0	0	1	1
	100.0%	45.0%	55.0%	42.5%	50.0%	0.0%	2.5%	0.0%	0.0%	2.5%	2.5%
FACULTY BELOW PROFESSOR	20	10	10	8	10	1	0	0	0	1	0
	100.0%	50.0%	50.0%	40.0%	50.0%	5.0%	0.0%	0.0%	0.0%	5.0%	0.0%
PROFESSIONAL NON- FACULTY	33	13	20	10	16	2	0	1	1	0	3
	100.0%	39.4%	60.6%	30.3%	48.5%	6.1%	0.0%	3.0%	3.0%	0.0%	9.1%
PARAPROFESSIONAL	1	0	1	0	0	0	1	0	0	0	0
	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
SECRETARIAL CLERICAL	12	1	11	1	7	0	4	0	0	0	0
	100.0%	8.3%	91.7%	8.3%	58.3%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%
SERVICE MAINTENANCE	14	9	5	7	5	1	0	1	0	0	0
	100.0%	64.3%	35.7%	50.0%	35.7%	7.1%	0.0%	7.1%	0.0%	0.0%	0.0%
TOTAL	125	53	72	45	61	4	6	2	1	2	4
	100.0%	42.4%	57.6%	36.0%	48.8%	3.2%	4.8%	1.6%	0.8%	1.6%	3.2%

CHRO standard reporting is round to 1 decimal place.

Form #38A

CHRO requires ethnic reporting

https://www.ct.gov/chro/lib/chro/AA\_Regulations\_Effective\_4-17-2015.pdf

# THREE RIVERS COMMUNITY COLLEGE

January 1, 2018 December 31, 2019

#### Sec. 46a-68-83 WORK ANNALYSIS

#### FULL TIME WORKFORCE - STATEWIDE LMA by EEO and JOB CLASSIFICATION

#### **EXECUTIVE ADMINISTRATIVE**

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
Academic Dean	1	1	0	1							
Dean of Information Technology	1	1	0	1							
Director of Academic Division-Nursing	1	0	1		1						
Director of Finance and Administration	1	0	1		1						
President	1	0	1		1						
TOTAL	5	2	3	2	3	0	0	0	0	0	0
Percentage:	100.0%	40.0%	60.0%	40.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

**Faculty Professor** 

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
CCCCProfessor	40	18	22	17	20		1			1	1
TOTAL	40	18	22	17	20	0	1	0	0	1	1
Percentage:	100.0%	45.0%	55.0%	42.5%	50.0%	0.0%	2.5%	0.0%	0.0%	2.5%	2.5%

**Faculty Below Professor** 

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
Assistant Professor	14	6	8	4	8	1				1	
Associate Proessor	2	0	2		2						
Instructor	4	4	0	4							
TOTAL	20	10	10	8	10	1	0	0	0	1	0
Percentage:	100.0%	50.0%	50.0%	40.0%	50.0%	5.0%	0.0%	0.0%	0.0%	5.0%	0.0%

Form #38A

#### January

## January 1, 2018 December 31, 2019

# Sec. 46a-68-83 WORK ANNALYSIS

THREE RIVERS COMMUNITY COLLEGE

#### FULL TIME WORKFORCE - STATEWIDE LMA by EEO and JOB CLASSIFICATION

**Professional non Faculty** 

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
Academic Assistant	1	0	1		1						
Assistant Registrar	1	1	0	1							
Assistant Director of Human Resources	1	0	1		1						
AssocFscl/AdminOfcr	1	0	1		1						
Associate Dean and Director of Ed. Technology	1	1	0			1					
Associate Director of Human Resources	1	1	0	1							
Associate Registar	1	0	1		1						
Continuing Ed Aide	1	0	1								1
Coordinator 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	4	1	3	1	2						1
Director of institutional Advancement	1	0	1		1						
Director of Facilities	1	1	0					1			
Director of Learning Initiatives	1	0	1		1						
Facilities Scheduler	1	0	1		1						
Financial Aid Assistant	1	0	1						1		
Fiscal/AdministrativeOfficer	1	0	1		1						
Fiscal/AdministrativeOfficer	1	1	0	1							
IT Technician II	3	3	0	2		1					
Nursing Lab Coordinator	1	0	1		1						
Nursing Research Coordinator	1	0	1		1						
Professional	1	0	1		1						
Registar	1	1	0	1							
Registraition Services Assistant	2	0	2		1						1
Retention Coordinator	1	0	1		1						
Tutoring Center Associate	1	1	0	1							
TOTAL	33	13	20	10	16	2	0	1	1	0	3
Percentage:	100.0%	39.4%	60.6%	30.3%	48.5%	6.1%	0.0%	3.0%	3.0%	0.0%	9.1%

Form #38A

# THREE RIVERS COMMUNITY COLLEGE

January 1, 2018 December 31, 2019

#### Sec. 46a-68-83 WORK ANNALYSIS

#### FULL TIME WORKFORCE - NEW LONDON LMA by EEO and JOB CLASSIFICATION

Tech-Paraprofessional

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
Fiscal Administrative Assistant	1	0	1				1				
TOTAL	1	0	1	0	0	0	1	0	0	0	0
Percentage:	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%

# THREE RIVERS COMMUNITY COLLEGE

January 1, 2018 December 31, 2019

Sec. 46a-68-83 WORK ANNALYSIS

#### FULL TIME WORKFORCE - NEW LONDON LMA by EEO and JOB CLASSIFICATION

#### **Secretarial Clerical**

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
Administrative Assistant	5	0	5		3		2				
Finance Clerk	1	0	1				1				
Office Assistant	4	1	3	1	3						
Processing Technician	1	0	1				1				
Secretary	1	0	1		1						
TOTAL	12	1	11	1	7	0	4	0	0	0	0
Percentage:	100.0%	8.3%	91.7%	8.3%	58.3%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%

#### THREE RIVERS COMMUNITY COLLEGE

January 1, 2018 December 31, 2019

Sec. 46a-68-83 WORK ANNALYSIS

#### FULL TIME WORKFORCE - NEW LONDON LMA by EEO and JOB CLASSIFICATION

#### **Service Maintenance**

Service maintenance											
JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE
Building Superintendent	1	1	0	1							
Custodian	7	6	1	5	1			1			
Lead Custodian	2	2	0	1		1					
Maintainer	3	1	2	1	2						
MaintSupv1(Elecl)	0	0	0	0							
MaterialStorageSpec	1	0	1		1						
TOTAL	14	10	4	8	4	1	0	1	0	0	0
Percentage:	100.0%	71.4%	28.6%	57.1%	28.6%	7.1%	0.0%	7.1%	0.0%	0.0%	0.0%

Form #38A

#### THREE RIVERS COMMUNITY COLLEGE Sec. 46a-68-83 AGE ANALYSIS FULL TIME

JOB CATEGORY	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	OVER 70	TOTAL
EXECUTIVE ADMINISTRATIVE								1	2		1	1	5
FACULTY PROFESSOR						5	5	3	11	9	4	3	40
FACULTY BELOW PROFESSOR				1	1	2	2	7	3		3	1	20
PROFESSIONAL NON- FACULTY				2	1	1	6	4	14	4	1		33
TECHNICAL- PARAPROFESSIONAL									1				1
SECRETARIAL CLERICAL				1				2	6	2	1		12
SERVICE MAINTENANCE				1	1	2	1		5	3	1		14
TOTAL	0	0	0	5	3	10	14	17	42	18	11	5	125
	0.0%	0.0%	0.0%	4.0%	2.4%	8.0%	11.2%	13.6%	33.6%	14.4%	8.8%	4.0%	100.0%

#### THREE RIVERS COMMUNITY COLLEGE

January 1, 2018 December 31, 2019

#### Sec. 46a-68-83 WORKFORCE ANALYSIS

## Disability

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHPI MALE	AAIANHPI FEMALE
EXECUTIVE ADMINISTRATIVE	0	0									
FACULTY PROFESSOR	0	0									
FACULTY BELOW PROFESSOR	0	0									
PROFESSIONAL NON-FACULTY	0	0									
TECHNICAL PARAPROFESSIONAL	0	0									
SECRETARIAL CLERICAL	0	0									
SERVICE MAINTENANCE	0	0									
TOTAL	0	0									

No employees identify disabled on CORE-CT workforce data.

source: Lori Angel

CHRO requires ethnic reporting

## THREE RIVERS COMMUNITY COLLEGE Sec. 46a-68-83 WORKFORCE ANALYSIS PART TIME

January 1, 2018 December 31, 2019

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHPI MALE	AAIANHPI FEMALE
FACULTY											
Educational Assistant	182	62	120	45	99	9	8	4	6	4	7
	100.0%	34.1%	65.9%	24.7%	54.4%	4.9%	4.4%	2.2%	3.3%	2.2%	3.8%
Lecturer	304	141	163	120	152	7	2	2	2	12	7
	100.0%	46.4%	53.6%	39.5%	50.0%	2.3%	0.7%	0.7%	0.7%	3.9%	2.3%
Admin - CCCC	66	10	56	8	51	1	2	0	1	1	2
	100.0%	15.2%	84.8%	12.1%	77.3%	1.5%	3.0%	0.0%	1.5%	1.5%	3.0%
Student Laborer	101	41	60	28	46	8	6	3	5	2	3
	100.0%	40.6%	59.4%	27.7%	45.5%	7.9%	5.9%	3.0%	5.0%	2.0%	3.0%
TOTAL	653	254	399	201	348	25	18	9	14	19	19
Percentage:	100.0%	38.9%	61.1%	30.8%	53.3%	3.8%	2.8%	1.4%	2.1%	2.9%	2.9%

## THREE RIVERS COMMUNITY COLLEGE Sec. 46a-68-83 WORKFORCE ANALYSIS

January 1, 2018 December 31, 2019

#### **Student Interns**

JOB TITLE	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHPI MALE	AAIANHPI FEMALE
Student Interns/Independe	19	7	12	3	12	1				3	
	100.0%	36.8%	63.2%	15.8%	63.2%	5.3%	0.0%	0.0%	0.0%	15.8%	0.0%

# Availability Analysis (Section 46a-68-84)

#### THREE RIVERS COMMUNITY COLLEGE

January 1, 2018 - December 31, 2019

Sec. 46a-68-84 Availability Analysis

Three Rivers Community College has conducted a complete analysis by occupational category to determine the availability base of protected group member for employment. In accordance with regulation, 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.
- Connecticut Labor Force Data for Affirmative Action Plans, 4th Quarter 2019, 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 job classification.
- Educational data for the Digest of Education Statistics table 314.40 and 315.20:
   Employees in Degree Granting institutions by Race/Ethnicity, Fall 2017 data prepared 2018

OCC. CATEGORY: TITLE: Executive

#### THREE RIVERS COMMUNITY COLLEGE

January 1, 2018 - December 31, 2019

Sec. 46a-68-84 Availability Analysis

FACTOR	TOTA	L MALE		TOTAL	FEMAL	E	WH	IITE M	ALE	WH:	ITE FEN	1ALE	BLA	CK MAL	.E	BLAC	K FEMA	\LE
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	vw	WF	RS	VW	WF
Employment	64.5	0.50	32.3	35.5	0.50	17.8	58.7	0.50	29.4	31.5	0.50	15.8	1.7	0.50	0.9	1.8	0.50	0.9
Unemployment	55.9	0.10	5.6	44.1	0.10	4.4	41.0	0.10	4.1	28.0	0.10	2.8	6.5	0.10	0.7	7.8	0.10	0.8
Promotional Pool	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
National Education Data	43.7	0.40	17.5	56.3	0.40	22.5	35.2	0.40	14.1	43.0	0.40	17.2	3.9	0.40	1.6	6.8	0.40	2.7
FINAL AVAIL. FACTOR			55.4			44.7			47.6			35.8			3.2			4.4
FACTOR	HISPA	NIC MAL	 E	HISPAN	IIC FEM	ALE	AAIA	NHNPI	MALE	AAIAN	HNPI	FEMALE						
	RS	VW	RS	VW	WF													
Employment	1.9	1.9 0.50 1.0 1.1 0.50 0.6 2.2 0.50 1.1										0.6						
Unemployment	7.0	7.0 0.10 0.7 7.3 0.10 0.7 1.4 0.10 0.1										0.1						
Promotional Pool	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0						
National Education Data	2.5	0.40	1.0	3.9	0.40	1.6	2.1	0.40	0.8	2.7	0.40	1.1						
																	Twbha	100.4
FINAL AVAIL. FACTOR			2.7			2.9			2.0			1.8					Tmf	100.1
	_																	100.4
FACTOR				SOURCE										OR WEI				
Employment				atistics 200			me 2 p	gs 2-3				Positions			-	-		-
	Statewide	e, Manager	iai Occuj	pations Job	Codes 1	111000						y employ			•		•	
												ion, weig	iht is bas	sed on T	RCC's re	ecruitme	nt in this	
Unemployment	CT Dept of	of Labor	Connect	icut Data f	or Affirm	ative Ad	ction Pla	ans -			catego 10% T		itons are	e nationa	ıllv adver	tised an	d typical	ly not fille
		019 - State													,		a c, p.ca.	,
				utives & SC	OC CODE	11.90 (	Other M	gmt Oc	cupatio	ns								
Promotional Pool	Data is no	ot relevant	for this	category s	ince no t	rue pror	motiona		0% - N	lo value v	weight							
	occupatio	nal catego	ry.															
National Education Data				n, Nationa						/eight ba						<b>y</b> .		
				ducation D							A smal	l % of pr	omotion	s occur f	rom this	categor	у.	
CUPO standard reporting		Digest of Education Statistics - Management - Table 314.40 Fall 2017 is round to 1 decimal place.																
CHRO Stanuaru reporting	y is round	ro T aeci	mai pia	ce.														

#### **AVAILABILITY ANALYSIS WORKSHEET-EMPLOYMENT DATA**

OCC. CATEGORY: EXECUTIVE/ADMINISTRATIVE/MANAGERIAL

CT CENSUS 2000	Т	TM	TF	WM	WF	BM	BF	НМ	HF	ОМ	OF
Chief Executives (111000)	175,173	112,949	62,224	102,780	55,135	3,058	3,173	3,276	1,870	3,835	2,046
TOTAL	175,173	112,949	62,224	102,780	55,135	3,058	3,173	3,276	1,870	3,835	2,046
PERCENTAGE	100.0%	64.5%	35.5%	58.7%	31.5%	1.7%	1.8%	1.9%	1.1%	2.2%	1.2%

CT Dept of Labor Connecticut Data for Affirmative Action Plans - 4th Qtr 2019 Statewide	Т	TM	TF	WM	WF	ВМ	BF	НМ	HF	ОМ	OF
SOC Code 11.10 - Top Executives	601	400	201	308	144	41	26	41	27	10	4
SOC Code 11.90 - Other Mgmt Occupations	3,784	2,051	1,733	1492	1082	242	317	264	293	53	41
TOTAL	4,385	2,451	1,934	1,800	1,226	283	343	305	320	63	45
PERCENTAGE	100.0%	55.9%	44.1%	41.0%	28.0%	6.5%	7.8%	7.0%	7.3%	1.4%	1.0%

	Т	TM	TF	WM	WF	BM	BF	НМ	HF	OM	OF
National Education Data Table 314.4 Fall 2017- Management	249,688	109,053	140,635	87,899	107,344	9,637	16,878	6,233	9,631	5,284	6,782
PERCENTAGE	100.0%	43.7%	56.3%	35.2%	43.0%	3.9%	6.8%	2.5%	3.9%	2.1%	2.7%

OCC. CATEGORY: TITLE: Professor

#### THREE RIVERS COMMUNITY COLLEGE

Sec. 46a-68-84 Availability Analysis

January 1, 2018 - December 31, 2019

**FACTOR** TOTAL MALE **TOTAL FEMALE** WHITE MALE **WHITE FEMALE BLACK MALE BLACK FEMALE** RS vw WF RS vw WF VW WF vw WF vw RS vw RS RS RS WF WF 0.0 0.0 0.0 **Employment** 0.0 0.00 0.0 0.00 0.0 0.0 0.00 0.0 0.00 0.0 0.00 0.0 0.0 0.00 0.0 Unemployment 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 Promotable Pool 57.1 57.1 42.9 42.9 42.9 1.00 42.9 42.9 42.9 14.3 1.00 14.3 0.0 1.00 1.00 1.00 0.0 1.00 National Education Data 67.1 0.00 0.0 32.9 0.00 0.0 54.5 0.00 0.0 27.1 0.00 0.0 2.3 0.00 0.0 1.6 0.00 0.0 FINAL AVAIL. FACTOR 57.1 42.9 42.9 42.9 14.3 0.0 **AAIANHNPI FEMALE FACTOR HISPANIC MALE HISPANIC FEMALE AAIANHNPI MALE** RS VW WF RS VW WF RS VW WF RS VW WF 0.0 0.00 0.0 0.0 0.00 0.0 0.00 0.0 0.00 0.0 **Employment** 0.0 0.0 0.0 0.0 0.00 0.0 Unemployment 0.00 0.0 0.0 0.0 0.00 0.0 0.0 0.00 Promotable Pool 0.0 1.00 0.0 0.0 1.00 0.0 0.0 1.00 0.0 0.0 1.00 0.0 National Education Data 0.00 2.3 0.0 1.4 0.00 0.0 8.0 0.00 0.0 2.9 0.00 0.0 100.1 Twbha FINAL AVAIL. FACTOR 0.0 0.0 0.0 0.0 Tmf 100.0

FACTOR	SOURCE OF STATISTIC	REASON FOR WEIGHTING THE FACTOR
Employment	Category not considered since history shows positions filled	0% - No value weight
	through the promotional process.	Positions are filled through promotions.
Unemployment	CT Dept of Labor Connecticut Data for Affirmative Action Plans -	0% - No value weight
	4th Qtr 2019 - Statewide - Not used	Positions are filled through promotions.
Promotional Pool	Analysis of relevant positions promoted into the category	100% - All positions eligible for promotion from
	Associate Professors Line in the Workforce Analysis	Associate Professor workforce, i.e. Below Professor
		occupational category.
National Education Data	U.S. Department of Education, National Center for Education Statistics	0% - No value weight
	Integrated Postsecondary Education Data System (IPEDS) Fall 2018	Positions are filled through promotions.
	Digest of Education Statistics - Professor - Table 315.20 Fall 2017	

#### **AVAILABILITY ANALYSIS WORKSHEET-EMPLOYMENT DATA**

OCC. CATEGORY: PROFESSOR

TITLE:

PROMO POOL	Т	TM	TF	WM	WF	BM	BF	HM	HF	ОМ	OF
Associate Professor	7	4	3	3	3	1	0	0	0	0	0
TOTAL	7	4	3	3	3	1	0	0	0	0	0
PERCENTAGE	100.0%	57.1%	42.9%	42.9%	42.9%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%

100.1%

	Т	TM	TF	WM	WF	BM	BF	НМ	HF	OM	OF
National Education Data Table 315.20 - Fall 2017- Professor	178,468	119,773	58,695	97,303	48,321	4 <b>,</b> 125	2 <b>,</b> 806	4,104	2,414	14,241	5,154
PERCENTAGE	100.0%	67.1%	32.9%	54.5%	27.1%	2.3%	1.6%	2.3%	1.4%	8.0%	2.9%

100.1%

OCC. CATEGORY: TITLE: Below Professor

# THREE RIVERS COMMUNITY COLLEGE

January 1, 2018 - December 31, 2019

Sec. 46a-68-84 Availability Analysis

FACTOR	TOTAL	MALE		TOTAL	FEMALE		WH]	TE MAL	E	WHI	TE FEMA	LE	BLA	CK MAL	.E	BLAC	K FEMA	\LE
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	51.7	0.10	5.2	48.3	0.10	4.8	41.1	0.10	4.1	39.0	0.10	3.9	2.7	0.10	0.3	2.5	0.10	0.3
Unemployment	38.7	0.10	3.9	61.3	0.10	6.1	16.0	0.10	1.6	30.2	0.10	3.0	11.6	0.10	1.2	14.2	0.10	1.4
Promotable Pool	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
National Education Data	48.8	0.80	39.0	51.2	0.80	41.0	37.0	0.80	29.6	38.5	0.80	30.8	2.7	0.80	2.2	4.1	0.80	3.3
FINAL AVAIL. FACTOR			48.1			51.9			35.3			37.7			3.7			5.0
FACTOR	HISPA	NIC MALE		HISPAN	IC FEMA	LE	AAIA	NHNPI	MALE	AAIAI	NHNPI F	EMALE		1				1
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF						
Employment	2.4	0.10	0.2	2.5	0.10	0.3	5.4	0.10	0.5	4.2	0.10	0.4						
Unemployment	9.3	0.10	0.9	13.8	0.10	1.4	1.8	0.10	0.2	3.1	0.10	0.3						
Promotable Pool	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0						
National Education Data	2.8	0.80	2.2	3.0	0.80	2.4	6.3	0.80	5.0	5.6	0.80	4.5						
																	Twbha	100.0
FINAL AVAIL. FACTOR			3.3			4.1			5.7			5.2					Tmf	100.0
FACTOR			<u> </u>	SOUR	CE OF ST	ATISTI	<u>                                      </u>					REA	SON FO	R WEI	GHTING	THE FA	CTOR	
Employment	Connection	cut Occupat	ional Stati								10% - F				rtised na			
	Statewide	e, 251000 -	Postsecor	dary Teac	hers										diate lab	-		
Unemployment	CT Dept o	of Labor	Connectic	ıt Data for	Affirmativ	e Action	Plans -				10% - V	alue wei	aht used	l - some	applican	ts from		
		019 - State						ers			the iobs		-		аррса			
Promotional Pool	Data is no	ot relevant onal categor	for this ca		0% - No													
National Education Data		artment of I		National (		80% - V	/eight ba	sed on <sup>-</sup>	TRCC's re	ecruitme	nt in this	categor	y					
	Integrate	ntegrated Postsecondary Education Data System (IPEDS) Fall 2018																•
		igest of Education Statistics - Instructors & Lecturers - Table 315.20 Fall 201																
<b>CHRO standard reporting</b>																		

#### **AVAILABILITY ANALYSIS WORKSHEET-EMPLOYMENT DATA**

OCC. CATEGORY: Below

**Below Professor** 

TITLE:

CT CENSUS 2000	Т	TM	TF	WM	WF	BM	BF	НМ	HF	OM	OF
Post Secondary Teahcers (251000)											
state wide	16,020	8,284	7,736	6,590	6,255	440	399	385	405	869	677
TOTAL	16,020	8,284	7,736	6,590	6,255	440	399	385	405	869	677
PERCENTAGE	100.0%	51.7%	48.3%	41.1%	39.0%	2.7%	2.5%	2.4%	2.5%	5.4%	4.2%

99.8%

CT Dept of Labor Connecticut Data for Affirmative Action Plans - 4rd Qtr 2019 Statewide		TM	TF	WM	WF	ВМ	BF	НМ	HF	ОМ	OF
SOC Code 25.10 - Post Secondary Teachers	225	87	138	36	68	26	32	21	31	4	7
PERCENTAGE	100.0%	38.7%	61.3%	16.0%	30.2%	11.6%	14.2%	9.3%	13.8%	1.8%	3.1%

100.0%

National Education Data Table 315.20 - Fall 2017	Т	TM	TF	WM	WF	ВМ	BF	НМ	HF	ОМ	OF
Associate Professor	150,188	81,665	68,523	62 <b>,</b> 389	52,589	4,300	4,851	3,902	3,339	11,074	7,744
AssistantProfessor	157,384	74,033	83,351	54,381	61,325	4,344	7,161	4,109	4,456	11,199	10,409
Instructors	92,445	39,927	52,518	31,062	39,999	2,585	4,483	3,293	4,137	2,987	3,899
Lecturers	39,319	17,393	21,926	14,288	17,475	838	1,143	1,153	1,540	1,114	1,768
OtherFaculty	127,084	63,273	63,811	47,491	46,937	3,231	5,560	3,129	3,523	9,422	7,791
Total	566,420	276,291	290,129	209,611	218,325	15,298	23,198	15,586	16,995	35,796	31,611
PERCENTAGE	100.0%	48.8%	51.2%	37.0%	38.5%	2.7%	4.1%	2.8%	3.0%	6.3%	5.6%

100.0%

#### OCC. CATEGORY:

#### THREE RIVERS COMMUNITY COLLEGE

January 1, 2018 - December 31, 2019

Sec. 46a-68-84 Availability Analysis

TITLE: Professional Non-Faculty

FACTOR	TOTA	L MALE		TOTA	L FEMALE	Ē	WH1	TE MAL	E	WHI	TE FEMA	LE	BL	ACK MA	LE	BLA	CK FEM	ALE
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	41.8	0.40	16.7	58.2	0.40	23.3	37.2	0.40	14.9	50.9	0.40	20.4	2.7	0.40	1.1	4.0	0.40	1.6
Unemployment	49.1	0.10	4.9	50.9	0.10	5.1	30.8	0.10	3.1	27.1	0.10	2.7	9.4	0.10	0.9	13.6	0.10	1.4
Promotable Pool	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
National Education Data	39.9	0.50	20.0	60.1	0.50	30.1	29.7	0.50	14.9	42.4	0.50	21.2	3.3	0.50	1.7	7.1	0.50	3.6
FINAL AVAIL. FACTOR			41.6			58.5			32.9			44.3			3.7			6.6
FACTOR	HI	SPANIC I	MALE	HISP	ANIC FE	MALE	AAIA	NHNPI	MALE	AAIAN	NHNPI F	EMALE						
	RS	VW	WF	RS	VW	WF	RS	vw	WF	RS	VW	WF						
Employment	1.2	0.40	0.5	2.0	0.40	0.8	0.8	0.40	0.3	1.3	0.40	0.5						
Unemployment	6.3	0.10	0.6	8.2	0.10	0.8	2.7	0.10	0.3	2.0	0.10	0.2						
Promotable Pool	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0						
National Education Data	3.4	0.50	1.7	5.3	0.50	2.7	3.5	0.50	1.8	5.3	0.50	2.7						
FINAL AVAIL. FACTOR			2.8			4.3			2.4			3.4					Twbha Tmf	100.4 100.1
																		100.4
FACTOR			-	SOU	RCE OF S	TATIST	C	<del>-</del>	-	-		REAS	ON FO	R WEIG	HTIN	G THE	<b>FACTOR</b>	ł
Funnilar was a wh	Connection	cut Occupa	itional Stat	istics 200	0 Census	- Special	EEO Tab	ulation				lany posi						oically
Employment	Statewide	e, 119030									lilled by	individua	ais curre	enity in n	iigrier e	aucan	OH.	
Unemployment	CT Dent	of Labor C	t Data for	AA Plans	4th Otr 2	019 - Sta	te wide				10% - g	enerally	a small	% of TR	RCC's h	iring re	ecruitmer	nt results
Onemployment			& Fin Ope		•			Specialist	:		from thi	s categor	γ.			_		
			dges & Rel					•										
		•	mmunicati		•		,	o, c										
Promotional Pool		Data is not relevant for this category since no true promotional path in this											eight					
	occupational category.												- <b>J</b>					
National Education Data	U.S. Department of Education, National Center for Education Statistics											1any TRC	C's pos	itions ar	e typi	cally fill	led by inc	dividuals
			ondary Edu									y in highe	•		-71	,	-,	
	_	Digest of Education Statistics - Professionals - Table 314.40 Fall 20										, 5		-				
	<u> </u>		BILITY A						TA	CHRO	standard	reporti	na is r	ound to	1 de	cimal ı	olace.	

**AVAILABILITY ANALYSIS WORKSHEET-EMPLOYMENT DATA** 

CHRO standard reporting is round to 1 decimal place.

OCC. CATEGORY: PROFESSIONAL NON-FACULTY

#### TITLE:

TITLE:												
CT CENSUS 2000	Т	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF	
Education Administrators state wide	9,937	4,158	5,779	3,695	5,060	265	395	120	195	78	129	
TOTAL	9,937	4,158	5,779	3,695	5,060	265	395	120	195	78	129	
PERCENTAGE	100.0%	41.8%	58.2%	37.2%	50.9%	2.7%	4.0%	1.2%	2.0%	0.8%	1.3%	100.1%
CT Dept of Labor Connecticu Data for Affirmative Action Plans - 4th Qtr 2019 State wide	Т	TM	TF	WM	WF	ВМ	BF	НМ	HF	ОМ	OF	
Business Operations Specialists 13.10	1,612	825	787	510	517	172	156	117	82	26	32	
Financial Specialists 13.20	1,752	814	938	582	588	101	177	71	119	60	54	
Computer Specialists 15.10	2,334	1,737	597	1162	388	239	95	206	57	130	57	
Counselors, Social Workers, Other Cmmty./Soc. Svcs. Workers 21.10	1,776	490	1,286	164	472	226	537	93	263	7	14	
Librarians, Curators, & Archivists 25.40	63	16	47	12	33	3	3	1	11	0	0	
Other Education, Training, & Library Occupations 25.90	662	132	530	58	198	42	174	28	150	4	8	
Media & Communication Workers 27.30	350	186	164	144	120	19	20	20	20	3	4	
TOTAL	8,549	4,200	4,349	2,632	2,316	802	1,162	536	702	230	169	
PERCENTAGE	100.0%	49.1%	50.9%	30.8%	27.1%	9.4%	13.6%	6.3%	8.2%	2.7%	2.0%	100.1%
National Education Data Table	1	1	,		,	T 1			1	T 1		
National Education Data Table 314.40	Т	TM	TF	WM	WF	ВМ	BF	НМ	HF	ОМ	OF	
Librarians	39,468	11,720	27,748	9,640	22,160	714	2,308	772	1,502	594	1,778	
Student and Academic Affairs & Other education svcs	169,919	54,330	115,589	38,522	81,032	6,901	16,406	5,728	11,531	3,179	6,620	
Business and Financial Operations	202,961	54,657	148,304	40,493	103,999	5,254	18,445	4,927	13,959	3,983	11,901	
Computer, Eng and Science	211,916	128,301	83,615	96,504	57,272	8,040	6,893	9,596	6,399	14,161	13,051	
TOTAL	624,264	249,008	375,256	185,159	264,463	20,909	44,052	21,023	33,391	21,917	33,350	

29.7%

60.1%

3.3%

42.4%

7.1%

5.3%

3.5%

3.4%

5.3%

100.0%

**CHRO standard reporting** is round to 1 decimal place.

100.0%

39.9%

PERCENTAGE

OCC. CATEGORY:

THREE RIVERS COMMUNITY COLLEGE

Sec. 46a-68-84 Availability Analysis

January 1, 2018 - December 31, 2019

TITLE:

**TECHNICAL PARAPROFESSIONAL** 

FACTOR	TOTA	AL MALI	E	TOTAL	. FEMALE		WHI	TE MAL	E	WHI	TE FEM	ALE	BLA	CK MAL	.E	BLAC	K FEMA	LE
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	23.1	0.70	16.2	76.9	0.70	53.8	19.9	0.70	13.9	69.0	0.70	48.3	1.0	0.70	0.7	3.1	0.70	2.2
Unemployment	37.0	0.30	11.1	63.0	0.30	18.9	26.5	0.30	8.0	44.4	0.30	13.3	5.2	0.30	1.6	7.1	0.30	2.1
Promotable Pool	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
National Education 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
FINAL AVAIL. FACTOR			27.3			72.7			21.9			61.6			2.3			4.3
FACTOR	HIS	PANIC	MALE	HISP	ANIC FE	MALE	AAIA	NHNPI	MALE	AAIAN	NHNPI F	EMALE						
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF						
Employment	0.9	0.70	0.6	2.5	0.70	1.8	1.2	0.70	0.8	2.3	0.70	1.6						
Unemployment	3.1	0.30	0.9	9.0	0.30	2.7	2.2	0.30	0.7	2.5	0.30	0.8						
Promotable Pool	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0						
National Education 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						
																	Twbha	100.0
FINAL AVAIL. FACTOR			1.5			4.5			1.5			2.4					Tmf	100.0
FACTOR				SOL	JRCE OF	STATIS	ГІС					RE/	ASON F	OR WEI	GHTING	THE F	ACTOR	
Employment	Connection	ut Occup	ational Sta	tistics 200	0 Census -	Special El	EO Tabula	tion			70%- T	he major	ity of po	sitions a	re filled t	from the	local lab	or
. ,					t Occupatio				unty		market.							
Unemployment	CT Dept	of Labor	-Connec	ticut Data	for AA Pla	ans - 4th	Qtr 2019	) -			30%- o	f TRCC's	position	s are fille	ed from t	his cate	gory and	the loc
,					.1, 13.2, 2		•				labor m		<b>P</b>				<i>J</i> ,	
Promotional Pool					y since no		motional	path in	this		0% - No	o value v	e weight					
	occupation																	
National Education Data	Source n	ot used	for thus o	category.		_			_		0% - No	o value v	veight					
	_																	

#### **AVAILABILITY ANALYSIS WORKSHEET-EMPLOYMENT DATA**

OCC. CATEGORY: TECHNICAL PARAPROFESSIONAL

TITLE:

CT CENSUS 2000	Т	TM	TF	WM	WF	BM	BF	НМ	HF	OM	OF
Office & Admin Support Occupations 430000 New London											
pg 92,93	17,796	4,108	13,688	3 <b>,</b> 548	12,288	181	5 <del>4</del> 3	161	439	218	41
TOTAL	17,796	4,108	13,688	3,548	12,288	181	543	161	439	218	418
PERCENTAGE	100.0%	23.1%	76.9%	19.9%	69.0%	1.0%	3.1%	0.9%	2.5%	1.2%	2.3%

99.9%

CT Dept of Labor Connecticut Data for Affirmative Action Plans - 4th											
Qtr 2019 New London County	Т	TM	TF	WM	WF	ВМ	BF	НМ	HF	ОМ	OF
Business Operations Specialists 13.10	134	69	65	48	48	11	7	6	6	4	4
Financial Specialists 13.20	105	34	71	27	55	4	9	1	4	2	3
Other Education, Training, & Library Occupations 25.90	85	17	68	11	41	2	7	3	19	1	1
TOTAL	324	120	204	86	144	17	23	10	29	7	8
PERCENTAGE	100.0%	37.0%	63.0%	26.5%	44.4%	5.2%	7.1%	3.1%	9.0%	2.2%	2.5%

100.0%

CHRO standard reporting is round to 1 decimal place.

Nick cha

OCC. CATEGORY:

THREE RIVERS COMMUNITY COLLEGE

Sec. 46a-68-84 Availability Analysis

January 1, 2018 - December 31, 2019

TITLE:

Employment				IOIA	L FEMAL	E	WH.	ITE MAI	<u>. E</u>	MHI	TE FEM <i>P</i>	\LE	BLA	CK MALI		BLA	CK FEM	ALE
mployment	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Imployment	2.6	0.10	0.3	97.4	0.10	9.7	2.3	0.10	0.2	88.3	0.10	8.8	0.0	0.10	0.0	5.2	0.10	0.5
Jnemployment	25.1	0.90	22.6	74.9	0.90	67.4	13.8	0.90	12.4	55.1	0.90	49.6	5.9	0.90	5.3	7.0	0.90	6.3
Promotable Pool	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
National Education 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
FINAL AVAIL. FACTOR			22.9			77.1			12.6			58.4			5.3			6.8
ACTOR	HIS	SPANIC	MALE	HISP	ANIC FE	MALE	AAIA	NHNPI	MALE	AAIAI	NHNPI F	EMALE						
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF						
Employment	0.0	0.10	0.0	2.0	0.10	0.2	0.3	0.10	0.0	1.8	0.10	0.2						
Jnemployment	4.8	0.90	4.3	10.7	0.90	9.6	0.6	0.90	0.5	2.1	0.90	1.9						
Promotable Pool	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0						
National Education 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						
																	Twbha	99.8
FINAL AVAIL. FACTOR			4.3			9.8			0.5			2.1					Tmf	100.0
FACTOR				SOU	RCE OF S	TATIST	IC			<u> </u>		RE/	SON F	OR WEIG	SHTING T	ΓHE FA	CTOR	
Employment	Connectio	cut Occupa	tional Stati	stics 2000	Census - S	Special EE	O Tabula	tion			10% - g	enerally a	small 9	6 of TRC	C's hiring i	recruitm	ent resu	Its from
F 2,		-			ssistants (	-			nty		this cate	•			J			
Jnemployment	CT Dept	of Labor	-Connecti	cut Data	for AA Pla	ns - 4th	Qtr 2019	- New I	ondon o	county	90%- TI	ne maiorit	v of TR	CC's posit	ions are fi	lled fror	n the loc	al labor
	page 29	(Norwich	-Connecticut Data for AA Plans - 4th Qtr 2019 - New London , New London) SOC Code 43							-	market.	,	,	•				
			relevant for this category since no true promotional path in this 0% - No value weight category.							eight								
			or thus ca	tegory.							0% - No	value we	eight					

#### **AVAILABILITY ANALYSIS WORKSHEET-EMPLOYMENT DATA**

OCC. CATEGORY: SECRETARIAL CLERICAL

TITLE:

141661											
CT CENSUS 2000	Т	TM	TF	WM	WF	BM	BF	НМ	HF	OM	OF
Secretaries & Admin Assistants-											
436000 New London county	3,432	90	3,342	80	3030	0	180	0	70	10	62
TOTAL	3,432	90	3,342	80	3,030	0	180	0	70	10	62
PERCENTAGE	100.0%	2.6%	97.4%	2.3%	88.3%	0.0%	5.2%	0.0%	2.0%	0.3%	1.8%

3,432 90 3,342 3,432

99.9% 2.6% 97.3%

CT Dept of Labor											
Connecticut Data for											
Affirmative Action Plans - 4th											
Qtr 2019 New London county	T	TM	TF	WM	WF	BM	BF	HM	HF	OM	OF
page 29 (Norwich, New London)											
SOC Code 43	1,341	336	1,005	185	739	79	94	64	144	8	28
TOTAL	1,341	336	1,005	185	739	79	94	64	144	8	28
PERCENTAGE	100.0%	25.1%	74.9%	13.8%	55.1%	5.9%	7.0%	4.8%	10.7%	0.6%	2.1%

100.0% 25.1% 74.9%

OCC. CATEGORY:

THREE RIVERS COMMUNITY COLLEGE

Sec. 46a-68-84 Availability Analysis

January 1, 2018 - December 31, 2019

TITLE:

FACTOR	TOTA	L MALE		TOTA	L FEMA	LE	WH:	ITE MAI	LE	WHI	TE FEM	ALE	BLA	CK MAL	E	BLAC	K FEMA	<b>LE</b>
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF
Employment	63.7	0.10	6.4	36.3	0.10	3.6	48.6	0.10	4.9	26.7	0.10	2.7	6.8	0.10	0.7	1.8	0.10	0.2
Unemployment	71.0	0.90	63.9	29.0	0.90	26.1	49.3	0.90	44.4	11.1	0.90	10.0	8.7	0.90	7.8	3.6	0.90	3.2
Promotable Pool	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
National Education 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
FINAL AVAIL. FACTOR			70.3			29.7			49.3			12.7			8.5			3.4
FACTOR	HIS	SPANIC I	MALE	HISP	ANIC FE	MALE	AAIA	NHNPI	MALE	AAIAN	NHNPI I	FEMALE						
	RS	VW	WF	RS	VW	WF	RS	VW	WF	RS	VW	WF						
Employment	4.3	0.10	0.4	4.8	0.10	0.5	4.0	0.10	0.4	3.1	0.10	0.3						
Unemployment	11.9	0.90	10.7	13.7	0.90	12.3	1.2	0.90	1.1	0.6	0.90	0.5						
Promotable Pool	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0						
National Education 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						
																	Twbha	100.
FINAL AVAIL. FACTOR			11.1			12.8			1.5			8.0					Tmf	100.0
FACTOR				SOUF	CE OF	STATIS	TIC				ļ	RE	ASON F	OR WEI	GHTING	THE FA	CTOR	
Employment			oational St 9, Occupa							don coun		generally a egory.	a small <sup>c</sup>	% of TRC	CC's hiring	recruitn	nent resu	lts from
Unemployment				nnecticut Data for AA Plans - 4th Qtr 2019 rwich-New London  90%- The majority of TRCC's positions are filled from the longer market.								m the loo	al labo					
Promotional Pool	Data is noccupation		nt for this jory.	category	since n	o true pi	romotion	al path i	n this		0% - N	o value w	eight					
National Education Data	Source n	ot used fo	or thus ca	tegory.							0% - N	o value w	eight					

#### **AVAILABILITY ANALYSIS WORKSHEET-EMPLOYMENT DATA**

OCC. CATEGORY: SERVICE MAINTENANCE

TITLE:

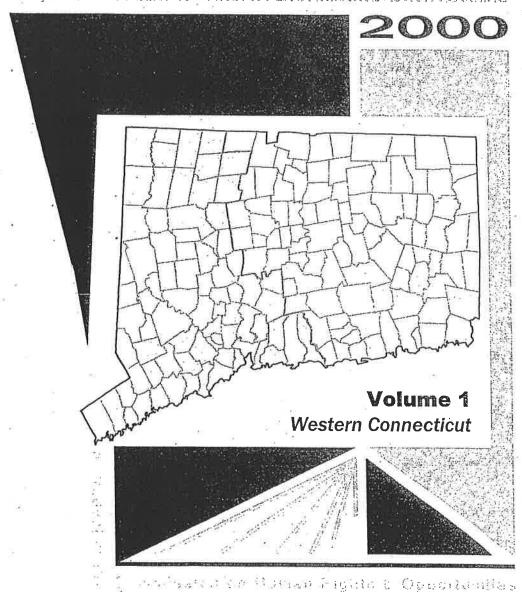
141661											
CT CENSUS 2000	Т	TM	TF	WM	WF	BM	BF	НМ	HF	ОМ	OF
COS 2000, Vol 2, pp. 192-193 Occupation Bldng & Grounds Cleaning & Maint. (370001) New London county	4,817	3,070	1,747	2340	1284	328	85	209	229	193	149
TOTAL	4,817	3,070	1,747	2,340	1,284	328	85	209	229	193	149
PERCENTAGE	100.0%	63.7%	36.3%	48.6%	26.7%	6.8%	1.8%	4.3%	4.8%	4.0%	3.1%

100.1%

CT Dept of Labor Connecticut Data for Affirmative Action Plans - 4th Qtr 2019	Т	ТМ	TF	WM	WF	ВМ	BF	НМ	HF	ОМ	OF
SOC Code 37 (Norwich, New	407	252	144	245	5.5	40	10	F0	60	0	0
London)	497	353	144		55	43		59	68	0	3
TOTAL	497	353	144	245	55	43	18	59	68	6	3
PERCENTAGE	100.0%	71.0%	29.0%	49.3%	11.1%	8.7%	3.6%	11.9%	13.7%	1.2%	0.6%

100.1%

198 EOMAL EMPLOYMENT OPPORTUNITY & APTERMATIVE ACTION OF ANNIMA



# CONNECTICUT OCCUPATIONAL STATISTICS OF THE CIVILIAN LABOR FORCE

For Equal Employment Opportunity
And Affirmative Action Planning

2000 Census of Population and Housing Special EEO Tabulation

#### A Product of the:

Connecticut Commission on Human Rights and Opportunities

Prepared by the:

Connecticut Department of Labor
Office of Research

Revised February 2005

2000

Connecticut

Occupational

Statistics

STATE OF CONNECTICUT

# for Equal Employment Opportunity and Affirmative Action Planning 2000 Census of Population and Housing - Special EEO Tabulation

# Statewide

Statewide				Tot	el le			Whi	te		RI	lack	
17.	т	otal All	Civili		bor Force	5)	No		panic	20	Non-H		ic
Occupation		Races *	Male	%	Female	% _	Male	%.	Female	%	Ma	le	%
Total Civilian Labor Force	g I	1,757,139	918,028	52.2	838,344	47.7	744,504	42.4	664,879	37.8	62,2	31	3.5
MGMT., BUSINESS, & FIN. OCCS. (110000)		269,675	159,068	59.0	110,547	41.0	144,195	53.5	96,010	35.6	5,0	10	1.9
Management Occupations (110001)		175,185	112,949	64.5	62,224	35.5	102,780	58.7	55,135	31.5	3,0	758	1.7 🛎
/ Top Executives (111000)		34,085	27,181	79.7	6,908	20.3	25,440	74.6	6,360	18.7	4	30	1.3
Chief Executives (111011)		21,345	17,743	83.1	3,604	16.9	16,790	78.7	3,435	16.1	2	205	<mark>1.0</mark>
General & Operations Mgrs. (111021)		12,395	9,224	74.4	3,169	25.6	8,450	68.2	2,840	22.9	2	25	1.8
Legislators (111031)		345	214	62.0	135	39.1	200	58.0	· 85	24.6		0	0.0
Advert, Marketing., Promo., Pub. Rel. (112000)		23,610	13,866	58.7	9,735	41.2	12,820	54.3	8,820	37.4	3	360	1.5
Advertising & Promotions Mgrs. (112011)		1,495	659	44.1	832	55.7	620	41.5	_ 820	54.8		10	0.7
Marketing & Sales Mgrs. (112020)		21,120	12,774	60.5	8,345	39.5	11,790	55.8	7,495	35.5	3	335	1.6
Public Relations Mgrs. (112031)		995	433	43.5	558	56.1	410	41.2	505	50.8		15	1.5
Operations Specialties Mgrs. (113000)		42,525	25,851	60.8	16,668	39.2	23,445	55.1	14,575	34.3	7	744	1.7
Administrative Services Mgrs. (113011)		1,635	1,040	63.6	594	36.3	. 965	59.0	535 .	32.7		20	1.2
Computer & Info. Systems Mgrs. (113021)		6,010	4,245	70.6	1,763	29.3	3,855	64.1	1,620	27.0	•	120	2.0
Financial Managers (113031)		18,790	10,618	56.5	8,163	43.4	9,705	51.6	7,145	38.0	:	219	1.2
Human Resources Mgrs. (113040)		6,100	2,630	43.1	3,473	56.9	2,170	35.6	3,045	49.9	:	240	3.9
Industrial Production Mgrs. (113051)		4,675	3,684	78.8	990	21.2	3,415	73.0	815	17.4		65	1.4
Purchasing Managers (113061)		2,955	1,680	56.9	1,275	43.1	1,600	54.1	1,045	35.4		.20	0.7
Transp., Storage, & Dist. Mgrs. (113071)		2,360	1,954	82.8	410	17.4	1,735	73.5	370	15.7		60	2.5
Other Management Occupations (119000)		74,965	46,051	61.4	28,913	38.6	41,075	54.8	25,380	33.9	1,	524	2.0
Farm, Ranch, & Other Agric. Mgrs. (119011)		975	679	69.6	300	30.8	545	55.9	280	28.7	-	35	3.6
Farmers & Ranchers (119012)		1,265	995	78.7	275	21.7	985	77.9	265	20.9		0	0.0
Construction Managers (119021)		7,480	7,083	94.7	398	5.3	6,720	89.8		4.8		99	1.3
Education Administrators (119030)		9,935	4,158	41.9		58.2	3,695	37.2		50.9		265	2.7
Engineering Managers (119041).		2,360	2,214	93.8		6.1	2,000	84.7		6.1		40	1.7
Food Service Managers (119051)		7,820	4,873	62.3		37.6	3,835	49.0				160	2.0
Funeral Directors (119061)		580	509	87.8		12.1	455	78.4				35	6.0
Gaming Managers (119071)		385	228	59.2			220	57.1				0	0.0
Lodging Managers (119081)		865	454	52.5	10	7.0	340					45	5.2
Medical & Health Services Mgrs. (119111)	G	6,200	1,834	29.6			1,650		•		-	60	1.0
Natural Sciences Managers (119121)		360		69.4			200					0	0.0
Postmasters & Mail Superintendents (119131)		275	175		55 59		165			_		0	0.0
Prop., Real Est., & Comm. Assoc. Mgrs. (119141)		4,475	2,675				•		•			100	2.2
Social & Community Service Managers (119151)		3,550	1,109		•	(4)	880		, .			190	5.4
Managers, All Other (119199)		28,440	18,815						•			495	1.7
Business & Financial Oper. Occs. (130001)		94,490	46,119									1,952	2.1
Business Operations Specialists (131000)		45,645	20,718									933	2.0
Agents & Bus. Mgrs. of Artists, Etc. (131011)		455	210						4			10	2.2
Purch. Agts & Buyers, Farm Prod. (131021)		80	40									0	0.0
Whsle & Ret. Buyers, Exc. Farm Prod. (131022)		2,805	1,223				••					40	1.4
Purch. Agts, Exc. Whsle, Ret., Etc. (131023)		4,015	1,887		-							80	2.0
Claims Adj., Appr., Examiners, & Invest. (131030)	*	6,275	2,134				-					175	2.8
Compliance Officers, Exc. Agrl., Etc. (131041)		1,445	724									70	4.8
Cost Estimators (131051)		1,205	1,074									0	0.0
Human Res., Training, & Labor Rel. Spec. (131070)		12,900	4,408									270	2.1
Logisticians (131081)		450	26	7.1								4	0.9
Management Analysts (131111)		12,235	7,30		-							144	1.2
Meeting & Convention Planners (131121)		705 2.075	11:					0 · 11				35 105	5.0
Other Business Operations Specialists (1311XX)		3,075									4	105	3.4
Financial Specialists (132000)		48,845										1,019	2.1 2.4
Accountants & Auditors (132011) Appraisers & Assessors of Real Estate (132021)		27,965 1,410				70 40.			•	25 42. 50 39.		664 40	2.8
Applaisers a Assessors of Licel Estate (195071)	20	( 5410	્		01	3 40.	. 10			, the		70	۷.0

for Equal Employment Opportunity and Affirmative Action Planning 2000 Census of Population and Housing - Special EEO Tabulation

-				٠.	
C.	•~	te	8 31	~	-
-	171	100	w	4 1	-

Black			Lliane		*		A II O	u		Statewide		
Non-Hispanic		wi.	Hispa In Any			9 - N	All O	mer spanic				
	male	%	Male	%	Female	%	Male	%	Female	%	Occupation	
-				127							<del></del>	
	6,358	4.3	70,774	4.0	63,532	3.6	40,519	2.3	33,575	1.9	Total Civilian Labor Force	
	6,910	2.6	4,448	1.6	3,678	1.4	5,415	2.0	3,949	1.5	MGMT., BUSINESS, & FIN. OCCS. (110000)	
	3,173	1.8	3,276	1.9	1,870	1.1	3,835	2.2	2,046	1.2	Management Occupations (110001)	
	290	0.9	575	1.7	135	0.4	736	2.2	123.	0.4	Top Executives (111000)	
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	60	0.3	285	1.3	50	0.2	463	2.2	59	0.3	Chief Executives (111011)	
	200	1.6	290	2.3	65	0.5	259	2.1	64	0.5	General & Operations Mgrs. (111021)	
	30	8.7	0	0.0	20	5.8	14	4.1	0	0.0	Legislators (111031)	
	334	1.4	282	1.2	223	0.9	404	1.7	358	1.5	Advert., Marketing., Promo., Pub. Rel. (112000)	90
	4	0.3	14	0.9	= 4	0.3	15	1.0	4	0.3	Advertising & Promotions Mgrs. (112011)	
	285	1.3	260	1.2	215	1.0	389	1.8	350	1.7	Marketing & Sales Mgrs. (112020)	
	45	4.5	8	0.8	4	0.4	0	0.0	4	0.4	Public Relations Mgrs. (112031)	
	910	2.1	875	2.1	528	1.2	787	1.9	655	1.5	Operations Specialties Mgrs. (113000)	
	0	0.0	35	2.1	34	2.1	20	1.2	25	1.5	Administrative Services Mgrs. (113011)	
	70	_1.2	85	1.4	19	0.3	185	3.1	54	0.9	Computer & Info. Systems Mgrs. (113021)	
	480	2.6	315	1.7	230	1.2	379	2.0	308	1.6	Financial Managers (113031)	-
	215	3.5	140	2.3	120	2.0	80	1.3		1.5	Human Resources Mgrs. (113040)	
	45	1.0	140	3.0	45	1.0	. 64	1.4	85	1.8	Industrial Production Mgrs. (113051)	
	75	2.5	45	1.5	65	2.2	- ∙15	0.5	90	3.0	Purchasing Managers (113061)	
	25	1.1	115	4.9	15	0.6	44	1.9	0	0.0	Transp., Storage, & Dist. Mgrs. (113071)	
	1,639	2.2	1,544	2.1	984	1.3	1,908	2.5	910	1.2	Other Management Occupations (119000)	
	0	0.0	65	6.7	20	2.1	34	3.5	. 0	0.0	Farm, Ranch, & Other Agric. Mgrs. (119011)	
	0	0.0	10	8.0	10	8.0	0	0.0	0	0.0	Farmers & Ranchers (119012)	
	20	0.3	185	2.5	. 4	0.1	79	1.1	14	0.2	Construction Managers (119021)	
	395	4.0	120	1.2	195	2.0	78	8.0	129	1.3	Education Administrators (119030)	
	0	0.0	65	3.6	0	0.0	89	- 3.8	. 0	0.0	Engineering Managers (119041)	
	115	1.5	365	4.7	135	1.7	513	6.6	164	2.1	Food Service Managers (119051)	
17	0.	0.0	i 15	2.6	0	0.0	4	0.7	0	0.0	Funeral Directors (119061)	
	0	0.0	0	0:0	15	3.9	* 8	2.1	9 4	1.0	Gaming Managers (119071)	
	20	2.3	4	0.5	0	0.0	65	7.5	65	7.5	Lodging Managers (119081)	
	244	3.9	50	0.8	95	1.5	74	1.2	114	1.8	Medical & Health Services Mgrs. (119111)	
	0	0.0	0	0.0	.0	0.0	<sub>-</sub> 50	13.9	10	2.8	Natural Sciences Managers (119121)	
	0	0.0	10	3.6	10	3.6	0	0.0	0	0.0	Postmasters & Mail Superintendents (119131)	
	90	2,0	130	2.9	60	1.3	35	8.0	.38	0.8	Prop., Real Est., & Comm. Assoc. Mgrs. (119141)	
14	260	7.3	35	1.0	110	3.1	4	0.1	53	1.5	Social & Community Service Managers (119151)	
	495	1.7	470	1.7	330	1.2	875	3.1	319	4.1	Managers, All Other (119199)	
	3,737	4.0	1,172	1.2	1,808	1.9	1,580	1.7	1,903	2.0	Business & Financial Oper. Occs. (130001)	
	2,098	4.6	• 555	1.2	962	2.1	820	1.8	772	1.7	Business Operations Specialists (131000)	
	10	2.2	0	0.0	e: 0	0.0	10	2.2	10	2.2	Agents & Bus. Mgrs. of Artists, Etc. (131011)	
	10	12.5	0	0.0	0	0.0	0	0.0	0	0.0	Purch. Agts & Buyers, Farm Prod. (131021)	
	94	3.4	29	1.0	80	2.9	39	1.4	- 24	0.9	Whsle & Ret. Buyers, Exc. Farm Prod. (131022)	
	95	2.4	34	8.0	34	8.0	48	1.2	34	0.8	Purch. Agts, Exc. Whsle, Ret., Etc. (131023)	
	470	7.5	40	·: 0.6	145	2.3	54	0.9	114	1.8	Claims Adj., Appr., Examiners, & Invest. (131030)	
	35	2.4	45	3,1	25	1.7	19	1.3	70	4.8		
	0	0.0	10	0.8	0	0.0	4	0.3	20	1.7		
	860	6.7	160	1.2	400	3.1	153	1.2		2.1	Human Res., Training, & Labor Rel. Spec. (131070)	
3	4	0.9	. 8	1.8	8	1.8	. 0	0.0	10	2.2		
	325	2.7	190	1.6	120	1.0	430			0.9		
	10	1.4	0	0.0	30	4.3	0			2.7	- D21	
15	185	6.0	39	1.3	120	3.9	63			2.9	. ,	
	1,639	3.4	617		846	1.7	760			2.3		
	985	3.5	335	1.2	485	1.7	404	1.4		2.9	, , , , , , , , , , , , , , , , , , ,	
	10	0.7	4	0,3	0	0.0	10			0.0	To the second se	
	17						8				ළ ව	

# for Equal Employment Opportunity and Affirmative Action Planning 2000 Census of Population and Housing - Special EEO Tabulation

#### Statewide

Occupation		al All ces *	Civilia Male		al or Force Female	%	No Male	Whit on-Hisp %		%	Black Non-Hispanio Male %		
Physical Scientists (192000)		6,465	4,242	65.6	2,215	34.3	3,460	53.5	1,564	24.2	20	0.3	
Astronomers & Physicists (192010)	85	195	169	86.7	25	12.8	. 155	79.5	•	12.8	0	0.0	
Atmospheric & Space Scientists (192021)		80	70	87.5	4	5.0	70 .	87.5	4	5.0	. 0	0.0	
Chemists & Materials Scientists (192030)		2,445	1,605	65.6	844	34.5	1,375	56.2	605	24.7	0	0.0	
Environ. Scientists & Geoscientists (192040)		745	573	76.9	165	22.1	550	73.8	155	20.8	0	0.0	
Physical Scientists, All Other (192099)	ž	3,000	1,825	60.8	1,177	39.2	1,310	43.7	775	25.8	20	0.7	
Social Scientists & Related Workers (193000)		6,165	2,749	44.6	3,400	55.2	2,540	41.2	3,110	50.4	57	0.9	
Economists (193011)		340	235	69.1	100	29.4	205	60.3	80	23.5	0	0.0	
		1,705	813	47.7	- 889	52.1	785	46.0	775	45.5	9 4	0.2	
Market & Survey Researchers (193020)		3,410	1,235	36.2	2,178	63.9	1,110	32.6	2,030	59.5	35	1.0	
Psychologists (193030)		295	204	69.2	84	28.5	190	64.4	80	27.1	10	3.4	
Urban & Regional Planners (193051)	50.0	415	262	63.1	149	35.9	250	60.2	145	34.9	8	1.9	
Misc. Soc. Scientists, Incl. Sociologists (1930XX)			1,863	55.5	1,483	44.2	1,490	44.4	1,155	34.4	94	2.8	
Life, Physical, & Soc. Science Techs. (194000)		3,355		67.2	59	30.3	80	41.0	45	23.1	4	2.1	
Agric. & Food Science Technicians (194011)		195	131, 85	60.7	60	42.9	70	50.0	50	35.7	0	0.0	
Biological Technicians (194021)		, 140 4 440			*:	27.8	620	55.9	· 190	17.1	50	4.5	
Chemical Technicians (194031)		1,110	798	71.9	309			75.0					
Geological & Petroleum Technicians (194041)		60	45	75.0	15	25.0	45		15	25.0	. 0	0.0	
Misc. Life, Phy., & Soc. Sci. Techs. (1940XX).	3.4	1,850	804	43.5	1,040	56.2	675	36.5	855	46.2	40	2.2	
Community & Social Services Occs. (210001)	12	27,980	9,800	35.0	18,176	65.0	7,190	25.7	13,020	46.5	1,574	5.6	
Counselors, Soc. Workers, & Others (211000)		23,000	6,472	28.1	16,523	71.8	4,420	19.2	11,555	50.2	1,329	5.8	
Counselors (211010)		8,660	2,865	33.1	5,794	66.9	2,055	23.7	4,355	50.3	565	6.5	
Social Workers (211020)		10,910	2,408	22.1	8,494	77.9	1,530	14.0	5,860	53.7	519	4.8	
Misc. Comm. & Soc. Serv. Specialists (211090)		3,430	1,199	35.0	2,235	65.2	835	24.3	1,340	39.1	245	7.1	
Religious Workers (212000)		4,980	3,328	8.66	1,653	33.2	2,770	55.6	1,465	29.4	245	4.9	
Clergy (212011)		3,590	2,909	81.0	679	18.9	2,445	68.1	600	16.7	205	5.7	
Directors, Religious Activities & Educ. (212021)		355	100	. 28.2		71.5	100	28.2	250	70.4	0	0.0	
Religious Workers, All Other (212099)		1,035	319	30.8		69.6	225	21.7	615	59.4	40	3.9	
Legal Occupations (230001)		23,460	12,475	53.2	•*	46.9	11,725		•	40.9	340	1.4	
Lawyers, Judges, & Related Workers (231000)		15,575	11,221	72.0	•	27.9	10,650			24.4	250	1.6	
Lawyers (231011)		14,610	10,702	73.3	•	26.7	10,170				225	1.5	
Judges, Magistrates, & Other Jud. Wrkrs (231020)		965	519	53.8		45.9	480			38.9	25	2.6	
Legal Support Workers (232000)		7,885	1,254	15.9	•	84.3	1,075		•		90		
Paralegals & Legal Assistants (232011)		5,560	460	8.3	•		390				30		
Miscellaneous Legal Support Workers (232090)		2,325	794	34.2	•		685				60		
Education, Training, & Library Occs. (250001)	6.00	110,685	28,877	100			24,895				1,454		
Postsecondary Teachers (251000)		16,010	8,284				6,590				440		
Primary, Sec. & Special Ed. Teachers (252000)		65,730	15,198				13,965				605		
Preschool & Kindergarten Teachers (252010)		7,100	219		·		95				40		
Elementary & Middle School Teachers (252020)		42,280	9,095				8,30						
Secondary School Teachers (252030)		12,785	5,389				5,13						
Special Education Teachers (252040)		3,565	495	4.5			43						
Other Teachers & Instructors (253000)		9,155	2,933				2,53						
Librarians, Curators, & Archivists (254000)		5,145	1,088		•		86						
Archivists, Curators, & Museum Techs. (254010)		805	309				25						
Librarians (254021)		3,445	47				37					0 0.	
Library Technicians (254031)		895	30				23						
Other Educ., Training, & Library Occs. (259000)		14,645	1,37				. 94						
Teacher Assistants (259041)		13,885	1,08				71						
Other Educ., Training, & Library Wrkrs (2590XX)		₹ 760	29				23						
Arts, Des., Entert., Sports, & Media Occs. (270001)		38,310	20,17				18,08						
Art & Design Workers (271000)		15,780	7,23				6,61						
Artists & Related Workers (271010)		3,360	1,66	49	.5 1,68	2 50.1	1,56	60 46	.4 1,55	55 46.	3 3	5 1	

for Equal Employment Opportunity and Affirmative Action Planning 2000 Census of Population and Housing - Special EEO Tabulation

Statewide

Black				•				3			Statewide			
Black Non-Hispanic			117	Hisp: in Any			ж.	NI.	All Ot on-His			# 1/1 (pt)		
	Female	%	N	lale	%	Female	%	Ma		%	Female	%	Occupation	
***	53	0.8		113	1.7	134	2.1		649	10.0	464	7.2		_
	0	0.0	16	4	2.1	0	0.0		10	5.1	0	0.0	Physical Scientists (192000) Astronomers & Physicists (192010)	
	0	0.0		0	0.0	0	0.0		= 10 0	0.0	0	0.0	Atmospheric & Space Scientists (192021)	
	4	0.2		45	1.8	75	3.1		185	7.6	160	6.5	Chemists & Materials Scientists (192030)	
2	0	0.0		. 4	0.5	10	1.3		19	2.6	0	0.0	Environ. Scientists & Geoscientists (192040)	
200	49	1.6	(*)	60	2.0	49	1.6		435	14.5	304	10.1	Physical Scientists, All Other (192099)	
	80	1.3		44	0.7	79	1.3		108	1.8	131	2.1	Social Scientists & Related Workers (193000)	
	0	0.0		15	4.4	10	2.9		15	4.4	10	2.9	Economists (193011)	
	25	1.5	*	4	0.2	24	1.4		20	1.2	65	3.8	Market & Survey Researchers (193020)	
	55	1.6		25	0.7	45	1.3		65	1.9	48	1.4	Psychologists (193030)	
	0	0.0			0.0	0	0.0		4	1.4	4	1.4	Urban & Regional Planners (193051)	
	0	0.0		0	0.0	0	0.0		4	1.0	4	1.0	Misc. Soc. Scientists, Incl. Sociologists (1930XX)	
	150	4.5		94	2.8	95	2.8		185	5.5	83	2.5	Life, Physical, & Soc. Science Techs. (194000)	
	0	0.0		35	17.9	10	5.1		12	6.2	4	2.1	Agric. & Food Science Technicians (194011)	
	0	0.0		0	0.0	0	0.0		15	10.7	10	7.1	Biological Technicians (194021)	
	65	5.9		۰ 45	4.1 .		3.2		83	7.5	19	1.7	Chemical Technicians (194031)	
	0	0,0		0	0.0	0	0.0		0	0.0	0	0.0	Geological & Petroleum Technicians (194041)	
4	85	4.6		14	0.8	50	2.7		75	4.1	. 50	2.7	Misc. Life, Phy., & Soc. Sci. Techs. (1940XX)	
	3,015	10.8		669	2.4	1,764			367	1.3	377	1.3	Community & Social Services Occs. (210001)	
	2,950	12.8		570	2.5	1,705			153	0.7	313	1.4	Counselors, Soc. Workers, & Others (211000)	
	960	11.1		175	2.0	-			70	0.8	79	0.9	Counselors (211010)	
	1,515	13.9		305	2.8	965			54	0.5	154	1.4	Social Workers (211020)	
	475	13.8		90	2.6	340			29	0.8	80	2.3	Misc. Comm. & Soc. Serv. Specialists (211090)	
	65	1.3		99	2.0	59			214	4.3	64	1.3	Religious Workers (212000)	
	35.	1.0	*1	85	2.4	= 14			174	4.8	30	0.8	Clergy (212011)	
	0	0.0		0	. 0.0	0			0	0.0	4	1.1		
	30	2.9		14	1.4	45			40	3.9	30	2.9	Religious Workers, All Other (212099)	
	634	2.7		114	0.5	470	2.0	3	296	1.3	306	1.3		
	249	1.6		65	0.4	155	1.0	ı	256	1.6	152.	1.0	8	
	205	- 1.4		65	0.4	145	1.0	)	242	1.7	138	0.9	Lawyers (231011)	
10.0	44	4.6		0	0.0	10	1.0	١	14	1.5	14	1.5		
	385	4.9	- 22	49	0.6	315	4.0	)	40	0.5	154	2.0	Legal Support Workers (232000)	
	305	5.5		25	0.4	220	4.(	)	15	0.3	109	2.0	Paralegals & Legal Assistants (232011)	
	80	3.4		24	1.0	95	5 4.1	}	· 25	1.1	45	1.9	Miscellaneous Legal Support Workers (232090)	
	4,218	3.8	*	1,184	1.1	3,71	9 3.4	1	1,344	1.2	2,286	2.1	Education, Training, & Library Occs. (250001)	
	399	2.5	*	385	2.4	40!	5 2.5	5	869	5.4	677	4.2	Postsecondary Teachers (251000)	
(*)	1,909	2.9		419	0.6	1,650	2.5	5	209	0.3	941	1.4	Primary, Sec. & Special Ed. Teachers (252000)	
	465	6.5		74	. 1.0	40	5 5.	7	10	0.1	143	2.0	Preschool & Kindergarten Teachers (252010)	
	1,139	2.7		225	0.5	986	0 2.	3	155	0.4	645	1.5	Elementary & Middle School Teachers (252020)	
	245	1.9		95	0.7	20	0 _ 1.0	3	44	0.3	129	1.0	Secondary School Teachers (252030)	
	60	1.7		25	0.7	6	5 1.	8	0	0.0	24	0.7	Special Education Teachers (252040)	
	385	4.2		130	1.4	22	5 2.	5	114	1.2	235	2.6	Other Teachers & Instructors (253000)	
	150	2.9		50	1.0	9	4 1.	В	98	1.9	173	3.4	Librarians, Curators, & Archivists (254000)	
	20	2.5		0	0.0	1	0 0.	0	_ 19		44	5.5	Archivists, Curators, & Museum Techs. (254010)	521
	95	2.8		30				6	69	2.0	110	3.2	Librarians (254021)	
33	35	3,9		20			4 0.		10					
	1,375	9.4		200	•				54					
	1,345	9.7		. 175					44					
	30	3.9		25			0 0.		10					
	480			712				9	562					
	190	1.2		. 225					193				•	
	. 30	0.9		45	5 1.3	5 3 3:	15 1.	0	24	1 0.7	62	2 1.	8 Artists & Related Workers (271010)	

2000

Connecticut

Occupational

Statistics

NEW LONDON County

for Equal Employment Opportunity and Affirmative Action Planning 2000 Census of Population and Housing - Special EEO Tabulation

	New	one	don	Coun	tv
÷		-			

		Civilia	Total	r Force			Noi	White			Bia Non-Hi	span	ic	
Occupation	Total All Races *	Male		emale	%		Male		emale	%	Male		%	
SERVICE OCCUPATIONS (310000)	26,239	11,797	45.0	14,331	54.6		9,239	35.2	11,790	44.9	96	9 :	3.7	
Healthcare Support Occupations (310001)	3,124	461	-14.8	2,661	85.2		294	9.4	2,089	66.9	10	<i>)5</i>	3.4	
Nursing, Psych., & Home Health Aides (311000)	2,235	394	17.6	1,833	82.0	3	245	11.0	1,340	60.0	10	)5	4.7	
Nursing, Psych., & Home Health Aides (311010)	2,235	394	17.6	1,833	82.0		245	11.0	1,340	60.0	10	)5	4.7	
Occ. & Phys. Therapist Assists & Aides (312000)	29	14	48.3	14	48.3		4	13.8	4	13.8		0	0.0	
Occ. Therapist Assistants & Aides (312010)	4	0	0.0	4	100.0		0	0.0	4	100.0		0	0.0	
Physical Therapist Assistants & Aides (312020)	25	14	56.0	10	40.0	-	4	16.0	0	0.0		0	0.0	
Other Healthcare Support Occupations (319000)	860	53	6.2	814	94.7		45	5.2	745	86.6		0	0.0	
Massage Therapists (319011)	90	10	11.1	85	94.4		10	11.1	85	94.4			0.0	
Dental Assistants (319091)	230	0	0.0	235	102.2		0	0.0	210	91.3		0	0.0	
Med. Assist. & Other Health Supp. Occs (31909X)	540	43	8.0	494	91.5		35	6.5	450	83.3	- 0	0	0.0	. (4
Protective Service Occupations (330001)	3,695	2,830	76.6	849	23.0		2,500	67.7	703	19.0	. 1	180	4.9	
First-Line Super /Mgr., Protective Serv. Wrkr (331000)	355	309	87.0	44	12.4		285	80.3	34	9.6		20	5.6	
V.	65	35	53.8	30	46.2		25	38.5	30	46.2			15.4	
First-Line Super (Mars. of Police & Pot. (331011)	90	90	100.0	0	0.0		_	100.0	0	0.0		0	0.0	
First-Line Super //Mgrs. of Police & Det. (331012)	55	55	100.0	0	0.0			100.0	0	0.0		0	0.0	
First-Line Super./Mgrs. of Fire Fighters (331021)	145	129	89.0	14	9.7		-115	79.3	4	2.8		10	6.9	
Super., Protect. Serv. Wrkrs, All Other (331099)	300	285	95.0	15	5.0		285	95.0	15	5.0		0	0.0	
Fire Fighting & Prevention Workers (332000)	255	240	94.1	15			240	94.1	15			0	0.0	
Fire Fighters (332011)	255 45	45	100.0	0				100.0	0			0.	0.0	
Fire Inspectors (332020)			77.5	278	A		855	66.3	215			80	6.2	
Law Enforcement Workers (333000)	1,290	1,000	64.4	228			370	56.1	165			35	5.3	
Bailiffs, Correctional Officers, & Jailers (333010)	660	425		0			50	100.0.	100			0 -	0.0	
Detectives & Criminal Investigators (333021)	50	50					425	74.6	50			45	7.9	
Police Officers (333050)	570	515		, 50 0			10	100.0		) O.		0	0.0	
Misc. Law Enforcement Workers (3330XX)	10	10		512			1,075	61.4	43			80	4.6	
Other Protective Service Workers (339000)	1,750	1,236					1,075	66.7		4 26.		0	0.0	
Animal Control Workers (339011)	15	10						69.2	2			0	0.0	
Private Detectives & Investigators (339021)	65	45		20			45 935	65.2	28			80	5.6	
Sec. Guards & Gaming Surv. Officers (339030)	1,435	1,092		339			25	35.7	3			0	0.0	
Crossing Guards (339091)	2 70	_ 25		4:			60	36.4	10			0	0.0	
Lifeguards & Other Prot. Serv. Wrkers (33909X)	165	64										206	2.5	
Food Prep. & Serving-Rel. Occupations (350001)	8,295	3,526	2.4				2,700		<b>4,1</b> 4			40	3.6	
Supervisors, Food Prep. & Serv. Wrkrs (351000)	1,100	754					650			0 20 20 18		20	3.1	
Chefs & Head Cooks (351011)	650	500					430					20	4.4	
First-Line Super J/Mgrs. of Food Workers (351012)	450	254					220					115	4.7	
Cooks & Food Preparation Workers (352000)	2,430	1,44		•			950				l.2 3.1		5.3	
Cooks (352010)	1,690	1,06					695				3.1 3.5	90 25	3.4	
Food Preparation Workers (352021)	740	38					255 665				9.3	18	0.5	
Food & Beverage Serving Workers (353000)	3,465										3.3	0	0.0	
Bartenders (353011)	450					1.2	160					10	2.6	
Comb Food Prep/Serv., Ind. Fast Food (353021)	380		24.			4.2	70				7.1 n.e	0	0.0	
Counter Attend., Café., Food Conc., Etc. (353022)	325		78 24.			3.2	. 70				0.8 3.3	4	0.0	
Waiters & Waitresses (353031)	2,075		64 17.			2.4	320					4		
Food Servers, Non-restaurant (353041)	235		92 39.			1.3	4.				6.8			
Other Food Prep. & Serv. Rel. Workers (359000)	1,300		40 41.			7.0	43				8.1	33		
Dishwashers (359021)	375		05 81.			5.5	27				5.3	45		
Hosts/Hostesses, Rest., Lounge, Etc. (359031)	285		42 14			3.5	1				7.2	15		
Misc. Food Prep & Serving Rel. Workers (3590XX)	. 640		93 30			9.5	14				50.2	10		_
Bidng & Grounds Cleaning & Maint. Occs. (370001)	4,82					36.2	<b>2,3</b> 4				26.6	328		
Super., Bldng & Grnds Clean & Maint. Wrkrs (371000)	440		344 78			22.3	30				14.5	. 35 44		
First-Line Supr./Mgrs. of Housekeeping Etc. (371011)	29		204 69			31.9		35 62.		60 :	20.3	18 20		
First-Line Supr./Mgrs. of Landscaping, Etc. (371012)	14	5 1	140 96	0.0	4	2.8	12	20 82	.0	*	2.8	۷.	J 13.	ن د

for Equal Employment Opportunity and Affirmative Action Planning 2000 Census of Population and Housing - Special EEO Tabulation

New London County

Black Non-Hispanic				in	Any l	panic y Race				All Othe Non-Hispa					New London Cod					
Femal	e	% _	Male	2	6	Fema		<u>/</u>	Male	%	Fe	m	ale	<u>%</u>	2	Occupation				
74		2.9	70	9	2.7			3.7	880			. 1	831	3.2		ERVICE OCCUPATIONS (310000)				
24	9 .	8.0		14	0.4			7.2	48	1.5			98	3.1		Healthcare Support Occupations (310001)				
22	9 1	0.2		0	0.0		190	8.5	44	2.0	)		74	3.3		Nursing, Psych., & Home Health Aides (311000)				
22	9 1	0.2		0	0.0		190	8.5	44	2.0	)		74	3.3		Nursing, Psych., & Home Health Aides (311010)				
	0	0.0	•	10 3	34.5		0	0.0	0	0.0	)		10	34.5		Occ. & Phys. Therapist Assists & Aides (312000)				
	0	0.0		0	0.0	1,01	0	0.0	0	0.0	)		0	0.0		Occ. Therapist Assistants & Aides (312010)				
	0	0.0		10	40.0		0	0.0	0	0.0	)		10	40.0		Physical Therapist Assistants & Aides (312020)				
2	20	2.3		4	0.5		35	4.1	4	0.	5		14	1.6	a	Other Healthcare Support Occupations (319000)				
	0	0.0		0	0.0		0	0.0	0	0.4	)		0	0.0		Massage Therapists (319011)				
	0	0.0		0	0.0		15	6.5	0	0.	0		10	4.3		Dental Assistants (319091)				
2	20	3.7		4	0.7	7	20	3.7	4	0.	7		4	0.7		Med. Assist. & Other Health Supp. Occs (31909X)				
	69	1.9		<b>79</b> .	2.1		33	0.9	71	1.	9		44	1.2	•	Protective Service Occupations (330001)				
	0	0.0		0	0.0		0	0.0	4	1.	1 17		10	2.8		First-Line Super./Mgr., Protective Serv. Wrkr (331000)				
	0	0.0		0	0.0		0	0.0	0	0.	0		0	0.0	ı	First-Line Super./Mgrs. of Correct. Offrs (331011)				
	0	0.0		0	0.0		0	0.0	C	0.	0		0.	0.0	1	First-Line Super./Mgrs. of Police & Det. (331012)				
	0 .	0.0		0	0.0		0	0.0	C	0.	0		0	0.0	)	First-Line Super./Mgrs. of Fire Fighters (331021)				
	0	0.0	W	0	0.0		. 0	0.0	4	2	8		10 :	6.9	)	Super., Protect. Serv. Wrkrs, All Other (331099)				
	0	0.0		0	0.0		0	0.0	(	0	.0		0	0.0	)	Fire Fighting & Prevention Workers (332000)				
7	0	0.0		0	0.0		0	0.0	(	0 (	.0		0	0.0	)	Fire Fighters (332011)				
12	0	0.0		0	0.0		0	0.0	(	0	.0		:S: 0	0.0	)	Fire Inspectors (332020)				
	34	2.6		30	2.3		25 <sup>:</sup>	1.9	3	5 2	.7		4	0.3	3	Law Enforcement Workers (333000)				
	34	5.2		10	1.5		25	3.8	10	) 1	.5		4	0.6	6	Bailiffs, Correctional Officers, & Jailers (333010)				
	0	0.0		0	0.0		0	0.0	1	0 0	.0		0	0.0	0	Detectives & Criminal Investigators (333021)				
	0	0.0		20	3.5		0	0.0	2	5 4	.4		0	0.0	0	Police Officers (333050)				
	0	0.0		0	0.0		0	0.0			0.0		0	0.0	0	Misc. Law Enforcement Workers (3330XX)				
	35	2.0		49	2.8		8	0.5	3	2 1	.8		30	1.	7	Other Protective Service Workers (339000)				
	0	0.0		0	0.0		<b>∮</b> 0	0.0			0.0		0	0.	0	Animal Control Workers (339011)				
	0	0.0		0	0.0		0	0.0		0 (	0.0		0	0.	0	Private Detectives & Investigators (339021)				
	35	2.4		49	3.4		4	0.3	2		2.0		20	1.	4	Sec. Guards & Gaming Surv. Officers (339030)				
	0	0.0		0	0.0		0	0.0		0 1	0.0		10	14.	.3	Crossing Guards (339091)				
	0	0.0		0	0.0		4	2.4		4	2.4		0	0.		Lifeguards & Other Prot. Serv. Wrkers (33909X)				
	132	1,6		292	3.5		251	3.0	3:		4.0		195	. 2	.4	Food Prep. & Serving-Rel. Occupations (350001)				
	19	1.7		0	0.0		10	0.9			5.8	2	24		.2	Supervisors, Food Prep. & Serv. Wrkrs (351000)				
10	15	2.3		0	0.0		0	0.0			7.7		14		.2	Chefs & Head Cooks (351011)				
	4	0.9		0	0.0		10	2.2			3.1		10	2	.2	First-Line Super./Mgrs. of Food Workers (351012)				
	29	1.2		230	9.5		70	2.9			6.1		48	2	0.2	Cooks & Food Preparation Workers (352000)				
	19	1.1		175	10.4		30	1.8			5.9		19		1.1	Cooks (352010)				
00	10	1.4		55	7.4		40	5.4			6.6		29		3.9	Food Preparation Workers (352021)				
	35	1.0		24	0.7		148	4.3		81	2.3		79		2.3					
	0	0.0		0	0.0		4	0.9		0	0.0		(		0.0					
	15	3.9		0			. 4	1.1	000	14	3.7				2.1	· · · · · · · · · · · · · · · · · · ·				
	0	0.0		0			, 0	0.0		8	2.5				2.5					
	20	1.0		20			120			20	1.0		4		2.4					
	0	0.0		- 4			20	8.5			16.6		1		6.0					
	49	3.8		38			23	1.8		34	2,6		4		3.4					
	30	8.0		.4			4	1.1		18	4.8				1.1					
200	4	1.4		4		.4	4			8	2.8				3.5					
	15	2.3		30		.7	15			8	1.3				4.7					
	<i>85</i>			209		.3	229			193	4.0		14		3.1					
	10					.9	14			0 -	0.0				2.3					
	10					.4_	14			0	0.0			10	3.4					
	0					.0	0			0	0.0			0	0.0					
		U.V	•	,	- 0		18		-	٠	2.0	) (4		50	,					

for Equal Employment Opportunity and Affirmative Action Planning 2000 Census of Population and Housing - Special EEO Tabulation

# New London County

Occupation	Total All Races *	Civili Male		al oor Force Female	%	No Male	Whit on-His		%	Black Non-Hispa ' Male	inic %	
Real Estate Brokers & Sales Agents (419020)	600	175	29.2	424	70.7	175	29.2	405	67.5	0	0.0	
Sales Engineers (419031)	40	30	75.0	10	25.0	30	75.0	10	25.0	0	0.0	
Telemarketers (419041)	20	4	20.0	15	75.0	4	20.0	15	75.0	0	0.0	
Door-To-Door Sales Workers & Rel Wrkrs (419091)	190	110	57.9	78	41.1	80	42.1	70	36.8	10	5.3	
Sales & Related Workers, All Other (419099)	170	69	40.6	99	58.2	65	38.2	95	55.9	0	0.0	
OFFICE & ADMIN. SUPPORT OCCUPATIONS (430000)	17,817	4,108	23.1	13,688	76.8	3,548	19.9	12,288	69.0	181	1.0	
Super., Office & Admin. Support Workers (431000)	1,520	459	30.2	1,055	69.4	350	23.0	940	61.8	15	1.0	
First-Line Sup./Mgrs., Admin. Support Wrkrs (431011)	1,520	459	30.2	1,055	69.4	350	23.0	940	61.8	15	1.0	
Communications Equipment Operators (432000)	215	48	22.3	159	74.0	34	15.8	145	67.4	0	0.0	
Switchboard Operators, Incl. Ans. Service (432011)	45	4	8.9	40	88.9	4	8.9	. 30	66.7	0	0.0	
Telephone Operators (432021)	160	34	21.3	119	74.4	30	18.8	115	71.9	. 0	0.0	
Comm. Equipment Operators, All Other (432099)	10	10	100.0	0	0.0	0.	0.0	0	0.0	0	0.0	ŝ
Financial Clerks (433000)	2,855	279	9.8	2,581	90.4	245	8.6	2,385	83.5	4	0.1	
	95	20	21.1	80	84.2	20	21.1	70	73.7	0	0.0	
Bill & Account Collectors (433011)	230	20	8.7	. 210	91.3	20	8.7	210	91.3	. 0	0.0	
Billing & Posting Clerks & Machine Oper. (433021)	1,655	124	7.5	1,533	92.6	100	6.0	1,455	87.9	4	0.0	
Bookkeeping, Accting, & Auditing Clerks (433031)	235	55	23.4	1,555	76.6	45	19.1	125	53.2	0	0.0	
Gaming Cage Workers (433041)					95.1		7.3	165		0		
Payroll & Timekeeping Clerks (433051)	205	15	7.3	195		15 15	33.3			0	0.0	
Procurement Clerks (433061)	45	15	33.3	25		30		25 335			0.0	
Tellers (433071)	390	30	7.7	358			7.7 17.9					
Information & Record Clerks (434000)	3,858	775	20.1	3,082		689					1.4	
Brokerage Clerks (434011)	4	0		4		0	0.0				0.0	
Court, Municipal, & License Clerks (434031)	45	20				20	44.4				0.0	
Credit Authorizers, Checkers, & Clerks (434041)	4	0				0					0.0	
Customer Service Representatives (434051)	1,570	348				315		-			0.6	
Eligibility Interviewers, Govt. Programs (434061)	65	15				15					0.0	
File Clerks (434071)	250	40				40					0.0	
Hotel, Motel, & Resort Desk Clerks (434081)	205	70				60					4.9	
Interviewers, Except Eligibility & Loan (434111)	a 140	30				20						
Library Assistants, Clerical (434121)	215 ·	45				35						
Loan Interviewers & Clerks (434131)	55	30				30						
New Accounts Clerks (434141)	15		0.0			(						
Human Res. Assists, Exc. Payroll Etc. (434161)	50		4 8.0				4 8.0		- 22			
Receptionists & Information Clerks (434171)	900	8-				6						
Reserv. & Transp. Ticket Agts & Trav Clerks (434181)	165	3				3						
Information & Record Clerks, All Other (434199)	60		5 = 25.0			22			5 75.			
Correspondence Clerks & Order Clerks (434XXX)	115		5 30.4			3			50 52.			
Material Recording, Scheduling, Etc. (435000)	3,045	1,76				1,51						
Cargo & Freight Agents (435011)	0		0 0.		0.0		0 0.		0 0.		0.0	
Couriers & Messengers (435021)	135		59.		55 40.7		0 59.		55 40.		0.0	
Dispatchers (435030)	205	12			90 43.9	12			90 43.		0.0	
Meter Readers, Utilities (435041)	15		14 93.		0.0		10 66				0.0	
Postal Service Clerks (435051)	200		90 45.		02 51.0		70 35		90 45			
Postal Service Mail Carriers (435052)	330		59 ' 48.		64 49.7	13			60 48		4 1.2	
Postal Service Mail Sorters, Processors, Etc. (435053)	85		45 52		40 47.1		35 41		40 47		0.0	
Production, Planning, & Expediting Clerks (435061)	490		44 49		43 49.6		20 44		15 43		4 0.8	
Shipping, Receiving, & Traffic Clerks (435071)	405		85 70		15 28.4		50 61		05 25		0.0	
Stock Clerks & Order Fillers (435081)	1,135		11 62		25 37.4				160 31		64 5.6	
Weighers, Measurers, Checkers, Etc. (435111)	45		20 44		30 66.7				10 22		0.0	
Secretaries & Administrative Assistants (436000)	3,440			2.6 3,3				2.3 3,0			0.0	
Secretaries & Administrative Assistants (436010)	- 3,440			2.6 3,3						3.1	0.0	
Other Office & Admin. Support Workers (439000)	2,884	6	89 23	3.9 2,2	205 76.5	. 6	40 22	2,2 2,0	004 69	9.5	25 0.9	ł

#### CONNECTICUT OCCUPATIONAL STATISTICS

for Equal Employment Opportunity and Affirmative Action Planning 2000 Census of Population and Housing - Special EEO Tabulation

New London County

	Black			10	His	panio	:			*		II Otl		_			New London County
	-Hispa	nic %	Ma		in Ar %	ny Ra	ce male	- 50	%	Male	Non-		panio Fem		%	Oc	ccupation
Fei	nale		IAIC	_	_	_							1 011	-	2.5	-	Real Estate Brokers & Sales Agents (419020)
	0	0.0		0	0.0				0.7			0.0 0.0		15 0	0.0		Sales Engineers (419031)
	0	0.0		0	0.0		١		0.0			0.0		0	0.0		Telemarketers (419041)
	0	0.0	***	0	0.0		1		0.0					4	2.1		Door-To-Door Sales Workers & Rel Wrkrs (419091)
	4	2.1 .		0	0.0			)	0.0	2		0.5		0	0.0		
	- 0	0.0		0	0.			4	2.4			2.4			2.3	O	Sales & Related Workers, All Other (419099)  FFICE & ADMIN. SUPPORT OCCUPATIONS (430000)
	543	3.0		161	0.		43		2.5	21		1.2		418 45	3.0		Super., Office & Admin. Support Workers (431000)
	25	1.6		65	4.		4		3.0	9.7		1.9		45 45	3.0		First-Line Sup./Mgrs., Admin. Support Wrkes (431011)
	25	1.6		65	4.		4		3.0			1.9	i i				Communications Equipment Operators (432000)
	10 .	4.7		14	6.			0	0.0		0	0.0	7	4	1.9		Switchboard Operators, Incl. Ans. Service (432011)
	10	22.2		0	0.			0	0.0		0	0.0		0	0.0		
	0	0.0		4		.5		0	0.0	41	0	0.0		4	2.5		Telephone Operators (432021)
	0	.0.0		10				0	0.0		0	0.0		0	0.0		Comm. Equipment Operators, All Other (432099)
	60	2.1		0		.0	•	0	1.1	•	30	1.1		106	3.7		Financial Clerks (433000)
	10	10.5		0		.0		0	0.0		0	0.0		0	0.0		Bill & Account Collectors (433011)
	0	0.0	31	0		.0		0	0.0		0	0.0		0	0.0		Billing & Posting Clerks & Machine Oper. (433021)
50	15	0.9		0		.0	100	15	0.9	61	20	1.2		48	2.9		Bookkeeping, Accting, & Auditing Clerks (433031)
	10	4.3		0		0.0		15	6.4		10	4.3		30	12.8		Gaming Cage Workers (433041)
	10	4.9		0		1.0		0	. 0.0		0	0.0		20	9.8		Payroll & Timekeeping Clerks (433051)
	0	0.0	47	0		0.0		0	0.0		0	0.0		0	0.0		Procurement Clerks (433061)
	15	3.8		0		0.0		0	0.0		0	0.0		. 8	2.1		Tellers (433071)
	172	4.5		19		).5	1	42	3.7		12	0.3		109	2.8		Information & Record Clerks (434000)
	0	0.0		(		0.0			100.0		0	0.0		0	0.0		Brokerage Clerks (434011)
	0	0.0		. (		0.0		0	0.0		0	0.0		0	0.0		Court, Municipal, & License Clerks (434031)
	0	0.0		:E: (		0.0		0	0.0		0	-0.0		0	0.		Credit Authorizers, Checkers, & Clerks (434041)
	94	6.0		1		1.0		55	3.5		-	0.5		43	2.		Customer Service Representatives (434051)
	20	30.8				0.0		4	6.2		0	0.0		0	0.		Eligibility Interviewers, Govt. Programs (434061)
	14	5.6				0.0		4	1.6		0	0.0		4	1.		File Clerks (434071)
	20	9.8				0.0		10	4.9		0	0.0		0	0.		Hotel, Motel, & Resort Desk Clerks (434081)
	4	2.9				0.0		10	7.1	×	. 0	0.0		8	5.		Interviewers, Except Eligibility & Loan (434111)
	0	0.0				0.0		0	0.0		0	0.0		15		.0	Library Assistants, Clerical (434121)
	· 0	0.0				0.0		0	0.0		0	0.0		. 0		0.0	Loan Interviewers & Clerks (434131)
	0	0.0				0.0		0	0.0		0	0.0		0		0.0	New Accounts Clerks (434141)
	- 0	0.0				0.0		0	0.0		0	0.0		0		0.0	Human Res. Assists, Exc. Payroll Etc. (434161)
10	10	1.1			0	0.0		45	5.0		4		4 =	25		2.8	Receptionists & Information Clerks (434171)
	10	6.1			4	2.4		0	0.0		0	0.		0		0.0	Reserv. & Transp. Ticket Agts & Trav Clerks (434181)
	0				0	0.0		0	0.0		0	0.		0		0.0	Information & Record Clerks, All Other (434199)
	0				0	0.0		10	8.7		0	0.		14		2.2	Correspondence Clerks & Order Clerks (434XXX)
5	33			4	53	1.7	-	63	2.1		123	4.		43		1.4	Material Recording, Scheduling, Etc. (435000)
	0				0	0.0		0			0		.0	. (		0.0	Cargo & Freight Agents (435011)
	į (0			9	0	0.0		0			0		.0	` (		0.0	Couriers & Messengers (435021)
	C				0	0.0		0			0		.0			0.0	Dispatchers (435030)
	(	0.0	) .		0	0.0		0			4	26				0.0	Meter Readers, Utilities (435041)
	4				0	0.0		4			10		.0	1		2.0	Postal Service Clerks (435051)
	4				10	3.0		0			10		0.1			0.0	
T)		0.0		1	10	11.8	117	0			0		0.0			0.0	
	10				10	2.0		4			. 10		2.0	1		2.9	
		0.0			15	3.7	$\chi_{c}$	10			20		1.9			0.0	
	1				8	0.7		25			69		6.1		5	2.2	
		0 0.			0	0.0		20			0		0.0		0	0.0	
	18				0	0.0		70			10		0.3		2	1.8	
	18				0	0.0	2	70			10		0.3		32	1.8	1.7
	е	3 2.	2		10	0.3		8	9 3.	1	14	1	0.5	4	19	1.7	Other Office & Admin. Support Workers (439000)



Economy \* Workforce \* Careers LABOR MARKET INFORMATION

FROM THE OFFICE OF RESEARCH

About

Publications

FAQ

Glossarv

Contact

**Data Tools** 

Event Calendar

**Businesses** 

Job Seekers

Researchers

Students

#### Labor Force Data for Affirmative Action Plans - State of Connecticut

Connecticut Labor Force Data for Affirmative Action Plans provides quarterly labor force information for Connecticut and its eight counties. The data presented are designed to meet the requirements of the Office of Federal Contract Compliance (OFCCP) and/or the Connecticut Commission on Human Rights and Opportunities (CHRO) for companies, State agencies, and municipalities that submit an Affirmative Action Plan. Includes statewide and county estimates of total labor force, unemployment rates, and unemployed women and

Labor Force Data for Affirmative Action Plans - Current Version - Files are available in PDF and Excel format.

(540K)

4Q 2019 Affirmative Action Data (132K)

Last Updated: February 14, 2020



Archived Labor Force Data for Affirmative Action Plans - Files are available in PDF and Excel format

- 👪 3Q2019 (539K) 🐒 3Q2019 (132K), 👪 2Q2019 (538K) 🖏 ; 2Q2019 (136K), 👪 1Q2019 (538K) 🖏 1Q2019 (132K)
- 👪 402018 (895K) 🖄 402018 (114K), 👪 302018 (538K) 🖏 302018 (100K), 📓 202018 (542K) 🖏 202018 (131K), 👪 102018 (415K) 🖏 102018 (415K)
- 🚵 4Q2017 (380K) 🖏 4Q2017 (119K), 🔈 3Q2017 (462K) 🐴 3Q2017 (125K), 🖟 2Q2017 (417K) 🖎 2Q2017 (129K), 🖟 1Q2017 (451K) 🐴 1Q2017 (120K)
- 💹 4Q2016 (377K) 🔌 4Q2016 (129K), 🔝 3Q2016 (457K) 🌂 3Q2016 (104K), 🖺 2Q2016 (461K) 🔻 2Q2016 (129K)
- 🖟 🖧 4Q2015 (509K) 🐴 4Q2015 (121K), 🖓 3Q2015 (674K) 🖏 3Q2015 (122K), 🖟 2Q2015 (1.2K) 🖎 2Q2015 (1.2K), 🔻 2Q2015 (1.2K), 🖎 1Q2015 (1.2K) 🖎 1Q2015 (1.2K), 🖟 1Q2015 (1.2K), 🖓 1Q2015 (1.2K), 🖎 1Q2015 (1.2K), 🖎 1Q2015 (1.2K), 🖟 1Q2015 (1.2K), 🖎 1Q2015 (1.2K), 1Q20
- 🔀 <u>402014</u> (490K) 🐒 <u>402014</u> (276K), 🖟 <u>302014</u> (487K) 🐒 <u>302014</u> (287K), 🥻 <u>202014</u> (502K) 💐 <u>202014</u> (275K), 🖟 <u>102014</u> (480K) 🖄 <u>102014</u> (270K)
- 🔸 🔝 4Q2013 (695K) 🖄 4Q2013 (127K), 🖟 3Q2013 (487K) 🖎 3Q2013 (220K), 👪 2Q2013 (489K) 🐔 2Q2013 (220K), 👪 2Q2013 (220K), 👪 1Q2013 (220K), 👪 1Q2013 (489K) 🐔
- 🔀 402012 (483K) 🐧 402012 (223K), 🖟 302012 (483K) 🔏 302012 (223K), 🖟 202012 (485K) 🐔 202012 (232K), 🎉 102012 (488K) 🐧 102012 (234K)
- 🖟 402011 (486K) 🔻 402011 (232K), 🖟 302011 (436K) 🐔 302011 (235K), 🥻 202011 (489K) 🐔 202011 (236K), 🥻 102011 (519K) 🐔 102011 (237K) • 💹 402010 (596K) 🖄 402010 (230K), 🖟 302010 (576K) 新 302010 (224K), 🖟 202010 (545K) 新 202010 (235K), 肠 102010 (740K) 新 102010 (735K)

Archived Labor Force Data for Affirmative Action Plans - Files are available in PDF formationly.

 $\underline{402009} \ (621K), \underline{302009} \ (645K), \underline{202009} \ (785K), \underline{102009} \ (785K), \underline{402008} \ (785K), \underline{302008} \ (779K), \underline{202008} \ (761K), \underline{102008} \ (838K), \underline{402007} \ (755K), \underline{302007} \ (755K), \underline{30$ 2Q2007 (754K), 1Q2007 (1457K), 4Q2006 (1219K)

Other Miscellaneous Information Related to the Affirmative Action Plan

2000 Equal Employment Opportunity Special Tabulation Files, 1990 Equal Employment Opportunity Special Tabulation Files, Connecticut Towns Listed by County

If you are completing an Affirmative Action Plan for a private company and you require regulations/guidelines to assist you in setting up your plan, please contact OFCCP at (860) 244-8600. If you are completing an Affirmative Action Plan for a State agency, municipality, or any political subdivision, and you require regulations/guidelines for setting up your plan, please contact the CHRO, Office of Diversity Programs at (860) 541-3400 or visit their contract compliance website. To order Equal Employment Opportunity posters at no charge, contact either the OFCCP, or the CHRO at the numbers listed above. If you need a listing of minority/female owned businesses, visit the Department of Administrative Services, Supplier Diversity Program's website.

Adobe Reader software is the global standard for electronic document sharing. Download free Acrobat Reader.

State of Connecticut Department of Labor - Office of Research 200 Folly Brook Boulevard, Wethersfield, CT 06109 / Phone: 860-263-5275 LMI Home | CTDOL Home | CT,gov | Feedback | Disclaimer | Privacy Policy | Accessibility Folicy This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. (more)



Characteristics of Job Seekers								State o	f Connect	ticut		
Occupation	SOC Code	Total Job Seekers	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female
Total - All Occupations	00	126,769	69,022	57,492	36,952	26,838	14,964	14,998	15,368	14,300	1,738	1,356
Management Occupations	11	8,004	4,191	3,797	3,122	2,531	448	603	490	568	131	95
Top Executives	11.10	601	400	201	308	144	41	26	41	27	10	4
Advertising, Marketing, Promotions, Public Rel. Occupations	11.20	1,435	832	600	690	479	52	55	69	54	21	12
Operations Specialties Managers	11.30	2,174	907	1,261	632	824	112	205	116	194	47	38
Other Management Occupations	11.90	3,791	2,051	1,733	1,492	1,082	242	317	264	293	53	41
Business & Financial Operations Occupations	13	3,373	1,640	1,727	1,093	1,107	273	333	188	201	86	86
Business Operations Specialists	13.10	1,616	825	787	510	517	172	156	117	82	26	32
Financial Specialists	13.20	1,754	814	938	582	588	101	177	71	119	60	54
Computer & Mathematical Occupations	15	2,428	1,773	650	1,188	422	244	102	209	63	132	63
Computer Specialists	15.10	2,339	1,737	597	1,162	388	239	95	206	57	130	57
Mathematical Scientists	15.20	89	36	53	26	34	5	7	3	6	2	6
Architecture & Engineering Occupations	17	2,500	2,100	396	1,360	204	282	59	348	112	110	21
Architects, Surveyors, & Cartographers	17.10	149	131	18	76	14	12	1	39	3	4	0
Engineers	17.20	965	863	101	602	59	108	16	91	17	62	9
Drafters, Engineering, & Mapping Technicians	17.30	1,384	1,104	277	681	131	162	42	217	92	44	12
Life, Physical, & Social Science Occupations	19	765	412	351	256	200	52	56	52	51	52	44
Life Scientists	19.10	141	82	59	57	38	2	4	12	3	11	14
Physical Scientists	19.20	128	83	45	48	21	7	5	6	6	22	13
Social Scientists & Related Workers	19.30	89	35	53	22	29	7	16	6	7	0	1
Life, Physical, & Social Science Technicians	19.40	406	211	194	129	112	35	31	28	35	19	16
Community & Social Services Occupations	21	1,835	516	1,314	173	483	237	545	99	271	7	15
Counselors, Social Workers, Other Cmmty./Soc. Svcs. Workers	21.10	1,781	490	1,286	164	472	226	537	93	263	7	14
Religious Workers	21.20	49	25	24	9	9	11	6	5	8	0	1
Legal Occupations	23	429	97	332	73	228	11	47	12	49	1	8
Lawyers, Judges, & Related Workers	23.10	130	58	72	47	46	5	13	6	11	0	2
Legal Support Workers	23.20	298	39	259	26	181	6	34	6	38	1	6
Education, Training, & Library Occupations	25	1,757	432	1,323	242	645	112	364	65	280	13	34
Postsecondary Teachers	25.10	225	87	138	36	68	26	32	21	31	4	7
Primary, Secondary & Special Education Teachers	25.20	326	68	258	40	147	18	65	7	42	3	4
Other Teachers & Instructors	25.30	477	128	349	95	199	23	89	8	46	2	15
Librarians, Curators, & Archivists	25.40	63	16	47	12	33	3	3	1	11	0	0
Other Education, Training, & Library Occupations	25.90	664	132	530	58	198	42	174	28	150	4	8

Characteristics of Job Seekers								State o	of Connect	ticut		
Occupation	SOC Code	Total Job Seekers	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female
Arts, Design, Entertainment, Sports, & Media Occupations	27	1,617	891	721	601	522	124	88	139	91	27	20
Art & Design Workers	27.10	683	341	338	220	269	49	27	59	34	13	8
Entertainers & Performers, Sports & Related Workers	27.20	391	226	165	138	97	41	33	40	27	7	8
Media & Communication Workers	27.30	351	186	164	144	120	19	20	20	20	3	4
Media & Communication Equipment Workers	27.40	192	138	54	99	36	15	8	20	10	4	0
Healthcare Practitioners & Technical Occupations	29	2,521	450	2,067	237	1,121	120	529	78	373	15	44
Health Diagnosing & Treating Practitioners	29.10	929	152	774	83	472	30	145	32	135	7	22
Health Technologists & Technicians	29.20	1,395	247	1,147	126	592	74	323	40	211	7	21
Other Healthcare Practitioners & Technical Occupations	29.90	196	50	146	28	57	15	61	6	27	1	1
Healthcare Support Occupations	31	6,104	575	5,526	167	1,551	270	2,472	127	1,437	11	66
Nursing, Psychiatric, & Home Health Aides	31.10	4,030	323	3,706	75	830	173	1,914	70	925	5	37
Occupational & Physical Therapist Assistants & Aides	31.20	92	24	68	11	47	6	13	7	7	0	1
Other Healthcare Support Occupations	31.90	1,972	224	1,746	80	673	88	541	50	504	6	28
Protective Service Occupations	33	1,283	878	404	333	100	341	188	191	110	13	6
First-Line Supervisors/Mgrs. of Protective Service Workers	33.10	14	11	3	4	1	6	2	1	0	0	0
Fire Fighting & Prevention Workers	33.20	27	26	1	16	0	6	1	4	0	0	0
Law Enforcement Workers	33.30	144	104	39	55	15	20	12	28	11	1	1
Other Protective Service Workers	33.90	1,098	737	361	258	84	309	173	158	99	12	5
Food Preparation & Serving Related Occupations	35	5,971	3,087	2,881	1,133	1,532	1,090	667	789	623	75	59
Supervisors of Food Preparation & Serving Workers	35.10	727	519	208	291	118	118	49	95	34	15	7
Cooks & Food Preparation Workers	35.20	2,161	1,356	804	422	344	543	234	371	208	20	18
Food & Beverage Serving Workers	35.30	1,865	545	1,318	245	794	145	242	134	259	21	23
Other Food Preparation & Serving Related Workers	35.90	1,214	663	551	174	276	282	142	189	122	18	11
Building & Grounds Cleaning & Maintenance Occupations	37	4,387	3,529	854	1,735	294	494	180	1,267	366	33	14
Supervisors of Bldg./Grounds Cleaning & Maintenance Workers	37.10	111	79	32	24	10	15	4	39	16	1	2
Building Cleaning & Pest Control Workers	37.20	1,389	726	661	251	179	240	160	224	312	11	10
Grounds Maintenance Workers	37.30	2,884	2,722	160	1,458	105	239	16	1,004	37	21	2
Personal Care & Service Occupations	39	2,336	494	1,839	177	751	163	572	139	478	15	38
Supervisors of Personal Care & Service Workers	39.10	41	20	20	12	13	2	3	3	2	3	2
Animal Care & Service Workers	39.20	71	19	52	10	44	3	2	6	5	0	1
Entertainment Attendants & Related Workers	39.30	191	104	87	50	35	21	20	29	22	4	10
Funeral Service Workers	39.40	15	8	7	4	0	0	2	3	5	1	0
Personal Appearance Workers	39.50	293	64	228	13	131	12	40	37	48	2	9
Transportation, Tourism, & Lodging Attendants	39.60	51	28	23	9	8	11	9	7	6	1	0
Other Personal Care & Service Workers	39.90	1,650	241	1,408	72	513	112	494	53	385	4	16

Characteristics of Job Seekers								New L	ondon Co	unty		
Occupation	SOC Code	Total Job Seekers	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female
Total - All Occupations	00	13,625	7,300	6,276	4,988	4,077	1,011	805	1,089	1,197	212	197
Management Occupations	11	765	372	389	300	304	23	36	37	40	12	9
Top Executives	11.10	51	30	21	24	19	2	1	3	0	1	1
Advertising, Marketing, Promotions, Public Rel. Occupations	11.20	106	54	52	47	43	1	4	5	4	1	1
Operations Specialties Managers	11.30	174	65	108	48	86	5	9	9	10	3	3
Other Management Occupations	11.90	434	223	208	181	156	15	22	20	26	7	4
Business & Financial Operations Occupations	13	241	103	136	75	103	15	16	7	10	6	7
Business Operations Specialists	13.10	135	69	65	48	48	11	7	6	6	4	4
Financial Specialists	13.20	106	34	71	27	55	4	9	1	4	2	3
Computer & Mathematical Occupations	15	185	140	44	113	34	8	5	13	4	6	1
Computer Specialists	15.10	175	134	40	107	30	8	5	13	4	6	1
Mathematical Scientists	15.20	10	6	4	6	4	0	0	0	0	0	0
Architecture & Engineering Occupations	17	361	295	65	231	44	28	4	28	15	8	2
Architects, Surveyors, & Cartographers	17.10	10	8	2	4	2	2	0	2	0	0	0
Engineers	17.20	107	95	12	78	10	7	1	7	1	3	0
Drafters, Engineering, & Mapping Technicians	17.30	244	192	51	149	32	19	3	19	14	5	2
Life, Physical, & Social Science Occupations	19	93	58	35	40	28	5	1	9	3	4	3
Life Scientists	19.10	28	19	9	14	7	1	0	4	0	0	2
Physical Scientists	19.20	15	9	6	6	4	0	0	0	1	3	1
Social Scientists & Related Workers	19.30	11	4	7	4	5	0	1	0	1	0	0
Life, Physical, & Social Science Technicians	19.40	39	26	13	16	12	4	0	5	1	1	0
Community & Social Services Occupations	21	215	64	150	36	89	20	36	7	24	1	1
Counselors, Social Workers, Other Cmmty./Soc. Svcs. Workers	21.10	211	60	150	33	89	19	36	7	24	1	1
Religious Workers	21.20	4	4	0	3	0	1	0	0	0	0	0
Legal Occupations	23	31	8	23	6	18	0	2	1	2	1	1
Lawyers, Judges, & Related Workers	23.10	7	3	4	2	2	0	0	1	1	0	1
Legal Support Workers	23.20	24	5	19	4	16	0	2	0	1	1	0
Education, Training, & Library Occupations	25	215	54	160	43	108	5	14	5	33	1	5
Postsecondary Teachers	25.10	24	7	17	6	10	1	3	0	4	0	0
Primary, Secondary & Special Education Teachers	25.20	46	15	31	13	27	1	0	1	3	0	1
Other Teachers & Instructors	25.30	48	12	36	11	25	1	4	0	4	0	3
Librarians, Curators, & Archivists	25.40	11	3	8	2	5	0	0	1	3	0	0
Other Education, Training, & Library Occupations	25.90	86	17	68	11	41	2	7	3	19	1	1

Characteristics of Job Seekers								New L	ondon Co	unty		
Occupation	SOC Code	Total Job Seekers	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female
Arts, Design, Entertainment, Sports, & Media Occupations	27	176	94	81	73	66	6	8	13	6	2	1
Art & Design Workers	27.10	88	50	37	40	34	1	1	7	1	2	1
Entertainers & Performers, Sports & Related Workers	27.20	29	15	14	11	10	2	2	2	2	0	0
Media & Communication Workers	27.30	33	16	17	12	13	1	2	3	2	0	0
Media & Communication Equipment Workers	27.40	26	13	13	10	9	2	3	1	1	0	0
Healthcare Practitioners & Technical Occupations	29	276	56	220	44	167	6	21	6	27	0	5
Health Diagnosing & Treating Practitioners	29.10	107	17	90	13	70	2	7	2	11	0	2
Health Technologists & Technicians	29.20	153	31	122	24	91	3	14	4	14	0	3
Other Healthcare Practitioners & Technical Occupations	29.90	16	8	8	7	6	1	0	0	2	0	0
Healthcare Support Occupations	31	595	50	544	28	289	14	121	6	123	2	11
Nursing, Psychiatric, & Home Health Aides	31.10	363	26	337	14	152	8	95	3	85	1	5
Occupational & Physical Therapist Assistants & Aides	31.20	14	1	13	0	10	0	1	1	1	0	1
Other Healthcare Support Occupations	31.90	218	23	194	14	127	6	25	2	37	1	5
Protective Service Occupations	33	126	94	32	59	15	16	10	18	6	1	1
Fire Fighting & Prevention Workers	33.20	1	1	0	1	0	0	0	0	0	0	0
Law Enforcement Workers	33.30	25	18	7	11	4	1	1	6	2	0	0
Other Protective Service Workers	33.90	100	75	25	47	11	15	9	12	4	1	1
Food Preparation & Serving Related Occupations	35	917	433	483	223	344	107	45	93	81	10	13
Supervisors of Food Preparation & Serving Workers	35.10	115	85	30	61	25	10	4	13	1	1	0
Cooks & Food Preparation Workers	35.20	251	163	88	63	54	53	10	46	19	1	5
Food & Beverage Serving Workers	35.30	389	100	288	61	215	17	23	18	44	4	6
Other Food Preparation & Serving Related Workers	35.90	162	85	77	38	50	27	8	16	17	4	2
<b>Building &amp; Grounds Cleaning &amp; Maintenance Occupations</b>	37	498	353	144	245	55	43	18	59	68	6	3
Supervisors of Bldg./Grounds Cleaning & Maintenance Workers	37.10	24	16	8	8	2	2	1	6	4	0	1
Building Cleaning & Pest Control Workers	37.20	220	101	119	51	37	25	17	24	63	1	2
Grounds Maintenance Workers	37.30	254	236	17	186	16	16	0	29	1	5	0
Personal Care & Service Occupations	39	372	98	273	39	151	24	40	25	64	10	18
Supervisors of Personal Care & Service Workers	39.10	18	9	8	5	6	0	0	1	0	3	2
Animal Care & Service Workers	39.20	12	3	9	0	9	1	0	2	0	0	0
Entertainment Attendants & Related Workers	39.30	94	45	49	17	19	9	8	15	13	4	9
Funeral Service Workers	39.40	1	0	1	0	0	0	0	0	1	0	0
Personal Appearance Workers	39.50	43	11	32	4	21	2	5	3	3	2	3
Transportation, Tourism, & Lodging Attendants	39.60	7	2	5	2	3	0	1	0	1	0	0
Other Personal Care & Service Workers	39.90	195	27	168	10	93	12	26	4	45	1	4

Characteristics of Job Seekers								New L	ondon Co	unty		
Occupation	SOC Code	Total Job Seekers	Total Male	Total Female	White Male	White Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Other Male	Other Female
Sales & Related Occupations	41	798	323	474	219	292	44	63	41	101	19	18
Supervisors of Sales Workers	41.10	50	21	29	18	19	2	3	1	6	0	1
Retail Sales Workers	41.20	512	156	355	87	214	25	51	29	76	15	14
Sales Representatives, Services	41.30	122	70	52	54	35	10	4	5	12	1	1
Sales Representatives, Wholesale & Manufacturing	41.40	48	38	10	29	6	3	0	4	2	2	2
Other Sales & Related Workers	41.90	66	38	28	31	18	4	5	2	5	1	0
Office & Administrative Support Occupations	43	1,343	336	1,005	185	739	79	94	64	144	8	28
Supervisors of Office & Administrative Support Workers	43.10	12	4	8	2	6	1	0	1	1	0	1
Communications Equipment Operators	43.20	4	0	4	0	1	0	2	0	1	0	0
Financial Clerks	43.30	116	17	98	13	79	3	5	1	13	0	1
Information & Record Clerks	43.40	533	116	417	64	281	31	57	15	69	6	10
Material Recording, Scheduling, Dispatch/Distribution Workers	43.50	228	169	59	84	40	40	6	43	12	2	1
Secretaries & Administrative Assistants	43.60	223	6	216	4	169	0	13	2	28	0	6
Other Office & Administrative Support Workers	43.90	227	24	203	18	163	4	11	2	20	0	9
Farming, Fishing, & Forestry Occupations	45	33	25	8	16	5	5	1	4	2	0	0
Agricultural Workers	45.20	21	13	8	6	5	3	1	4	2	0	0
Fishing & Hunting Workers	45.30	6	6	0	5	0	1	0	0	0	0	0
Forest, Conservation, & Logging Workers	45.40	6	6	0	5	0	1	0	0	0	0	0
Construction & Extraction Occupations	47	1,246	1,198	47	968	37	96	1	105	8	29	1
Supervisors of Construction & Extraction Workers	47.10	17	17	0	13	0	2	0	2	0	0	0
Construction Trades Workers	47.20	998	960	37	780	28	70	1	85	8	25	0
Helpers, Construction Trades	47.30	79	75	4	57	3	9	0	9	0	0	1
Other Construction & Related Workers	47.40	149	143	6	115	6	15	0	9	0	4	0
Extraction Workers	47.50	3	3	0	3	0	0	0	0	0	0	0
Installation, Maintenance, & Repair Occupations	49	446	424	21	313	14	39	3	66	3	6	1
Supervisors of Installation, Maintenance, & Repair Workers	49.10	5	5	0	5	0	0	0	0	0	0	0
Electrical & Electronic Equipment Mechanics, Installers	49.20	39	39	0	24	0	10	0	5	0	0	0
Vehicle & Mobile Equipment Mechanics, Installers, Repairers	49.30	114	110	4	79	3	4	0	26	0	1	1
Other Installation, Maintenance & Repair Occupations	49.90	288	270	17	205	11	25	3	35	3	5	0

# DIGEST OF EDUCATION STATISTICS TABLE 314.40 - FALL 2017 EMPLOYEES IN DEGREE GRANTING POSTSECONDARY INSTITUTIONS (Fall 2017 - Table Prepared November 2018)

STAFF	TOTAL	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISPANIC	HISPANIC	AAIANHNPI	AAIANHNPI
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Management	249688	109053	140635	87,899	107,344	9,637	16,878	6,233	9,631	5,284	6782
	217000	43.7%	56.3%	35.2%	43.0%	3.9%	6.8%	2.5%	3.9%	2.1%	2.7%
Professional/	1396399	699069	697330	550,559	535,522	42,302	64,534	37,917	39,251	68291	58023
Faculty	1370377	50.1%	49.9%	39.4%	38.4%	3.0%	4.6%	2.7%	2.8%	4.9%	4.2%
Business &	202961	54657	148304	40,493	103,999	5,254	18,445	4,927	13,959	3983	11901
Financial	202701	26.9%	73.1%	20.0%	51.2%	2.6%	9.1%	2.4%	6.9%	2.0%	5.9%
Computers,		128301	83615	96,504	57,272	8,040	6,893	9,596	6399	14161	13051
Engineering & Science	211916	60.5%	39.5%	45.5%	27.0%	3.8%	3.3%	4.5%	3.0%	6.7%	6.2%
Community, Social		77140	95939	59,280	70,640	9,527	11,624	5,586	8,996	2747	4679
Service, Legal, Arts, Design, Entertainment, Sports & Media	173079	44.6%	55.4%	34.3%	40.8%	5.5%	6.7%	3.2%	5.2%	1.6%	2.7%
Healthcare		28804	71192	19,574	49,580	2,596	8,752	2,268	5,624	4366	7236
Practitioners & Technicians	99996	28.8%	71.2%	19.6%	49.6%	2.6%	8.8%	2.3%	5.6%	4.4%	7.2%
Librarians,		11720	27748	9,640	22,160	714	2,308	772	1,502	594	1778
Curators, & Archivists	39468	29.7%	70.3%	24.4%	56.1%	1.8%	5.8%	2.0%	3.8%	1.5%	4.5%
Student &		54330	115589	38,522	81,032	6,901	16,406	5,728	11,531	3179	6620
Academic Affairs & Other Education	169919	32.0%	68.0%	22.7%	47.7%	4.1%	9.7%	3.4%	6.8%	1.9%	3.9%
Graduate	234574	112598	121976	82,866	87,933	6,138	9,573	9,538	11,235	14056	13235
Assistants		48.0%	52.0%	35.3%	37.5%	2.6%	4.1%	4.1%	4.8%	6.0%	5.6%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)

Spring 2018, Human Resources component, Fall Staff section. (This table was prepared November 2018.)

## DIGEST OF EDUCATION STATISTICS TABLE 315.20 - FULL TIME FACULTY IN DEGREE GRANTING POSTSECONDARY INSTITUTIONS Fall 2017 - Table prepared November 2018

RANK	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISPANIC	HISPANIC	AAIANHNPI	AAIANHNPI
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Professor	178468	119773	58695	97,303	48,321	4,125	2,806	4,104	2,414	14,241	5,154
	1/0400	67.1	32.9	54.5	27.1	2.3	1.6	2.3	1.4	8.0	2.9
Associate	150188	81665	68523	62,389	52,589	4,300	4,851	3,902	3,339	11,074	7,744
Professor	130188	54.4	45.6	41.5	35.0	2.9	3.2	2.6	2.2	7.4	5.2
Assistant	157384	74033	83351	54,381	61,325	4,344	7,161	4,109	4,456	11,199	10,409
Professor	13/364	47.0	53.0	34.6	39.0	2.8	4.6	2.6	2.8	7.1	6.6
Instructor	92445	39927	52518	31,062	39,999	2,585	4,483	3,293	4,137	2,987	3,899
Instructor	92443	43.2	56.8	33.6	43.3	2.8	4.8	3.6	4.5	3.2	4.2
Looturor	20210	17393	21926	14,288	17,475	838	1,143	1,153	1,540	1,114	1,768
Lecturer	39319	44.2	55.8	36.3	44.4	2.1	2.9	2.9	3.9	2.8	4.5
Other	127084	63273	63811	47,491	46,937	3,231	5,560	3,129	3,523	9,422	7,791
Faculty	12/084	49.8	50.2	37.4	36.9	2.5	4.4	2.5	2.8	7.4	6.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data (IPEDS)
Spring 2016 through Spring 2018, Human Resources Component, Fall Staff section (Table was Prepared November 2018).

# Utilization Analysis and Hiring/Promotion Goals (Section 46a-68-85)

### THREE RIVERS COMMUNITY COLLEGE January 1, 2018 - December : Section 46a-68-85 Utilization Analysis and Hiring/Program Goals

#### Overview

Budget challenges and consolidation prevails once again limiting hiring activities. There were seven searches conducted in 2018 and 2019, Academic Dean, Registar, Office Assistant, Coordinator Information Technology and 3 Custodian.

The net workforce change is 0.

The college is not anticipating any new permanent hires in 2020 based on the existence of severe budget constraints and consolidation, so the goals are long term.

Promotional goals have only been set within Faculty-Professor category since this is the only way appointments are made within this category.

All other positions are traditionally filled through external searches. Exceptions would be detailed in the Organizational Analysis.

AGENCY: Three Rivers Community College REPORTING DATE: January 1, 2019 OCCUPATIONAL CATEGORY: Excutive/Administration/Managerial LABOR MARKET AREA: Nation				1, 2019 De	cember 31,	2019								
OCCUPATION	AL CATEGORY:	Excutive/Adm	inistration/N	/lanagerial					LABOR MA	ARKET AR	EA:	National		
POSITION CLA	SSIFICATION (25-	+):												
			GRAND	TOTAL	TOTAL	WI	HITE	BL	ACK	HISF	PANIC	AAIA	NHNPI	
			TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE	%		100.0	40.0	60.0	40.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0	Α
FINAL AVAILA	BILITY BASE %		100.0	55.5	44.9	47.6	35.8	3.2	4.4	2.7	2.9	2.0	1.8	В
WORKFORCE	ORKFORCE PARITY NUMBERS		5	2	3	2	3	0	0	0	0	0	0	С
WORKFORCE	PARITY NUMBER	S		2.8	2.2	2.4	1.8	0.2	0.2	0.1	0.1	0.1	0.1	D
NET UTILIZATION (+,-)				-0.8	0.8	-0.4	1.2	-0.2	-0.2	-0.1	-0.1	-0.1	-0.1	Е
PREVIOUS UTILIZATION***				-2.4	2.4	-1.8	2.1	-0.2	0.7	-0.2	-0.2	-0.2	-0.1	F
***Enter line E	from previous filing													
อี 8	PREVIOUS PLAN	N GOALS	3	3	0	2	0	1	0	0	0	0	0	G
HIRING	CURRENT PLAN	I HIRES	1	1	0	1	0	0	0	0	0	0	0	Н
10	CURRENT PLAN	I GOALS	1	1	0	1	0	0	0	0	0	0	0	ı
	_		T.	1	•				1					
S	PREVIOUS PLAN	N GOALS	0	0	0	0	0	0	0	0	0	0	0	J
PROMOTIONAL GOALS	CURRENT PLAN	I PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	К
PRO	CURRENT PLAN	I GOALS	0	0	0	0	0	0	0	0	0	0	0	L
UPWARD / CAREER MOBILITY GOALS	PREVIOUS PLAN	N GOALS	0	0	0	0	0	0	0	0	0	0	0	М
PWARD CAREER IOBILITY GOALS	CURRENT PLAN	I PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	N
50≥	CURRENT PLAN	I GOALS	0	0	0	0	0	0	0	0	0	0	0	0

AGENCY:	Three	e Rivers Cor	mmunity Co	llege				REPORTIN	NG DATE:	January	1, 2019 De	cember 31,	2019
OCCUPATION	AL CATEGORY: Faculty Profess	or						LABOR MA	ARKET AR	EA:	Connectic	ut	
POSITION CLA	SSIFICATION (25+):												
		GRAND	TOTAL	TOTAL	WI	HITE	BL	ACK	HISI	PANIC	AAIA	NHNPI	
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE	%	100.0	45.0	55.0	42.5	50.0	0.0	2.5	0.0	0.0	2.5	2.5	Α
FINAL AVAILA	BILITY BASE %	100.0	57.2	42.9	42.9	42.9	14.3	0.0	0.0	0.0	0.0	0.0	В
WORKFORCE	NUMBERS	40	18	22	17	20	0	1	0	0	1	1	С
WORKFORCE	PARITY NUMBERS		22.9	17.2	17.2	17.2	5.7	0.0	0.0	0.0	0.0	0.0	D
NET UTILIZATI	ON (+,-)		-4.9	4.8	-0.2	2.8	-5.7	1.0	0.0	0.0	1.0	1.0	Е
PREVIOUS UT	ILIZATION***		-9.2	9.2	-7.6	7.2	-3.6	1.0	0.0	0.0	2.0	1.0	F
***Enter line E	from previous filing												
ပ္ တ	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	G
HIRING	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0	Н
Ξ Θ	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	I
		_											
NAL S	PREVIOUS PLAN GOALS	12	12	0	8	0	4	0	0	0	0	0	J
PROMOTIONAL GOALS	CURRENT PLAN PROMOTIONS	8	5	3	5	3	0	0	0	0	0	0	K
PROI	CURRENT PLAN GOALS	6	6	0	0	0	6	0	0	0	0	0	L
SD/ FE S.	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	М
UPWARD / CAREER MOBILITY GOALS	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	N
	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0

AGENCY: Three Rivers Community College REPORTING DATE: January  OCCUPATIONAL CATEGORY: Faculty Below Professor LABOR MARKET AREA:		1, 2019 De	cember 31, 2	201										
OCCUPATION	IAL CATEGORY:	Faculty Below P	rofessor					_	LABOR MA	ARKET AR	EA:	Connectic	ut	
POSITION CLA	ASSIFICATION (25-	+):												
			GRAND	TOTAL	TOTAL	Wi	HITE	BL	ACK	HISF	PANIC	AAIA	NHNPI	
			TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE	: %		100.0	50.0	50.0	40.0	50.0	5.0	0.0	0.0	0.0	5.0	0.0	Α
FINAL AVAILA	BILITY BASE %		100.0	48.0	52.0	35.3	37.7	3.7	5.0	3.3	4.1	5.7	5.2	В
WORKFORCE	NUMBERS		20	10	10	8	10	1	0	0	0	1	0	С
WORKFORCE	PARITY NUMBER	S		9.6	10.4	7.1	7.5	0.7	1.0	0.7	0.8	1.1	1.0	D
NET UTILIZAT	ION (+,-)			0.4	-0.4	0.9	2.5	0.3	-1.0	-0.7	-0.8	-0.1	-1.0	Е
PREVIOUS UT				0.8	-0.8	1.5	1.3	0.5	-0.8	-0.4	-0.6	-0.8	-0.7	F
***Enter line I	E from previous filing													
ပ လ	PREVIOUS PLAN	N GOALS	4	1	3	0	0	0	1	0	1	1	1	G
HIRING	CURRENT PLAN	I HIRES	13	7	6	6	6	0	0	0	0	1	0	H
Ξ ΰ	CURRENT PLAN	I GOALS	4	1	3	0	0	0	1	1	1	0	1	ı
S S	PREVIOUS PLAN	N GOALS	0	0	0	0	0	0	0	0	0	0	0	J
PROMOTIONAL GOALS	CURRENT PLAN	I PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	K
PROI	CURRENT PLAN	I GOALS	0	0	0	0	0	0	0	0	0	0	0	L
	•			•		•	•		•		•		•	
AH TE	PREVIOUS PLAN	N GOALS	0	0	0	0	0	0	0	0	0	0	0	М
UPWARD / CAREER MOBILITY GOALS	CURRENT PLAN	PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	N
50≥	CURRENT PLAN	I GOALS	0	0	0	0	0	0	0	0	0	0	0	0

AGENCY:		Three	e Rivers Cor	nmunity Co	ollege			i	REPORTIN	IG DATE:	January 1	1, 2019 De	cember 31,	2019
OCCUPATION	AL CATEGORY:	Professional No	n Faculty						LABOR MA	ARKET AR	EA:	Connectic	ut	
POSITION CLA	ASSIFICATION (25+	+):												
			GRAND	TOTAL	TOTAL	WI	HITE	BL	ACK	HISF	PANIC	AAIA	NHNPI	
			TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE	%		100.0	39.4	60.6	30.3	48.5	6.1	0.0	3.0	3.0	0.0	9.1	Α
FINAL AVAILA	BILITY BASE %		100.0	41.8	58.6	32.9	44.3	3.7	6.6	2.8	4.3	2.4	3.4	В
WORKFORCE	NUMBERS		33	13	20	10	16	2	0	1	1	0	3	С
WORKFORCE	PARITY NUMBERS	S		13.8	19.3	10.9	14.6	1.2	2.2	0.9	1.4	0.8	1.1	D
NET UTILIZAT	ION (+,-)			-0.8	0.7	-0.9	1.4	0.8	-2.2	0.1	-0.4	-0.8	1.9	Е
NET UTILIZATION (+,-) PREVIOUS UTILIZATION***				-3.8	3.8	-3.7	2.8	0.7	-1.3	0.1	-0.6	-0.9	2.8	F
***Enter line I	E from previous filing													
ပ္ ဟု	PREVIOUS PLAN	N GOALS	7	5	2	4	0	0	1	0	1	1	0	G
HIRING	CURRENT PLAN	HIRES	2	2	0	2	0	0	0	0	0	0	0	Н
Ι 0	CURRENT PLAN	GOALS	4	2	2	1	0	0	2	0	0	1	0	ı
_				-							_			
PROMOTIO NAL GOALS	PREVIOUS PLAN	N GOALS	0	0	0	0	0	0	0	0	0	0	0	J
ROMOTIC NAL GOALS	CURRENT PLAN	PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	K
PR	CURRENT PLAN	GOALS	0	0	0	0	0	0	0	0	0	0	0	L
_														
UPWARD / CAREER MOBILITY GOALS	PREVIOUS PLAN	N GOALS	0	0	0	0	0	0	0	0	0	0	0	М
WAI ARE OBIL	CURRENT PLAN	PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	N
F O M	CURRENT PLAN	GOALS	0	0	0	0	0	0	0	0	0	0	0	0

AGENCY:	Three Rivers Community College	REPORTING DATE: Janu	uary 1, 2019 December 31, 2019
			Norwich-New London-
OCCUPATIONAL CATEGORY:	Technical Paraprofessional	LABOR MARKET AREA:	Westerly, CT-RI LMA
POSITION CLASSIFICATION (25	5+):		

		GRAND	TOTAL	TOTAL	WH	IITE	BLA	ACK	HISP	ANIC	AAIAI	NHNPI
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
VORKFORCE	%	100.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
INAL AVAILA	BILITY BASE %	100.0	27.2	72.8	21.9	61.6	2.3	4.3	1.5	4.5	1.5	2.4
VORKFORCE	NUMBERS	1	0	1	0	0	0	1	0	0	0	0
VORKFORCE	PARITY NUMBERS		0.3	0.7	0.2	0.6	0.0	0.0	0.0	0.0	0.0	0.0
ET UTILIZATION (+,-)			-0.3	0.3	-0.2	-0.6	0.0	1.0	0.0	0.0	0.0	0.0
REVIOUS UTILIZATION***			-0.3	0.3	-0.2	-0.6	0.0	0.9	0.0	-0.1	0.0	0.0
***Enter line E	from previous filing	-	₹	-	-	•				-		
D S	PREVIOUS PLAN GOALS	1	0	1	0	1	0	0	0	0	0	0
HIRING	CURRENT PLAN HIRES	0	0	0	0	0	0	0	0	0	0	0
±υ	CURRENT PLAN GOALS	1	0	1	0	1	0	0	0	0	0	0
0TI0	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0
PROMOTIO NAL GOALS	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0
PR <sub>O</sub>	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0
SD/ FR F.S.	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0
로 때 그 것	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0
P 9 ≥ 0	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0

AGENCY:	Three	Rivers Cor	nmunity Co	llege			<u>.</u>	REPORTIN	NG DATE:	January		cember 31,	201
	ASSIFICATION (25+):  Secretarial Cleri	cal						LABOR MA	ARKET AR	EA:	Norwich-Ne Westerly, C		
		GRAND	TOTAL	TOTAL	WH	IITE	BL	ACK	HISI	PANIC	AAIA	NHNPI	
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE	∃ %	100.0	8.3	91.7	8.3	58.3	0.0	33.3	0.0	0.0	0.0	0.0	Α
FINAL AVAILA	BILITY BASE %	100.0	22.7	77.1	12.6	58.4	5.3	6.8	4.3	9.8	0.5	2.1	В
WORKFORCE	NUMBERS	12	1	11	1	7	0	4	0	0	0	0	С
WORKFORCE	PARITY NUMBERS		2.7	9.3	1.5	7.0	0.6	0.8	0.5	1.2	0.1	0.3	D
NET UTILIZAT	TION (+,-)		-1.7	1.7	-0.5	0.0	-0.6	3.2	-0.5	-1.2	-0.1	-0.3	Е
PREVIOUS UT	ΓΙLIZATION***		-3.0	3.0	-1.7	0.6	-0.7	3.9	-0.5	-1.2	-0.1	-0.3	F
***Enter line	E from previous filing												
ပ္ ဟု	PREVIOUS PLAN GOALS	5	4	1	2	0	1	0	1	1	0	0	G
HIRING	CURRENT PLAN HIRES	1	1	0	1	0	0	0	0	0	0	0	Н
Ξ ΰ	CURRENT PLAN GOALS	4	3	1	1	0	1	0	1	1	0	0	I
PROMOTIONAL GOALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	J
MOTIC	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	K
PRO	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	L

ARD / EER ILITY ALS	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	М
WAR AREI OBIL	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	N
P O N O	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	0

AGENCY:		Three Rivers Community College	REPORTING DATE:	January	1, 2019 December 31, 2019
					Norwich-New London-
OCCUPATIONAL C	CATEGORY:	Service/Maintenance	LABOR MARKET AREA	ν:	Westerly, CT-RI LMA
	-	_			

POSITION CLASSIFICATION (25+):

		GRAND	TOTAL	TOTAL	WH	IITE	BLA	ACK	HISP	ANIC	AAIA	NHNPI	
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
WORKFORCE	%	100.0	71.4	28.6	57.1	28.6	7.1	0.0	7.1	0.0	0.0	0.0	
FINAL AVAILAI	BILITY BASE %	100.0	70.4	29.7	49.3	12.7	8.5	3.4	11.1	12.8	1.5	0.8	
WORKFORCE	NUMBERS	14	10	4	8	4	1	0	1	0	0	0	
WORKFORCE	PARITY NUMBERS		9.9	4.2	6.9	1.8	1.2	0.5	1.6	1.8	0.2	0.1	
NET UTILIZATION (+,-)			0.1	-0.2	1.1	2.2	-0.2	-0.5	-0.6	-1.8	-0.2	-0.1	
PREVIOUS UT			1.1	-1.1	0.2	1.7	0.9	-0.8	0.1	-1.9	-0.1	-0.1	
***Enter line E	From previous filing												
HIRING	PREVIOUS PLAN GOALS	3	0	3	0	0	0	1	0	2	0	0	
	CURRENT PLAN HIRES	3	1	2	1	1	0	1	0	0	0	0	
Ι ΰ	CURRENT PLAN GOALS	5	2	3	0	0	1	1	1	2	0	0	
ONAL S	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	
PROMOTIONAL GOALS	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	
PROI	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	
	•		•	•								•	
S TE S	PREVIOUS PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	
UPWARD / CAREER MOBILITY GOALS	CURRENT PLAN PROMOTIONS	0	0	0	0	0	0	0	0	0	0	0	
5 0 § 0	CURRENT PLAN GOALS	0	0	0	0	0	0	0	0	0	0	0	

# Employment Analyses (Section 46a-68-86)

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment Analysis

Occupational Category: Executive/Administrative/Managerial

Position Classification: Executive

	ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	
Α	Workforce Number/Current	5	2	3	2	3							Α
В	Workforce Number/Prior	8	2	6	2	5		1					В
С	Net Change +/-	-3	0	-3	0	-2	0	-1	0	0	0	0	С
D	Hires	1	1	0	1								D
Е	Promotions	0	0	0									Ε
F	Provisional Apps	0	0	0									F
G	Temporary Appts	0	0	0									G
Н	Emergency Appts	0	0	0									Н
I	Intermittent Appts	0	0	0									
J	Total Increases	1	1	0	1	0	0	0	0	0	0	0	J
K	Dismissals	0	0	0									K
L	Transfers-non continuation at TRCC	0	0	0									L
М	End of Grant	0	0	0									М
Ν	Retire (Voluntary)	4	1	3	1	2		1					Ν
0	Retire (Involuntary)	0	0	0									0
	Resignations	0	0	0									Р
Q	Total Decreases	4	1	3	1	2	0	1	0	0	0	0	Q

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment Analysis

Occupational Category: Faculty Position Classification: Professor

	ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	
Α	Workforce Number/Current	40	18	22	17	20		1			1	1	Α
В	Workforce Number/Prior	36	16	20	14	18		1			2	1	В
С	Net Change +/-	4	2	2	3	2	0	0	0	0	-1	0	С
D	Hires	0	0	0									D
Ε	Promotions	8	5	3	5	3							Е
F	Provisional Apps	0	0	0									F
G	Temporary Appts	0	0	0									G
Н	Emergency Appts	0	0	0									Н
I	Intermittent Appts	0	0	0									
J	Total Increases	8	5	3	5	3	0	0	0	0	0	0	J
K	Deceased	0	0	0									K
L	Transfers	0	0	0									L
М	Layoffs	0	0	0									М
Ν	Retire (Voluntary)	4	3	1	2	1					1		N
0	Retire (Involuntary)	0	0	0									0
Р	Resignations	0	0	0									Р
Q	Total Decreases	4	3	1	2	1	0	0	0	0	1	0	Q

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment Analysis

Occupational Category: Faculty Position Classification: Below Professor

	ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	
Α	Workforce Number/Current	20	10	10	8	10	1				1		Α
В	Workforce Number/Prior	15	8	7	7	7	1						В
С	Net Change +/-	5	2	3	1	3	0	0	0	0	1	0	С
D	Hires	0	0	0									D
Е	SBEC-Adjunct to permanent status	13	7	6	6	6					1		Е
F	Provisional Apps	0	0	0									F
G	Temporary Appts	0	0	0									G
Н	Emergency Appts	0	0	0									Н
	Intermittent Appts	0	0	0									
J	Total Increases	13	7	6	6	6	0	0	0	0	1	0	J
K	Promotion to Professor	8	5	3	5	3							K
L	Transfer	0	0	0									L
М	Layoffs	0	0	0									М
Ν	Retire (Voluntary)	0	0	0									N
0	Retire (Involuntary)	0	0	0									0
Р	Resignations	0	0	0									Р
Q	Total Decreases	8	5	3	5	3	0	0	0	0	0	0	Q

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment Analysis

Occupational Category: Professional Non Faculty

Position Classification: Employment Process

	ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	
Α	Workforce Number/Current	33	13	20	10	16	2	0	1	1	0	3	Α
В	Workforce Number/Prior	38	12	26	9	20	2	1	1	1		4	В
С	Net Change +/-	-5	1	-6	1	-4	0	-1	0	0	0	-1	С
D	Hires	2	2	0	2								D
Ε	Promotions	0	0	0									Е
F	Provisional Apps	0	0	0									F
G	Temporary Appts	0	0	0									G
Н	Emergency Appts	0	0	0									Н
	Intermittent Appts	0	0	0									I
J	Total Increases	2	2	0	2	0	0	0	0	0	0	0	J
Κ	Dismissals	0	0	0									K
L	Transfers/Promotion	1	0	1		1							L
М	Layoffs	0	0	0									M
Ν	Retire (Voluntary)	6	1	5	1	3		1				1	Ν
0	Retire (Involuntary)	0	0	0									0
Р	Resignations	0	0	0									Р
Q	Total Decreases	7	1	6	1	4	0	1	0	0	0	1	Q

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment Analysis

Occupational Category: Technical Paraprofessional

Position Classification: Employment Process

	ANALYSIS	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISPANIC	HISPANIC	AAIANHNPI	AAIANHNPI	
		TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	<u> </u>
Α	Workforce Number/Current	1	0	1				1					Α
В	Workforce Number/Prior	1	0	1				1					В
С	Net Change +/-	0	0	0	0	0	0	0	0	0	0	0	С
D	Hires	0	0	0									D
Е	Promotions	0	0	0									Е
F	Provisional Apps	0	0	0									F
G	Temporary Appts	0	0	0									G
Н	Emergency Appts	0	0	0									Н
I	Intermittent Appts	0	0	0									
J	Total Increases	0	0	0	0	0	0	0	0	0	0	0	J
Κ	Dismissals	0	0	0									K
L	Transfers	0	0	0									L
М	Layoffs	0	0	0									М
	Retire (Voluntary)	0	0	0									N
0	Retire (Involuntary)	0	0	0									0
Р	Resignations	0	0	0									Р
	Total Decreases	0	0	0	0	0	0	0	0	0	0	0	Q

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment Analysis

Occupational Category: Secretarial

Position Classification:

	ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	
Α	Workforce Number/Current	12	1	11	1	7		4					Α
В	Workforce Number/Prior	13	0	13		8		5					В
С	Net Change +/-	-1	1	-2	1	-1	0	-1	0	0	0	0	С
D	Hires	1	1	0	1								D
Е	Promotions	0	0	0									Е
F	Provisional Apps	0	0	0									F
G	Temporary Appts	0	0	0									G
Н	Emergency Appts	0	0	0									Н
I	Intermittent Appts	0	0	0									I
J	Total Increases	1	1	0	1	0	0	0	0	0	0	0	J
Κ	Dismissals	0	0	0									K
L	Transfers	1	0	1		1							L
М	Layoffs	0	0	0									М
Ν	Retire (Voluntary)	1	0	1				1					N
0	Retire (Involuntary)	0	0	0	•								0
Р	Resignations	0	0	0									Р
Q	Total Decreases	2	0	2	0	1	0	1	0	0	0	0	Q

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment Analysis

Occupational Category: Service/Maintenance Position Classification:

	Limployment i 100e33												
	ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	
Α	Workforce Number/Current	14	10	4	8	4	1		1				Α
В	Workforce Number/Prior	14	11	3	7	3	2		2				В
С	Net Change +/-	0	-1	1	1	1	-1	0	-1	0	0	0	С
D	Hires	3	1	2	1	1		1					D
Е	Promotions	0	0	0									Е
F	Provisional Apps	0	0	0									F
G	Temporary Appts	0	0	0									G
Н	Emergency Appts	0	0	0									Н
Ι	Intermittent Appts	0	0	0									
J	Total Increases	3	1	2	1	1	0	1	0	0	0	0	J
K	Dismissals	0	0	0									K
L	Transfers	0	0	0									L
М	Layoffs	0	0	0									М
Ν	Retire (Voluntary)	2	2	0			1		1				Ν
0	Retire (Involuntary)	0	0	0					· · · · · · · · · · · · · · · · · · ·			· · · · · · · · · · · · · · · · · · ·	0
	Resignations	1	0	1				1					Р
Q	Total Decreases	3	2	1	0	0	1	1	1	0	0	0	Q

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment Analysis

Occupational Category: Three Rivers Community College

Position Classification:

	Employment Process												_
	ANALYSIS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	
Α	Workforce Number/Current	125	54	71	46	60	4	6	2	1	2	4	Α
В	Workforce Number/Prior	125	49	76	39	61	5	9	3	1	2	5	В
O	Net Change +/-	0	5	-5	7	-1	-1	-3	-1	0	0	-1	С
D	Hires	7	5	2	5	1	0	1	0	0	0	0	D
Е	Promotions	21	12	9	11	9	0	0	0	0	1	0	Ε
F	Provisional Apps	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
Н	Emergency Appts	0	0	0	0	0	0	0	0	0	0	0	Н
I	Intermittent Appts	0	0	0	0	0	0	0	0	0	0	0	1
J	Total Increases	28	17	11	16	10	0	1	0	0	1	0	J
Κ	Deceased & Promotions	8	5	3	5	3	0	0	0	0	0	0	K
L	Transfers	2	0	2	0	2	0	0	0	0	0	0	L
М	End of Grant	0	0	0	0	0	0	0	0	0	0	0	М
	Retire (Voluntary)	17	7	10	4	6	1	3	1	0	1	1	N
0	Retire (Involuntary)	0	0	0	0	0	0	0	0	0	0	0	0
Ρ	Resignations	1	0	1	0	0	0	1	0	0	0	0	Р
C	Total Decreases	28	12	16	9	11	1	4	1	0	1	1	C

January 1, 2018 - December 31, 2019

#### Sec. 46a-68-86 Employment analyses Application Flow Analysis

Hires (non-examined)

Occupational Category: Executive/Administrative:

Position Classification: Academic Dean

	Goals	3	3	0	2		1	0	0	0		0	
	Application Flow Analysis	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	
Α	Intra-agency	0	0	0									А
В	Outside agency	44	20	24	17	15	2	3	0	3	1	3	В
С	Layoffs/Reemployment/SEBC	0	0	0									С
D	Total Applicants	44	20	24	17	15	2	3	0	3	1	3	D
Ε	Total Withdrew	0	0	0									E
F	Total Not Qualified	33	13	20	11	13	2	3		1		3	F
G	Total Qualified Applicants	11	7	4	6	2	0	0	0	2	1	0	G
Н	Total Interviewed	9	7	2	6	1	0	0	0	1	1	0	Н
I	Not Offered Position	8	6	2	5	1				1	1		1
J	Offered Position	1	1	0	1								J
K	Refused Position	0	0	0									K
Q	Total Accessions	1	1	0	1	0	0	0	0	0	0	0	C

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment analyses Application Flow Analysis Promotions (non-examined)

Position Classification: Professor Employment Process/Promotion

	Goals	10	10	0	6		4							
	Application Flow Analysis	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE		
Α	Intra-agency	8	5	3	5	3							Д	١
В	Outside agency	0	0	0									В	3
С	Layoffs/Reemployment/SEBC	0	0	0									C	)
D	Total Applicants	8	5	3	5	3	0	0	0	0	0	0		)
Ε	Total Withdrew	0	0	0									E	Ξ
F	Total Not Qualified	0	0	0									F	Ξ
G	Total Qualified Applicants	8	5	3	5	3	0	0	0	0	0	0	G	3
Н	Total Interviewed	8	5	3	5	3	0	0	0	0	0	0	F	4
Ι	Not Offered Position	0	0	0									I	1
J	Offered Position Promoted	8	5	3	5	3							J	J
K	Refused Position	0	0	0									K	(
Q	Total Accessions	8	5	3	5	3	0	0	0	0	0	0	C	ג

January 1, 2018 - December 31, 2019

#### Sec. 46a-68-86 Employment analyses Application Flow Analysis

Hires (non-examined)

Occupational Category: Professional

Position Classification: Registrar

	Goals	7	5	2	4			1		1	1		
	Application Flow Analysis	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	
Α	Intra-agency	7	1	6	1	4		1		1			Α
В	Outside agency	5	5	0	5								В
С	Layoffs/Reemployment/SEBC	11	0	11		7		1		1		2	С
D	Total Applicants	23	6	17	6	11	0	2	0	2	0	2	D
Е	Total Withdrew	0	0	0									E
F	Total Not Qualified	16	0	16		11		2		2		1	F
G	Total Qualified Applicants	7	6	1	6	0	0	0	0	0	0	1	G
Н	Total Interviewed	7	6	1	6	0	0	0	0	0	0	1	Н
I	Not Offered Position	6	5	1	5							1	1
J	Offered Position	1	1	0	1								J
K	Refused Position	0	0	0									K
Q	Total Accessions	1	1	0	1	0	0	0	0	0	0	0	Q

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment analyses Application Flow Analysis Hires (non-examined)

Occupational Category: Professional

Position Classification: Coordinator Information Technology

	Goals	7	5	2	4			1		1	1		
	Application Flow Analysis	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	
Α	Intra-agency	1	1	0	1								А
В	Outside agency	11	7	4	5	2	1		1			2	В
С	Layoffs/Reemployment/SEBC	0	0	0									С
D	Total Applicants	12	8	4	6	2	1	0	1	0	0	2	D
Ε	Total Withdrew	0	0	0									E
F	Total Not Qualified	0	0	0									F
G	Total Qualified Applicants	6	3	3	3	2	0	1	0	0	0	0	G
Н	Total Interviewed	6	3	3	3	2	0	1	0	0	0	0	Н
	Not Offered Position	5	2	3	2	2		1					1
J	Offered Position	1	1	0	1								J
K	Refused Position	0	0	0									K
Q	Total Accessions	1	1	0	1	0	0	0	0	0	0	0	Q

January 1, 2018 - December 31, 2019

#### Sec. 46a-68-86 Employment analyses Application Flow Analysis

Hires (non-examined)

Occupational Category: Secretary

Position Classification: Office Assistant

	Goals	5	4	1	2		1		1	1			<u> </u>	_
	Application Flow Analysis	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	Unknown Unknown	
Α	Intra-agency													Α
В	Outside agency	509	61	441	29	284	16	56	6	39	10	62	7	В
С	Layoffs/Reemployment/SEBC	0	0	0										С
D	Total Applicants	509	61	441	29	284	16	56	6	39	10	62	7	D
Ε	Total Withdrew	0	0	0										Е
F	Total Not Qualified	305	22	279	9	190	6	26	2	23	5	40	4	F
G	Total Qualified Applicants	204	39	162	20	94	10	30	4	16	5	22	3	G
Н	Total Interviewed	11	9	2	9	0	0	0	0	2	0	0		Н
I	Not Offered Position	10	10	0	8				2					I
J	Offered Position	1	1	0	1									J
K	Refused Position	0	0	0										Κ
Q	Total Accessions	1	1	0	1	0	0	0	0	0	0	0		Q

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment analyses Application Flow Analysis

Hires (non-examined)

Occupational Category: Service Maintainance

Position Classification: Custodian

	Goals	3	0	3				1		2			
	Application Flow Analysis	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIANHNPI FEMALE	
Α	Intra-agency	0	0	0									А
В	Outside agency	11	4	7	1			1	1	3	2	3	В
С	Layoffs/Reemployment/SEBC	1	0	1		1							С
D	Total Applicants	12	4	8	1	1	0	1	1	3	2	3	D
Ε	Total Withdrew	0	0	0									E
F	Total Not Qualified	0	0	0									F
G	Total Qualified Applicants	12	4	8	1	1	0	1	1	3	2	3	G
Н	Total Interviewed	12	4	8	1	1	0	1	1	3	2	3	Н
1	Not Offered Position	9	3	6					1	3	2	3	1
J	Offered Position	3	1	2	1	1		1					J
K	Refused Position	0	0	0									K
Q	Total Accessions	3	1	2	1	1	0	1	0	0	0	0	Q

January 1, 2018 - December 31, 2019

Sec. 46a-68-86 Employment analyses Application Flow Analysis

Hires (non-examined)

Occupational Category: Faculty

Position Classification: Below Professor

	Goals	6	6	0	5	0	0	0	0	0	1	0	I
	Application Flow Analysis	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHNPI MALE	AAIAN FEMALE	
Α	Intra-agency	13	7	6	6	6					1		А
	Outside agency	0	0	0									В
С	Layoffs/Reemployment/SEBC	0	0	0									С
D	Total Applicants	13	7	6	6	6	0	0	0	0	1	0	D
Ε	Total Withdrew	0	0	0									Е
F	Total Not Qualified	0	0	0									F
G	Total Qualified Applicants	13	7	6	6	6	0	0	0	0	1	0	G
Н	Total Interviewed	13	7	6	6	6	0	0	0	0	1	0	Н
I	Not Offered Position	0	0	0									1
J	Offered Position	13	7	6	6	6					1		J
K	Refused Position	0	0	0									K
Q	Total Accessions	13	7	6	6	6	0	0	0	0	1	0	Q

January 1, 2018 December 31, 2019

Sec. 46a-68-86 Employment analyses personnel evaluation, discipline or other reductions in workforce

#### **Executive Administrative**

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHPI MALE	AAIANHPI FEMALE
Service Rating											
Excellent	0	0	0								
Very Good	0	0	0								
Satisfactory	0	0	0								
Fair	0	0	0								
Unsatisfactory	0	0	0								
Suspensions	0	0	0								
Demotions	0	0	0								
within Occ Category	0	0	0								
lower Occ Category	0	0	0								
Transfers	0	0	0								
intra-agency	0	0	0								
Outside Agency	0	0	0								

January 1, 2018 December 31, 2019

Sec. 46a-68-86 Employment analyses personnel evaluation, discipline or other reductions in workforce

#### **Faculty Professor**

	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISPANIC	HISPANIC	AAIANHPI	AAIANHPI
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Service Rating											
Excellent	0	0	0								
Very Good	0	0	0								
Satisfactory	0	0	0								
Fair	0	0	0								
Unsatisfactory	0	0	0								
Suspensions	0	0	0								
Demotions	0	0	0								
within Occ Category	0	0	0								
lower Occ Category	0	0	0								
Transfers	0	0	0								
intra-agency	0	0	0								
Outside Agency	0	0	0								

January 1, 2018 December 31, 2019

Sec. 46a-68-86 Employment analyses personnel evaluation, discipline or other reductions in workforce

#### **Faculty Below Professor**

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHPI MALE	AAIANHPI FEMALE
Service Rating											
Excellent	0	0	0								
Very Good	0	0	0								
Satisfactory	0	0	0								
Fair	0	0	0								
Unsatisfactory	0	0	0								
Suspensions	0	0	0								
Demotions	0	0	0								
within Occ Category	0	0	0								
lower Occ Category	0	0	0								
Transfers	0	0	0								
intra-agency	0	0	0								
Outside Agency	0	0	0								

January 1, 2018 December 31, 2019

Sec. 46a-68-86 Employment analyses personnel evaluation, discipline or other reductions in workforce

#### **Professional**

FIOIESSIOIIAI	1		I	ı	I	ı	1	I		1	
	GRAND	TOTAL	TOTAL	WHITE	WHITE	BLACK	BLACK	HISPANIC	HISPANIC	AAIANHPI	AAIANHPI
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Service Rating											
Excellent	0	0	0								
Very Good	0	0	0								
Satisfactory	0	0	0								
Fair	0	0	0								
Unsatisfactory	0	0	0								
Suspensions	0	0	0								
Demotions	0	0	0								
within Occ Category	0	0	0								
lower Occ Category	0	0	0								
Transfers	0	0	0								
intra-agency	0	0	0								
Outside Agency	0	0	0								

January 1, 2018 December 31, 2019

Sec. 46a-68-86 Employment analyses personnel evaluation, discipline or other reductions in workforce

#### **Technical ParaProfessional**

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHPI MALE	AAIANHPI FEMALE
Service Rating											
Excellent	2	2	0			2					
Very Good	0	0	0								
Satisfactory	0	0	0								
Fair	0	0	0								
Unsatisfactory	0	0	0								
Suspensions	0	0	0								
Demotions	0	0	0								
within Occ Category	0	0	0								
lower Occ Category	0	0	0								
Transfers	0	0	0								
intra-agency	0	0	0								
Outside Agency	0	0	0								

January 1, 2018 December 31, 2019

Sec. 46a-68-86 Employment analyses personnel evaluation, discipline or other reductions in workforce

#### Secretarial

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHPI MALE	AAIANHPI FEMALE
Service Rating	TOTAL	MIXEL	T EMIXEE	MITCLE	TEMPLE	MALL	TEMPLE	MIXEE	TEMPLE	WALL	1 LWALL
Excellent	16	0	16		13		3				
Very Good	2	0	2		2						
Satisfactory	11	0	11		4		7				
Fair	0	0	0								
Unsatisfactory	1	0	1		1						
Suspensions	0	0	0								
Demotions	0	0	0								
within Occ Category	0	0	0								
lower Occ Category	0	0	0								
Transfers	0	0	0								
intra-agency	0	0	0								
Outside Agency	0	0	0								

January 1, 2018 December 31, 2019

Sec. 46a-68-86 Employment analyses personnel evaluation, discipline or other reductions in workforce

#### **Service Maintenance**

	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	AAIANHPI MALE	AAIANHPI FEMALE
Service Rating											
Excellent	8	6	2	5		1	2				
Very Good	3	1	2		2	1					
Satisfactory	8	7	1	7	1						
Fair	1	1	0	1							
Unsatisfactory	0	0	0								
Suspensions	0	0	0								
Demotions	0	0	0								
within Occ Category	0	0	0								
lower Occ Category	0	0	0								
Transfers	0	0	0								
intra-agency	0	0	0								
Outside Agency	0	0	0								

# Identification of Problem Areas (Section 46a-68-87)

#### Identification of Problem Areas

(Section 46a-68-87)

Note: Three Rivers Community College did not conduct any searches for Full Time positions in 2016 and 2017.

The college is experiencing severe 6udget constraints and has attempted to manage preservation of its workforce via "employee driven" attrition.

There were normal retirements and resignations during the filing period (reflected in the Employment Analysis sections).

There were no terminations or any disciplinary actions leading to termination.

Regardless of the absence of any hiring activity in 2016 and 2017 the college is committed to continuous examination of its employment practices and processes.

#### **Employment Process**

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
- 2. Job Qualifications
- 3. Job Specifications
- 4. Recruitment Practices
- 5. Personnel Policies
- 6. Job Structuring
- 7. Orientation
- 8. Training
- 9. Counseling
- I 0. Grievance Procedure
- 11. Evaluation
- 12. Layoffs
- 13. Termination

Each of the above is reviewed annually to identify whether any employment policy or practice may impede the full and fair participation of all jobseekers. Included are copies of checklists and memoranda that document the procedures and process for recruiting and selecting candidates to fill vacancies at Three Rivers. These documents have been designed to ensure equitable practices from beginning to end.

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 interview.

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:

- Additional publications, organizations, and internet media which have a substantial minority readership/population
- Continue to be added to the list where campus position openings are advertised.
- Supervisors are educated relative to Equal Employment Opportunity policies.
- The Equity and Diversity Officer provides counseling to students and staff.

Overall, the ethnic breakdown of the total College workforce closely follows the latest estimates of the service area demographics. The 2012 U.S. Population Estimates Program Census for New London County indicates that 84.6% of the overall population is estimated to be White, Non-Hispanic. This compares to the 80.3% 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 helps the College to be proactive inimproving its workforce.

#### Affirmative Action Information

- I. Equity and Diversity Officer (EDO) Ensures a fair and open search is conducted
- > Find the most qualified applicants consistent with set criteria
- > Develop processes which ensures equal opportunity for all applicants
- > Maintain confidentiality -no discussion outside of meetings with those not formally involved in the process
- > Set Criteria:
- Minimum Criteria Criteria required for the job.
- Preferred Criteria Criteria that helps to further qualify the candidate consistent with the position requirements as well as the specific needs of the job.
- > Standards for Objective Criteria Examples
- Job related
- Measurable/ can be documented
- Fair and reasonable are the criteria necessary to absolutely perform the job
- Does the criteria allow for the consideration of non-traditional experience?
- Examples:
  - · Degree attainment/discipline
  - .. X number of years teaching/level
  - · · Courses taught/level
  - Technical proficiencies
  - Community College experience
  - .. Work history/professional experience
- > Reviewing Applicants Use a grid which is tied to set criteria that is related to the Job Description.
- >Interview Candidates Develop questions which are tied to established criteria so that candidates can be evaluated against the criteria. Consider doing telephone interviews for a first round of interviews to narrow the candidate pool prior to on-campus interviews.
- > Provide Recommendations with information relative to established criteria.
- 2. The EDO monitors diversity of pool at each stage of the search process. (Applicants, Interview pool, and Recommendations brought forward)
- > Occupational Category Goals
- > Provide the EDO with a copy of the Applicant review criteria prior to reviewing applications.
- > Provide the EDO with the list of candidates for interview prior to scheduling interviews. The president must review and approve the interview pool prior to scheduling interviews.
- > Provide the EDO with the interview questions for reviewed prior to conducting interviews.

3. The EDO is required to write detailed justifications for all hires as part of the Colleges Affirmative Action Plan. At the completion of the search committee chairs must provide the EDO with detailed information about each candidate interviewed and why they were not recommended for the position. This information must be related to the established criteria, the more detail the better.

#### Search Overview

Included below is an example of the document used to charge a new search followed by a PowerPoint presentation explaining the Search and selection process.

•	Q1 1X			*1				
Position:			<b>a</b>	d.	g V			
DATE:		8	*					
ANNOUNCEMENT	3		27		3.51			
Mailings/Postings					(4)			
ADS								
Bulletin/Day/Career	Builder							
National	Local	_College web site	Regional	Targete	d web sites		.7.	
EDO CHARGE/Rol See 2016 & 2017 A. The Equity and Dive stage of decision ma	A Hiring Goa ersity Office	als /EEO Category: r reviews applicant po	ool for goal repre	sentation and	monitors in	nclusion	n at ea	ch
SYSTEM GUIDEL	INES:	59				160		
Salary guidelines	111201			4.				10
Minimum qualificat	tions/Excepti	on appointments		02		9	340	
4C's Side letter RE:	-		2			a a		
3Qualified applican	ts receive pro	eliminary interview		**				
* 9			**					
PERSONNEL'S RO								
<ul> <li>Correspondence Int</li> </ul>	terview set u	n Reference checks F	ollow up letters					

#### COMMITTEE'S ROLE:

Advisory to President or designee Fair and Objective-Confidential

Prepare detailed selection criteria (see example of excel sheet used to document applicants' qualifications) Prepare search questions (to be reviewed by the Equity and Diversity Officer) Screen applicants and recommend candidates (minimum of 3 unranked).

Search & Selection Process

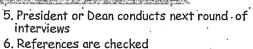
2018 & 2019

# 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

- Authorization to re-fill or create position granted by President
- 2. Committee members and Chair appointed by President
- 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



- Reterences 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 3-2 years experience

Minimum Criteria = Preferred Criteria=
0 years experience/no 2 years experience
experience

# Example Asst Professor level position

-6 years teaching experience

Minimum Criteria = Preferred Criteria = 4 years experience 6 years experience

### Standards for Objective Criteria-Examples

Job related

Measurable/can be documented

Fair and reasonable

#### Examples

CONTRACTOR PROPERTY.

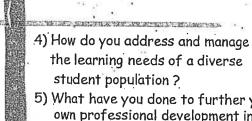
Degree attainment/discipline
X number of years teaching/level
Courses taught/level
College Coursework/level
Technical proficiencies
Community College experience
Work history/professional experience

# 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

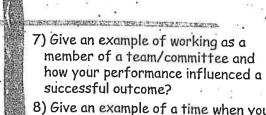
## op 10 questions of all time

- 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?



5) What have you done to further your own professional development in the last 2 years?

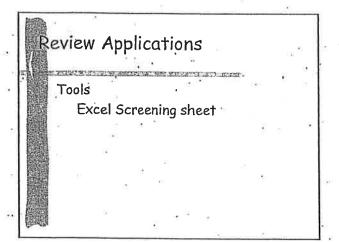
6) Why do you want to work at TRCC?

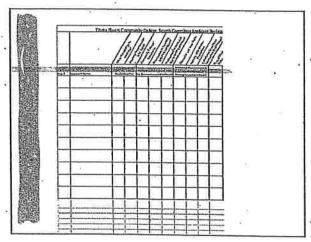


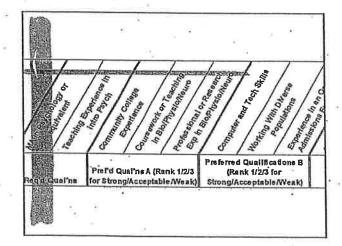
8) Give an example of a time when you had to handle a disgruntled student... how did you resolve the situation?

9) Describe the most creative thing you have done in the classroom.

10) Describe your Strengths and weaknesses as a teacher?







# 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

NOTES AND ADDRESS OF THE PARTY OF THE PARTY OF THE PARTY.

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 form within the system receive a preliminary interview."

# A 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

# Program Goals (Section 46a-68-88)

Program Goals January 1, 2020 to December 31, 2021

No program goals set as directed, Neva Vigezzi, as a result of migrating to regional consolidation.

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.

 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 statues.
- 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.
- 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.

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.

# Discrimination Complaint Process (Section 46a-68-89)

#### **Discrimination Complaint Process**

Under Section 46a-68-89(a) of the Affirmative Action Regulations of Connecticut State Agencies, Three Rivers Community College has an established system to process and resolve employee allegations of discrimination consistent with Chapters 67 and 68 of the Connecticut General Statutes. The system provides for the expeditious resolution of complaints to assure that legal options for filing complaints are not foreclosed.

TRCC's Discrimination Complaint Process includes:

- (1) Periodic training in counseling and grievance investigation for agency designated personnel;
- (2) Confidential counseling and procedures for informal resolution at the institution by the Diversity and Equity Officer;
- (3) Notice to employees that the TRCC's discrimination complaint process is available;
- (4) A guarantee of no retaliation for the exercise of rights granted pursuant to the Connecticut General Statutes;
- (5) Advisement of legal options to file complaints with the Connecticut Commission on Human Rights and Opportunities (CHRO); United State Equal Employment Opportunity Commission (EEOC); United States Department of Education Office of Civil Rights (OCR); United States Department of Labor (DOL), Wage and Hour Division; and any other agencies, state, federal, or local, that enforce laws concerning discrimination in employment or public services.
- (6) Time frames not exceeding ninety (90) days for filing, processing and resolution of such matters.
- (b) TRCC maintains all records of grievances and dispositions and such records are reviewed on a regular basis by the Diversity and Equity Officer to detect any patterns in the nature of the grievances. The records maintained are kept confidential except where disclosure is required by law.
- (c) TRCC's Affirmative Action Plan contains a summary of the employee discrimination complaints alleged, the results thereof, and the length of time taken to resolve the complaint. Where informal allegations have resulted in complaints to enforcement agencies, the University's Affirmative Action Plan provides information on the number of such complaints, investigating agency, whether such matters are currently pending or the outcome thereof. All records relevant to complaints filed under this section are maintained by the agency for examination by the Commission on Human Rights and Opportunities (CHRO).

The Diversity and Equity Officer will further develop its general website and content to provide the most current and relevant policies, procedures and contacts to all members of the university community and community at large.

# BOARD OF REGENTS FOR HIGHER EDUCATION AFFIRMATIVE ACTION PLAN SECTION 46a-68-6 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, gender identity or expression, national origin, ancestry, age, sexual orientation, 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, Religious Creed, 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, 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 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:

- c. 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
- d. 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/Designee 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.
- 2. 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 Employee Relations 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. Tob 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
  - A description of the alleged act (s) of discrimination
  - k. The date (s) the act (s) took place
  - I. The date the complaint was filed
  - m. The complainant's signature
- 3. 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.

- 4. 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 President 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.
- 6. 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 /Designee 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 necessarily 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:

- a. Verbal includes sexual innuendoes, suggestive comments, insults, jokes of a sexual nature, sexual propositions and threats.
- b. Non-verbal includes sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling and obscene gestures.
- c. Physical unwanted physical contact, including touching, patting, grabbing, pinching, brushing the body, massaging, coerced sexual intercourse, rape, molestation, sexual assault and battery.

d. 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:

- 1. 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.
- 2. 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.
- 3. Confront the harasser (s) in a professional manner if possible and make your feelings about the situation known. Two (2) ways to do that are: Tell the person harassing you that you are offended and be specific about the behavior that upsets you. Make it clear that you want the situation to stop; Write a letter to the harasser describing the specific behavior you object to, your feelings about the harassment and how it has affected you. Demand that the behavior stop immediately. The letter may be delivered by certified mail (return receipt requested) or you can deliver it in person, accompanied by a witness. Keep a copy of the letter.
- 4. If the harassment continues even after you have confronted the harasser(s) or if the direct confrontation and letter is not an appropriate way to deal with the problem, report the alleged act to your supervisor or the Affirmative Action Officer/Designee. [Please note: You may go directly to the Affirmative Action Officer/Designee in the event your supervisor is the one harassing you or if you feel more comfortable going to the Affirmative Action Officer/Designee].
- 5. The supervisor will contact the Affirmative Action Officer/Designee and will also refer the victim to the Affirmative Action Officer. 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 may also be investigated.
- 6. 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.
- 7. All complaints will be investigated expeditiously by the Affirmative Action Officer/Designee.
- 8. 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, age, sex, national origin, marital status, gender identity or expression, sexual orientation, learning disability, physical disability or blindness, present or past history or mental disability, intellectual disability, genetic information, and criminal record history or status in any group protected by state or local law and status as a Vietnam-era or special disabled veteran or status in any group protected by state or federal law is prohibited.

#### **Records of Complaints and Confidentiality**

All records associated with complaints will be maintained in the Employee Relations Office. Records must be forwarded to the Employee Relations Office immediately following the conclusion of the investigation of a complaint.

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.

#### Sexual Orientation Policy & Procedure

All employees are prohibited from discriminating against another employee or agent of the Board of Regents for Higher Education on the basis of his/her sexual orientation, in accordance with Connecticut General Statutes, Section 46a-81c.

For purposes of this policy, "sexual orientation" means having a preference for heterosexuality, homosexuality, or bisexuality; having a history of such preference; or being identified with such preference.

The following shall be considered a discriminatory practice in violation of this policy and Connecticut General Statutes, Section 46a-81c: If an employer, except in the case of a bona fide occupational qualification or need, refuses to hire, or employ, or to bar or to discharge from employment any individual; or to discriminate against him/her in compensation or in terms, conditions, or privileges of employment because of the individual's sexual orientation. If any person, employer, employment agency or labor organization, except in the case of bona fide occupational qualification or need, advertises employment opportunities in a manner that restricts such employment so as to discriminate against individuals because of their sexual orientation.

Nothing in this policy shall be deemed or construed to mean that the Board of Regents for Higher Education authorizes or permits the use of numerical goals or quota, or other types of affirmative action programs, with respect to homosexuality or bisexuality in the administration of this policy.

#### **Procedure**

Any employee who feels that he or she is the victim of discrimination based on his or her sexual orientation may file a written complaint with the Employee Relations Office.

# AFFIRMATIVE ACTION UNIT

# AFFIRMATIVE ACTION COMPLAINT FORM

Name	-9	Date	*
Title	Worksite		
Name of Immediate Supervisor	r		
Statement of Complaint:		20 9 60 20	
Date(s) of Incident(s)	x = 43	V V	
Name of Person(s) Accused		9	
Description of Incident(s) (Plea	ase be detailed. Use addit	tional page(s), if necessary)	7
	£1	e B	
955	28	12	
		1 A - 10	
Name(s) of Witness(es)	× *;		347. 110
* ×	15		(i
Remedy requested:	- 8		
A		© 21 25	
e 2	8 8		
1		4	
OFFICE USE ONLY	8 &	9 1	
Date Complaint Received		· war ar so	
Name of Affirmative Action U	Jnit Investigator		(a)

#### DISCRIMINATION COMPLAINT AGENCIES

Under Section 46a-68-89 (a) (b) (c) of the Affirmative Action Regulations of Connecticut State 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 University's Internal Discrimination Complaint Process and file a complaint of discrimination with the following external agencies:

#### 1. The Connecticut Commission on Human Rights & Opportunities:

Capitol Region 450 Columbus Blvd. Hartford, Connecticut 06103 Tel: (860) 566-7710

Eastern Region 100 Broadway Norwich, Connecticut 06360 Tel: (860) 886-5703

Southwest Region 350 Fairfield Avenue, 6<sup>th</sup> Floor Bridgeport, Connecticut 06604 Tel: (203) 579-6246

West Central Region Rowland State Government Center 55 West Main Street, Suite 210 Waterbury, Connecticut 06702-2004 Tel: (203) 805-6530

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.

#### 2. The Equal Employment Opportunities Commission

John F. Kennedy Federal Office Building Government Center, Room 475 Boston, Massachusetts 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.

#### Alternatively:

#### 3. Connecticut Permanent Commission on the Status of Women

18-20 Trinity Street Hartford, Connecticut 06106 Tel: (860) 240-8300

#### 4. State of Connecticut: Employee Grievance Procedure

Contact Human Resources Office or union representatives for Grievance forms and/or procedures.

#### 5. Regulation of Wages Division, Connecticut Labor Department

200 Folly Brook Boulevard Wethersfield, Connecticut 06109 Tel: (860) 566-3450

#### 6. Wage and Hour and Public Contracts Division

United States Labor Department 135 High Street Hartford, Connecticut 06103 Tel: (860) 240-4277

#### 7. U.S. Department of Education, Office for Civil Rights

33 Arch Street Ninth Floor Boston, Massachusetts 02110 Tel: (617) 289-0111 Fax: (617) 289-0150

#### **Grievance Procedures**

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. Learn more. Leer en Espaiiol.

Students or employees who feel they have experienced any form of discrimination have the right to seek assistance from the College and/or government agencies.

#### Filing a Grievance with the College

Employees who feel they have experienced any form of discrimination, including sexual harassment, may file a complaint with:

Kenneth Saad, Equity and Diversity Officer Room C-247 Human Resources 860-215-9319 KSaad@trcc.commnet.edu

Students who feel they have experienced discrimination my file a complaint with the Equity and Diversity Officer or the Dean of Students:

Maria Krug, Title IX Coordinator Room C131 860-215-9280 MKrug@trcc.commnet.edu

Christine Languth, Interim Dean of Students Room A-128 860-215-9260 CLanguth@trcc.comment.edu

#### **Grievance Procedures**

This section discloses the Board of Regents' grievance procedures. Each of the community colleges is governed by this policy. The College launched a branch of its human resources website dedicated to equity and diversity concerns, which hosts the grievances 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 Community section.

#### Records of Grievances, 2018 & 2019

There was one (1) grievance during this reporting period. The grievance alleged sex-based discrimination.

(1) A grievance alleging sex-based discrimination was investigated and it was determined that the claim was without merit.

#### January 1, 2018 - December 31, 2019

# Section 46a-68-89 Discrimination Complaint Process DISCRIMINATION COMPLAINT LOG

AGENCY: Three Rivers Community College

REPORTING DATE: December 31, 2019

NUMBER	COMPLAINANT RACE/SEX	DATE FILED	TYPE*	ACCUSED**	BASIS CLAIMED	FINDING	RESOLUTION	LENGTH OF TIME TO RESOLVE	
1	Black/ Female	December 20, 2017	CHRO		discriminated against, and/or non-reappointed for her color and gender.		case dismissed February 15, 2018	421	1840185

<sup>\*</sup>Internal (within Agency) or External (CHRO, DOL, EEOC, etc.)

<sup>\*\*</sup>Co-worker, Supervisor, Manager, etc.

# Certificate of Completion



This certificate is awarded to

#### Kenneth Saad

in recognition of certification in

Title IX Hearing Officer & Decision-Maker June 26, 2019 - June 25, 2021

Brett A. Sokolow, Esq. President, ATIXA



# Please join ATIXA for a <u>Title IX Hearing Officer & Decision-Maker Training & Certification Course</u>

on June 25<sup>th</sup> & 26<sup>th</sup>, 2019 hosted by Central Connecticut State University. This course is HRCI & SHRM Approved!

Will you be sending a team this year?

#### **REGISTRATION RATES**

\$2,875 per campus group of up to 7 attendees \$2,300 per campus pair of attendees \$1,725 per attendee

Member Registration \$2,530 per campus group of up to 7 attendees \$2,000 per campus pair of attendees \$1,555 per individual

If you would prefer to register online, please click <u>here</u>. If you would prefer to pay via cheque, please download the registration form <u>here</u>.

#### TRAINING DESCRIPTON

"Nobody trains a jury, so why does a hearing panel need training?" The analogy to a jury is only partially correct. College and school hearing panels have a fact-finding role, like juries, but also an investigative responsibility that juries do not have. That added responsibility enhances the training needed to perform the role well. And, of course, panels must be trained per VAWA Section 304. If Congress thought training was necessary, it must have realized that the jury analogy is imperfect. Or perhaps Congress recognized that the premise is wrong...juries are trained. One of the primary functions of the lawyers, judges, expert witnesses, and jury instructions is to provide guidance to the jury on how it should analyze a case. That's training, it just happens on the job, in the courtroom. Training is necessary to help panelists recognize and overcome bias, to understand the scope of their role, to apply policy with analytical precision, and to be sure that their determination is reliably based on the preponderance of the evidence. All over the country, more than 200 lawsuits have attacked the decisions of college panels in

# CERTIFICATE OF APPRECIATION

# Kenneth Saad

THE CENTER FOR TEACHING APPRECIATES YOUR ATTENDANCE

AT THE EVENT HELD ON FEBRUARY 1, 2019:

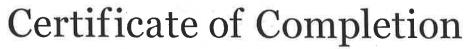
Spring, 2019 — Professional Day

THANK YOU!



Jennifer Nally

Jennifer Nally, Ed.D Center for Teaching Chair



This is to certify that

## kenneth saad

has successfully completed the course requirements for

## NOT ANYMORE FOR EMPLOYEES

On the 19th Day of

November In the Year 2018

student success

## Goal Analysis (Section 46a-68-90)

#### **GOALS ANALYSIS**

#### Section 46a-68-90

This section Three Rivers Community College was in compliance in the last Affirmative Action Plan and the CHRO had proposal/recommendations: The last filing's program goals are to be analyzed in this section of the affirmative action plan.

#### Subsection (a)

Three Rivers Community College prepared a report on activity undertaken to achieve the hiring, promotional and program goals contained in the previous Affirmative Action Plan and analysis of the progress made. If this analysis reveals problem areas or finds a current course of action ineffective, Three Rivers Community College shall undertake corrective action as set forth in Section 46a-68-88 Program Goals of the State of Connecticut Affirmative Action Regulations.

#### Subsection (b)

Three Rivers Community College has provided the race and gender demographic data that is provided voluntarily by the applicants for each full time job search. Demographic data is solicited for every applicant but the supplemental form requests for this information voluntarily and not every applicant provides this information and many applicants have two (2) or more race categories. The present Affirmative Action Plan is not using the two (2) or more race categories but will continue to gain demographic data from the applicants in active searches to include in future AA Plans.

- 1. The Total Applicant Pool has been provided for each search where applicants volunteered the demographic data.
- 2. The demographic data of the Qualified Applicant Pool is included in each search narrative.
- 3. The demographic data of the Interviewed Pool is included in each search narrative.

#### Subsection (c)

When a goal has been achieved, Three Rivers Community College identified the applicant as a goal candidate. No other information is required.

#### Subsection (d)

Each unmet goal is accompanied by a narrative outlining Three Rivers Community College's good faith efforts to achieve the goal by explaining why each goal candidate was eliminated. Unmet goals in each job search are discussed, addressed, detailed completely and explained in the following narrative.

Three Rivers Community College provides the following narrative to detail all hiring, promotion, and program goal related activities undertaken during the reporting period. In this section, each position will be analyzed separately and will include detailed information regarding the process, goal candidates who applied, and when necessary, the reason for decisions made regarding individual candidates.

The mission of the college is committed to attracting as diverse a candidate pool as possible, and to hire those individuals that will help Three Rivers Community College continue to grow as a leader in the educational community.

We are always searching for the best person for a particular position and what might constitute "best" varies from position to position, it requires a thorough review by members of each search committee. Affirmative action is looked at broadly in terms of the value to the institution, reflecting the diversity of our society and student population to providing role models to TRCC students.

In keeping with that directive, every job announcement contains a version of the following requirement:

An understanding of the mission of the Community College and a demonstrated ability to respond to, and work with, multiple constituencies and involvement in support of a culturally and ethnically diverse population are essential.

Every candidate recommended for interview is asked about the College's mission and what they know or have experienced with diversity and/or working with students of diverse cultures and backgrounds. If the interviewee does not provide information that demonstrates an understanding of these concepts, this is considered toward the decision of moving the applicant forward as a finalist or not.

For the purpose of this Goals Analysis section, TRCC uses the following abbreviations, consistent with the statutes and other sections of this AA Plan: White Male (WM), White Female (WF), Black Male (BM), Black Female (BF), Hispanic Male (HM), Hispanic Female (HF), Asian/Native American/Hawaiian/Pacific Island/Other Male (AAIANHNPI M), and Asian/ Native American/Hawaiian/Pacific Island/Other Female (AAIANHNPI F).

Positions for this Affirmative Action Plan reporting period are routinely advertised in a variety of publications and outreach resources including:

- HigherEdJobs.com
- Inside Higher Ed
- CT Associations of Latinos in Higher Education (CALAHE)
- National Council on Black American Affairs (NCBAA) (The Northeast Region)
- Connecticut Association of Diversity and Equity Professionals (CADEP)
- Diverse Issues in Higher Education (formerly Black Issues in Higher Education)
- Chronicle of Higher Education
- Hispanic Outlook in Higher Education
- Indeed.com
- TRCC Web site

- Board of Regents for Higher Education Website
- Department of Administrative Services (DAS) Website
- Norwich Bulletin

Each position announcement states that Three Rivers Community College is an Affirmative Action/Equal Employment Opportunity Employer and strongly encourages the applications of women, minorities, persons with disabilities, and veterans.

To meet Federal Requirements the position announcements also include Continuing Notice of Nondiscrimination. 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 and past history of intellectual disability, learning disability or physical disability, veteran status, sexual orientation, genetic information or criminal record. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Kenneth Saad Diversity and Equity Officer Three Rivers Community College, 574 New London Turnpike, Norwich Ct, 06360 890-215-9319, ksaad@trcc.commnet.edu.

#### **NUMERIC GOALS ANALYSIS**

During this plan period, and as reported in the Employment Analyses, Employment Process Analysis, a total of twelve (7) persons were hired into full-time permanent positions. Of these hires, six (5) met goals for a total of 71.4%.

There were also a total of 8 persons who were promoted between categories during the reporting period. Of these, five (5) achieved goals, for a total of 62.5%. All promotions during this reporting period were done according to contract. All goal candidates who applied for promotion were selected, for a 100% achievement rate where goal candidates existed.

Good faith efforts were made in all search and hiring processes.

#### **EXECUTIVE/ADMINISTRATIVE**

#### **Hiring Goals**

2 WM 1 BM

#### **Dean of Academic Affairs**

Total applicant pool: 44; 17WM, 15WF, 2BM, 3BF, 3HF, 1OM, 3OF

Qualified applicant pool: 11; 6WM, 2WF, 2HF, 1OM Applicants interviewed: 9; 6WM, 1WF, 1HF, 1OM

The WM goal candidate was selected and subsequently hired, resulting in the achievement of a hiring goal in this area.

**Promotional Goals** No promotional goals were established in this category during the last reporting period. No promotional activity occurred into this category during the reporting period.

#### **FACULTY**

#### **Professor**

**Hiring Goals:** No hiring goals were established in this category as historically these positions are filled through promotional opportunities from the Below Professor Category.

#### **Promotional Goals**

8 WM 4 BM

#### **Promotions from Below Professor**

Promoted: 5 White Male

3 White Female

Total applicants: 8; 5WM, 3WF Below Professor to Professor. Promotion was granted to all 8 long-time members of the Below Professor Faculty category. A promotional goal for 5 White Males was achieved.

#### **Below Professor**

#### **Hiring Goals**

- 1 BM
- 1 HF
- 1 AAIANHNPI M
- 1 AAIANHNPI F

The thirteen employees went from temporary/part time positions to full-time permanent positions in this category were the result of the 2017 SEBAC agreement which provides for special appointments to permanent appointments.

**Promotional Goals** No promotional goals were established in this category during the last reporting period this plan period.

A total of 13 promotions were made per the SEBAC agreement: 6 WM, 6WF, 1OF1 goal achievement 1OF.

#### PROFESSIONAL NON-FACULTY

#### **Hiring Goals**

- 4 WM
- 1BF
- 1 HF
- 1 AAIANHNPI M

#### Registrar

Total applicant pool: 23; 6WM, 11WF, 2BF, 2HF, 2OF

Qualified applicants pool: 7: 6WM, 1OF

Applicants interviewed 7; 6WM, 1OF

The WM goal candidate was selected and subsequently hired, resulting in the achievement of a hiring goal in this area.

**Promotional Goals** No promotional goals were established in this category during the last reporting period. No promotional activity occurred into this category during the reporting period.

#### **Coordinator IT**

Total applicant pool: 12: 6WM, 2WF, 1BM, 1HM, 2OF

Qualified applicant pool: 6: 3WM, 2WF, 1BF Applicants interviewed: 6; 3WM, 2WF, 1BF

The WM goal candidate was selected and subsequently hired, resulting in the achievement of a hiring goal in this area.

**Promotional Goals** No promotional goals were established in this category during the last reporting period. No promotional activity occurred into this category during the reporting period.

#### TECHNICAL/PARAPROFESSIONAL

#### **Hiring Goals**

1 WF

No hiring activity occurred into this occupational category during the reporting period.

**Promotional Goals** No promotional goals were established in this category during the last reporting period. No promotional activity occurred into this category during the reporting period.

#### SECRETARIAL CLERICAL

#### **Hiring Goals**

2 WM

1 BM

1 HM

1 HF

#### **Office Assistant**

Total applicant pool: DAS 509; 29WM, 284WF, 16BM, 56BF, 6HM, 39HF, 10OM, 62OF, 7UU

Three hundred five (305) did not complete the application: 9WM,190WF, 6BM, 26BF, 2HM, 23HF, 5OM, 40OF, 4UU

Qualified applicant pool: 204; 20WM, 94WF, 10BM, 30BF, 4HM, 16HF, 5OM, 22OF, 3UU

Applicants interviewed: 11; 9WM, 2HM

The WM goal candidate was selected and subsequently hired, resulting in the achievement of a hiring goal in this area.

#### **SERVICE MAINTENANCE**

#### **Hiring Goals**

1BF

2 HF

#### Custodian

Total applicant pool: 12; 1WM, 1WF, 1BF, 1HM, 3HF, 2Om, 3OF

Qualified applicant pool: 12; 1WM, 1WF, 1BF, 1HM, 3HF, 2Om, 3OF

Applicants interviewed: 12; 1WM, 1WF, 1BF, 1HM, 3HF, 2Om, 3OF

Goal candidates not selected: 3HF, English deficiency, lacked ability to communicate effectively. No interpretive services available on second shift. Safety issue concerns regarding equipment and chemicals use required for this position.

Three (3) 1WM, 1WF, 1BF were selected and subsequently hired, resulting in hiring goal in this area.

**Promotional Goals** No promotional goals were established in this category during the last reporting period. No promotional activity occurred into this category during the reporting period.

Program Goals January 1, 2018 to December 31, 2019

#### Goal 1

Goal one involved developing and implementing a strategy to influence first generation community college credit students to consider future employment as a Connecticut Community College educator.

Goal one was achieved.

Three Rivers Community College's First Year Experience course was deemed the optimal vehicle to connect first generation college students with Community College educators from a variety of educational backgrounds. These educators included professionals and role models from various fields including Counseling, Allied Health, Management, Engineering and the Liberal Arts. Since this course is taught every semester by Community College Educators, there were multiple presentations over the 2019 and 2019 academic periods.

#### Goal 2

Human Resources designee to develop additional training for employees to promote sensitive communication techniques that promote a civil and harmonious environment and culture.

Goal two was achieved.

A half day Sensitivity/Communications Training program was piloted in 2018 using a small group of college employees and then launched in March of 2019 during Spring Break before a wider and more inclusive audience. It is also worth noting that the session included reinforcement of the critical issues surrounding sexual harassment in the workplace and how effective communication may be used to prevent harassment.

The program was deemed successful and as a result, additional targeted trainings were designed and presented over for the Fall 2019 semester. Those sessions included topics such as "Self-Awareness" and "Conflict Resolution".

#### Goal 3

#### Goal three was achieved

The college anticipate the hiring of new faculty given the probability that many senior faculty will retire over the upcoming two year cycle. In anticipation of the opportunity to hire these new employees, the AA/EEO Officer will meet with the various department heads to acquaint them with recruiting best practices that help yield more diverse applicant pools. In addition, key concepts of Affirmative Action will be reviewed so that potential search committee members are familiar with; hiring goals, types of activities that contribute to an affirmative search process and as well as documentations basics. The session will be scheduled for the fall 2018 semester with the goal of impacting fall 2019 hires.

Goal three involved education affected department leads about best recruitment practices that could yield more diverse applicant pools. This work was accomplished using a variety of methods including having educational leaders serve on the Diversity Committee which continuously discussed how the college could attract diverse applicant pools. In addition, one on one meetings were routinely available to those leaders to discuss Affirmative Action goals and processes.

# Career Mobility (Section 46a-68-91)

#### Career Mobility

Three Rivers Community College President Mary Ellen Jukoski has committed to offer "Career Mobility" information to all college employees and to offer special informational sessions to Classified staff.

In addition to the planned sessions the Human Resources Director is committed to providing one —on-one career counseling as needed/requested.

As a college, Three Rivers routinely offers free opportunities to all members of the college community to learn more about anything from learning techniques to job fairs and how to prepare for success in life.

Planned program activities are identified below.

Career Mobility Informational Session 1 (Classified staff) 1 hour

Career Mobility Informational Session 2 (Open to all) 1 hour

Diversity and Inclusion Speaker---one three (3) hour training--- Open to all

Sensitivity Training -- one two (2) hour training --- Open to all

Online training as opportunities arise including one paid Webinar

#### Saad, Kenneth W

m:

Benjamin Hardy <benjamin@thinkpacifica.com>

sent:

Friday, May 3, 2019 10:30 AM

To:

Saad, Kenneth W

**Subject:** 

free mental health resources for your campus

Hi Mary - It's that time again: We're launching our "Free for Finals" campaign and offering everyone with a valid '.edu' email address upgraded access to our mental health app now through June 15th!

Here's how to take advantage:

- 1) Download Pacifica in the iTunes App Store or Google Play
- 2) Signup with and confirm your valid ".edu" email address
- 3) Explore Pacifica and spend some time investing in yourself!

This makes our award-winning mental health app free to all students, staff, and faculty - so feel free to share the news with your campus using the bundle of resources below

"Free for Finals" registration landing page - web page to validate your '.edu' email address

Marketing Folder w/ poster, flyer, & press release - print & post OR share online

Pacifica overview video - a feel-good introduction to Pacifica

"Meet Milo" psychoeducation videos

#### Milo...

- is Moody
- is Stressed
- has Doubts
- is Scared
- is Busy

- is Lost

Let me know if you have any questions, and best wishes through the end of the semester!

Regards, Benjamin



Benjamin Hardy

Head of Partnerships +1 (575) 491-3494 // him // his



1

#### Saad, Kenneth W

From:

Barfield, Kem

Sent:

Wednesday, February 20, 2019 9:33 AM

To:

TR-AIITRCC

Subject:

Generation Z Presentation at 12:30

**Attachments:** 

Gen Z Event Poster.pdf

If you are able to attend the CFT's Generation Z presentation with guest speaker **Matthew Peele**, it should be worthwhile in informing us regarding a large segment of our student population. As I was producing data for the fact book for this spring, I found that 55.1% of our students could be considered Generation Z.

Age Category	Generation	Student Status	Spring 19	Percent 2019
19 and under	Gen Z	Fulltime	473	13.0%
20 to 24	Gen Z	Fulltime	317	8.7%
19 and under	Gen Z	Part time	415	11.4%
20 to 24	Gen Z	Part time	803	22.0%
	X			55.1%

#### Kem

Kem Barfield, Ed.D.
Associate Dean and Director of Educational Technology
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
860 215-9210, C213
"Your College. Your Future"

From: Nally, Jennifer < JNally@trcc.commnet.edu>

Sent: Monday, February 11, 2019 8:49 AM

To: TR-AllTRCC <TR-AllTRCC@trcc.commnet.edu>

Subject: CFT Presents: Generation Z Teacher Talk with guest presenter Matthew Peele

1

The Center for Teaching hopes you will join us at our next <u>Teacher Talk</u>:

## Wednesday, February 20<sup>th</sup> 12:30 – 1:30 in C111

#### **Generation Z Students**

GenZ includes students who were born starting in the mid- to late-1990s and is associated with widespread internet and social media use and with an unsettlement from a childhood spent during the Great Recession. Guest speaker Matthew Peele will explore what makes today's 17-19-year-olds tick and how to use that information to design learning opportunities. Compare what we think students need to what they say they need and what their high school teachers suggest. Discussions about our role in supporting this new generation of students will follow.

Light refreshments will be served. If you need more information please contact Jennifer Nally, CFT Chair. inally@threerivers.edu

We hope to see you there!

#### Please Save the Date(s) for the next CFT events:

Wednesday, March 20th

How to Support Student's in a Crisis Moment

Wednesday, April 17th

Preventative Measures and Mindfulness in the Classroom

#### Saad, Kenneth W

From:

Knowles, Frederick D

Sent:

Thursday, February 21, 2019 8:36 PM

To:

Saad, Kenneth W; Billups, Barbara G; Briggs, Kenneth Michael; Burbine, Matthew L; Ziegler, Alycia; Tisch, Roxanne N; Williams,

Pamela C

Cc:

Jukoski, Mary Ellen; Summa, Louise J

Subject:

Re: Women's History Month

Attachments:

soul cafe flyer.pdf

#### Peace Ken

The event has been renamed "Soul Cafe" and will be held on Thursday March 7th from 5:30-7:30 pm. The flier will be out by next week. The event will feature Grammy Award winning artist, Charmagne Tripp and her band NuSoul.

Catering will be handled by Uncle D's Blazin' BBQ, a local owned business. It will be held in the MPR and is free and open to the public. Let me know if you have any further questions.

Frederick-Douglass Knowles II, M.A.
City of Hartford Poet Laureate
Associate Professor of English
Three Rivers Community College
www.FrederickDouglassKnowles.com

From: Saad, Kenneth W

Sent: Thursday, February 21, 2019 3:31:08 PM

To: Billups, Barbara G; Briggs, Kenneth Michael; Burbine, Matthew L; Ziegler, Alycia; Tisch, Roxanne N; Williams, Pamela C

Cc: Jukoski, Mary Ellen; Summa, Louise J; Knowles, Frederick D

Subject: Women's History Month

Affirmative Action Committee agenda minutes of February 21, 2019 attached.

Committee follow-up agenda items:

Greetings from the Affirmative Action Committee. At our meeting today, a review of the Committee's agenda for the year, March is Women's History Month. As you will recall, you volunteered to arrange and co-ordinate the activities. Can you update the committee please?

#### Frederick:

As the organizer of Black History's Month TRCC Soul Food Jazz Night can you update the committee please?

Affirmative Action's next meeting is scheduled for March 21, 2019 C103 at 1:00 p.m.

Thanks Kenn

# Innovative Programs (Section 46a-68-93)

Innovative Programs (Section 46a-68-93)

Three Rivers engages in a number of programs designed to enhance early awareness and educational access with the long-range goal of increasing the diversity of candidates qualified for employment. These programs include:

Technology/Math/Science Careers Outreach to women and girls. This includes two career conferences each year, featuring hands-on career exploration and women role models; Exploring New Horizons for high school aged girls and Multiply Your Options for junior-high aged girls.

- Workshops on the Transition to college for high school students with learning disabilities.
- Diversity Programming that promotes diversity and inclusion and includes "First Year Experience" students.
- Speakers and symposia on Civil Rights, the ethics and philosophy of Affirmative Action; Black History Month Activities, such as films, speakers, musical performances, etc.
- The Native American organization sponsors several Native American speakers and activities. In addition to the Diversity program that is required for all staff, diversity programs are being offered to students and faculty/staff are provided the opportunity to attend these programs.
- During 2018 and 2019, Sexual Harassment and Diversity seminars were offered to students as well as staff.
- Childcare is available on-site to students and faculty/staff, which allows working mothers to more easily participate in the workforce and in education.
- Work-Study and Student Internship Programs allow students to work in various college offices often resulting in the student's being hired as an Educational Assistant, and has brought several women and minorities into EA positions.
- A minority student mentoring program in which faculty and staff volunteer to mentor new minority students at the College.

The College deems the direct and personal involvement of its President a vital characteristic of its campaign towards equal opportunity for all. President Jukoski has been an outgoing and active member of the College and state community, searching always for new and innovative ways for the institution to achieve its goals.

#### 16 Films in 5 Days

A Drop-in Asian American Film Festival

Mondays & Thursdays, 3 P.M. - 7:30 P.M. in the TRCC Library's Event Room

## May 2 (Thurs): Theme - General history about the Asian immigration to America

58min- Home from Eastern Sea

16min-Fumiko Hayashida: The Woman Behind the Symbol

58min-Good Luck Soup

61min- Between the Lines: Asian-American Female Poets

#### May 6 (Mon): Theme - Japanese American Experience

70min- Halving the Bones

85min-Rabbit in the Moon

85min-95 & 6 to Go

#### May 9 (Thurs): Theme - Korean American Experience

61min-First Person Plural

63min- In the Matter of Cha Jung Hee

68min- The Grace Lee Project

#### May 13 (Mon): Theme - Indian American Experience

61min-Essential Arrival

32min- Crossing Lines

85min-Kumare

#### May 16 (Thurs): Theme - Chinese American Experience

90min- Who is Arthur Chu?

32min-Chinatown

82min- Seeking Asian Female

ay is Asian Pacific American Heritage Month...



# 16 Films

# in 5 Days

Join the TRCC Library for our drop-in

## **Asian American Film Festival**

Mondays & Thursdays, 3-7:30 P.M. May 2-16, 2019

#### 16 Films in 5 Days:

A Drop-in Asian American Film Festival

Mondays & Thursdays — 3 P.M. - 7:30 P.M. at the TRCC Library

#### May 2 (Thurs):

Theme - General history about the Asian immigration to America

58min-Home from Eastern Sea

16min- Fumiko Hayashida: The Woman Behind the Symbol

58min-Good Luck Soup

61min-Between the Lines: Asian-American Female Poets

#### May 6 (Mon):

**Theme - Japanese American Experience** 

70min-Halving the Bones

85min-Rabbit in the Moon

85min-95 & 6 to Go

#### May 9 (Thurs):

**Theme - Korean American Experience** 

61min-First Person Plural

63min- In the Matter of Cha Jung Hee

68min- The Grace Lee Project

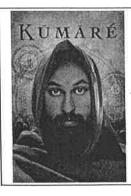
#### May 13 (Mon):

**Theme - Indian American Experience** 

61min- Essential Arrival

32min-Crossing Lines

85min- Kumare



Kumare follows American filmmaker Vikram Gandhi as he transforms himself into a wise Indian guru, hoping to prove the absurdity of blind faith. Instead, he finds himself forging profound connections with people from all walks of life....

#### May 16 (Thurs):

**Theme - Chinese American Experience** 

90min- Who is Arthur Chu?

32min-Chinatown

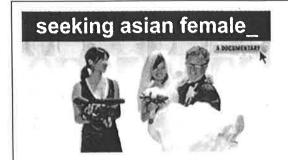
82min-Seeking Asian Female



In this award-winning documentary, filmmaker Kimi Takesue finds an unlikely collaborator while visiting her resilient Japanese-American grandfather in Hawai'i. A recent widower in his 90s, Grandpa Tom immerses himself in his daily routines until he shows unexpected interest in his grand-daughter's stalled romantic screenplay and offers advice both shrewd and surprising.



When award-winning Korean-American filmmaker Grace Lee was growing up in Missouri, she was the only Grace Lee she knew. As an adult, however, she moved to New York and then California, where everyone she met seemed to know "another Grace Lee." With wit and charm, THE GRACE LEE PROJECT challenges the cultural investments made in the idea of Grace Lee, all the while sending her a love letter.



Steven is a 60-year-old white American man who works as a cashier in a garage and dreams of marrying a young Asian wo an. With comic and poignant twists and turns, this roller coaster relationship documentary becomes a challengingly honest love story for the ages.

# Members of the community c together for Empty Bowls cha

Local charity event raises money for the hungry

by Bridney Casillas

On Thursday, April 11th the college campus held the 16th Annual Empty Bowls event in the multipurpose room.

Empty Bowls is a collaborative charity event between Three Rivers, Sankofa Education and Leadership, and Norwich Public Utilities, NAACP Robertstine Duncan Youth Council, and Stop & Shop of Norwich where proceeds are used to fight hunger in the local area of Norwich by selling pottery created by the art students at Three Rivers Community College.

The proceeds from the Empty Bowls event supported St. Vincent DePaul Place Soup Kitchen and Food Pantry located in Norwich. It was organized by Reverend Lynnell Axson, Sheila Hayes, Paula

McNally, Zecariah Stover, and Meg Wichser.

Wichser, an advisor from student services and organizer of the event said, "It [Empty Bowls] was formally headed by Professor Ed Derr who took another position out west, and this is my second time organizing it from the college's point of view - the college piece of it."

Inside, the Multipurpose Room was filled with event goers sitting at tables mingling with each other and eating bowls of soup. In the back of the Multipurpose Room, there were staff members from the Three Rivers cafeteria serving three different kinds of soup, along with cookies and coffee made available to all who attended the event.

Dinner with a bowl of soup and a refreshment cost \$5.00, while dinner with a hand made pottery bowl and a refreshment cost \$10.00. Before going inside the Multipurpose Room, guests were greeted by Hayes, Stover, and a volunteer who handed them an event program and tickets for a bowl of soup.





College Life

# rity event

"The college is incredibly generous with this event. They cover the food... The food is free, the cookies are donated, we cover all the printing for the publicity that goes on here," said Wichser.

From left to right: a volunteer, Sheila Hayes, and Zecariah Stover greet guests at the door of the multipurpose room

Hayes, an organizer and member of the Sankofa Education and Leadership, a local youth organization, said, "This is what many teens and many adults have for supper on many nights who are homeless, and it's to raise that awareness to help end hunger in Southeastern Connecticut."

"From an evening like tonight, we would probably be able to feed two months' worth of food at the soup kitchen," said Hayes.

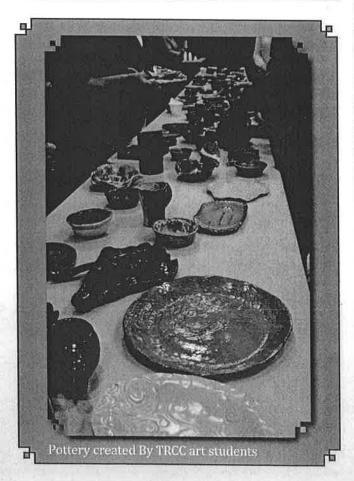
Tables were lined up throughout the Multipurpose Room featuring various bowls that gave all attendees a chance to pick out which bowl to keep as a souvenir and find out more

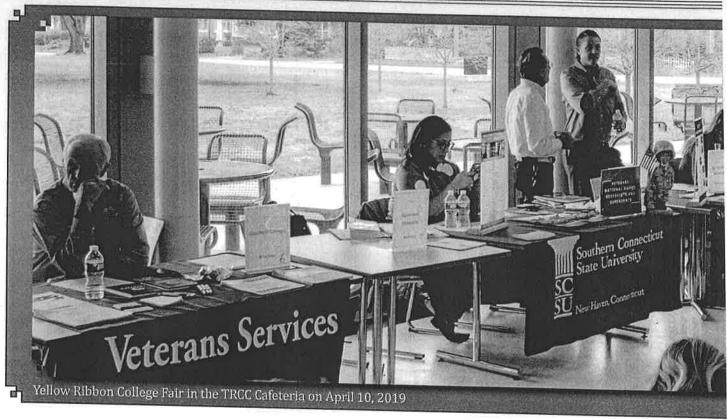
information about the art program at Three Rivers. Attendees also had the option to pick out platters, plates, and mugs in lieu of a bowl if they chose to do so.

Paula McNally, an adjunct art professor said, "We have the Lifelong Learners who also help out by doing a workshop in the fall and spring, and then some of those Lifelong Learners decided to come back during the summer and they come and make the bowls."

When asked how she feels about doing such a kind, charitable act, McNally said, "The final outcome of this is that we all get to give back to the community."

According to the information on the flyer from the event, there have been more than 150 active volunteers who provided 17,186.25 hours of service to feed the hungry. The food pantry program at St. Vincent de Paul Place has distributed 256,630 meals to 1,185 households.





# Veterans Resource Fair at TRCC

# Three Rivers Community College hosts a resource fair for the community

by Kenzie Costello

Three Rivers Community College held the Veterans Resource Fair on April 10th, 2019 in the Multipurpose room and the cafeteria.

Kathleen Gray, Liz Wilcox and Sharon Lincoln started this event 6 years ago. In addition to the Resource Fair, they also were hosting the Yellow Ribbon College program.

One of the many resources included Manny Meneses, the Connecticut Veterans Service Representative for the 2nd district. Meneses works below Congressman Joe Courtney. Meneses is a retired Navy Master chief, with 30 years in the service.

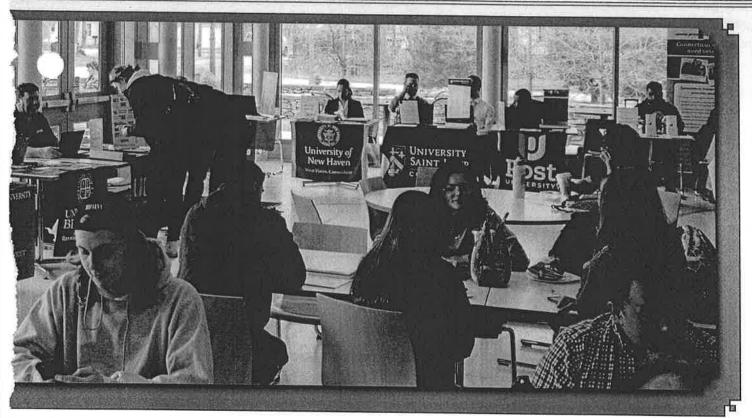
Meneses assists veterans with federal agencies, veterans that are having issues with benefits and medical monetary. Meneses job is to "help wade through bureaucracy."

Meneses deals with many other agencies, including the Department of Veteran Affairs.

Doug Capazzi, Army Veteran, was a Staff Sergeant E-6 with the job of being a light weight vehicle mechanic/vehicle recovery specialist.



Community



Capazzi is the president of a nonprofit organization for veterans, The Guardians of the Purple Heart. Capazzi is consistently

tworking, and this event benefits him where he can network and gather information to further assist the veteran community, while making important connection and reconnecting with the individuals he doesn't see that often.

Originally, there was a Veterans committee on campus that started initiatives targeted towards veterans and increase the resources on campus.

Lincoln's nephew is a Marine Corps veteran, which made her more invested in helping the population.

Lincoln said this event "started small but has grown and grown."



When the Veterans Resource Fair first began, it was only veteran resources and services agencies for mental health. Upon expansion, the college added employers and the 2018 Yellow Ribbon College Fair.

The Veteran Resource Fair now has a waiting list for different vendors and providers.



Community



#### What Is SEED?

**SEED** is a peer-led professional development program that creates conversational communities to drive personal, organizational, and societal change toward greater equity and diversity

#### **SEED's** unique methodology involves:

- Facilitating ongoing, structured, group conversations in which all voices can be heard
- Examining how our own stories relate to social systems
- Learning from the lessons of our own lives as well as from texts
- Turning oppression and privilege into agency and action.

"Teachers and staff members keep coming to SEED seminar meetings because the work we do is authentic. It surprises colleagues how much is new to them and how powerful it is to learn from each other's experience and stories. SEED helps us to unpack our own stories, gives these early experiences the light of day, and helps us to shape another generation's growth through the same process."

-High School History Teacher, Delaware

SEED seminars help participants reflect upon and connect their individual experiences to the wider systemic context. Members of a SEED seminar gain new insights into how the world works and how they can make their schools more inclusive and fair.

"Nobody puts it all together like SEED."

— Cheryl Robinson, Supervisor, Office of Minority
Achievement, Arlington Public Schools, Virginia

#### For More Information Contact:

#### **Pauline Clifford**

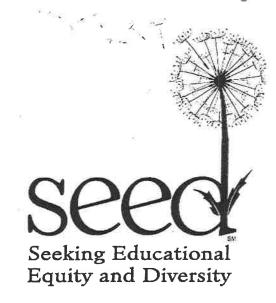
Director of Educational Technology 860.932.4073 pclifford@qvcc.edu

#### Michelle Jones

Student Services Advisor 860.932.4075 mjones@qvcc.edu

> QUINEBAUG VALLEY COMMUNITY COLLEGE 742 Upper Maple Street Danielson, CT 06239 www.QVCC.edu

#### The National SEED Project



Seminars of Quinebaug Valley
Communiy College

#### Hosted By: Pauline Clifford

Director of Educational Technology and

Michelle Jones

Student Services Advisor



#### Saad, Kenneth W

om:

Goetchius, Stephen

sent:

Tuesday, April 9, 2019 2:05 PM

To:

TR-AllTRCC; TR-Students-DDG-M

**Subject:** 

Resource Fair on Campus Wednesday! (April 10th)

Message from Sharon Lincoln:

Hi all.

Please share this wonderful opportunity with our students!! Geared to Veterans but many of the resources applicable to our general population of students!

Veterans Resource Fair: Wednesday, April 10th, 10-2, Multipurpose Room (F117) and Cafeteria

- 30 Resource and Service Agencies (health, transportation, service organizations, employment assistance, VA representatives, etc.)
- 10 Employers
- 19 Transfer Colleges/Universities and Higher Education Resources
- Connect and Network
- Lunch vouchers and raffle of \$100 Amazon gift card. (Collect "stars" at tables to enter)

The event will be a wonderful opportunity for Veterans, their families, and for those who work with them, to access a wide variety of resources in one setting. It is a great place for Vets to connect with other vets and to network.

m hoping that you will not only announce this event in your classes, but also attend it yourself in order to familiarize yourself with what is available in the region to support our Veteran students and their families and the larger community.

Since many of the agencies are non-profit service organizations this is also an opportunity for our students, staff and faculty to connect with potential volunteer opportunities.

So please come join us on the 10th!

If you have any questions, please do not hesitate to contact me.

Thank you,

Sharon P. Lincoln

Advisor/Student Support Specialist Advising and Counseling Center Three Rivers Community College 860-215-9264

slincoln@threerivers.edu

Fax: 860-215-9906

## A New Partnership Fuels New Opportunities

Grasso Tech new building bringing in \$700,000 upgrade to TRCC B wing

#### By Kenzie Costello

A new partnership between Electric Boat, Ella T. Grasso Southeastern Technical High School, and Three Rivers Community College is fueling a novel manufacturing program. This multi-million dollar project will supply manufacturers with skilled employees.

This new program is debuting alongside the opening of the new building for Grasso Tech. The 220,000 square feet, \$135 million facility will open this fall and offer hospitality, restaurant, and welding programs in addition to the manufacturing program.

The Manufacturing Apprenticeship Center is the brainchild of TRCC professor Brett Jacobsen. Jacobsen went to Norwich Free Academy's graduation and found that 17 of its graduates were not planning to go onto college.

Over this past summer Jacobsen was inspired to design this program. Out of the pilot group 16 graduated and immediately found work with EB.

Grasso Tech's portion of the program will feature an 8500 square feet shop with mock submarine

walls and will be available to TRCC. TRCC in return will upgrade its B wing with \$700,000 of new equipment.



Second floor B wing in TRCC

According to Jacobsen, the program, previously referred to as the Manufacturing Pipeline Initiative, will accommodate 15-20 students at a time but will run as demand dictates. It will require employers, such as EB, to fill the class.

"The program will spin to meet the needs of particular manufacturers in southeastern Connecticut but mostly EB," said Jim Kelly, the purchasing officer at TRCC. Students who graduate will go into EB's workforce starting at \$17 an hour.



The new Grasso Tech building in progress

## College Life

# Spotlight on Frederick Knowles: A Man's Journey Across the Street

#### By Miranda Cote



Professor Frederick Knowles II

#### **Night with Knowles**

Wednesday, March 20 th in the multi-purpose room at Three Rivers an event named Night with Knowles was held in honor Hartford's first poet laureate, Frederick Douglass Knowles II a professor at Three Rivers. Dean Farinelli introduced Knowles at the beginning of the event with a small speech.

The poetry pieces that Knowles read out loud were from his book Black Rose City and some of his newer pieces as well. Knowles' book was written in 2011 but, due to lack of advertising did not really hit it off. Now it is having a resurgence due to him being named Hartford's poet laureate.

Knowles is a native of Norwich as well as an alumni from Mohegan Community College before it merged with Thames Valley to form Three Rivers Community College and he lived in a house across the street from the Three Rivers Campus when he was younger. A lot of his poetry is written about his childhood, life, and societal issues.

The poetry pieces that he read at the event include, Petersburg, VA, How Many Fanatics in the Realm of Roller Skating Actually Overdosed on Rhythm and Speed, Ashes, Big C, Sunday School in the 90's (the way I understood it), and Mason Freeman cuts Jenkins Down. These are just some of the pieces he shared with us at the event.

The audience was drawn into every word that Knowles said. He really touched the hearts of a few of the audience members, which was noticed by the crying during some of his deeper pieces. Before Knowles started signing books Alycia Ziegler, the Acting Director of Student Programs at Three Rivers, presented him with an Award from the college commending him on the fabulous work that he has done within his time at Three Rivers.

After the reading, Knowles Signed copies of his book that were on sale for \$10. Ziegler said "The reason that this event was so important to the school is that we are a community and we want to put an emphasis on the community part and what better way to do that than to spotlight the local poet who is also a professor at the school."

As a mid-roll for his event, Knowles let the audience know about the scholarship that his family runs. It is called the Martha Montgomery Memorial Award and is granted to an



he award given to Professor Knowles

African-American student who has displayed an incessant commitment to their academic studies. The deadline for this scholarship is April 2, 2019.

Knowles is also the recipient of the first place for the Nutmeg Poetry Award. The poem that won is named "Sunday School in the 90's (The Way I Understood it).

#### The Commencement Speech

May 22, 2019 at 5pm, Hartford Poet Laureate and Professor at Three Rivers Frederick Knowles will be the keynote speaker for the fifty-fourth commencement ceremony. Knowles learned that he was nominated for this key note speaker part on February 14, 2019.

Inis is around the time that Knowles will learn whether or not he has won the Pushcart Award for his poem "Mason Freeman Cut Jenkins Down".

According to patch.com, Mary Ellen Jukoski, the President of Three Rivers Community College, said "Frederick-Douglass' community activism, appointment as Hartford's inaugural poet laureate, and close ties to Norwich made him a natural choice for Commencement Speaker. We are honored that he will be speaking and fortunate to call him one of our own."

Knowles' involvement in the school is very apparent if you know what he is involved in. Knowles helps run the Men Against Domestic Violence in October, he run Soul Food Jazz Night, he is the Chair of the Community Involvement Committee and much more. When asked if he is excited about being the commencement speaker this year Knowles responded that "It is a great opportunity to share my story of how things can come full circle and I am extremely humble and nervous."



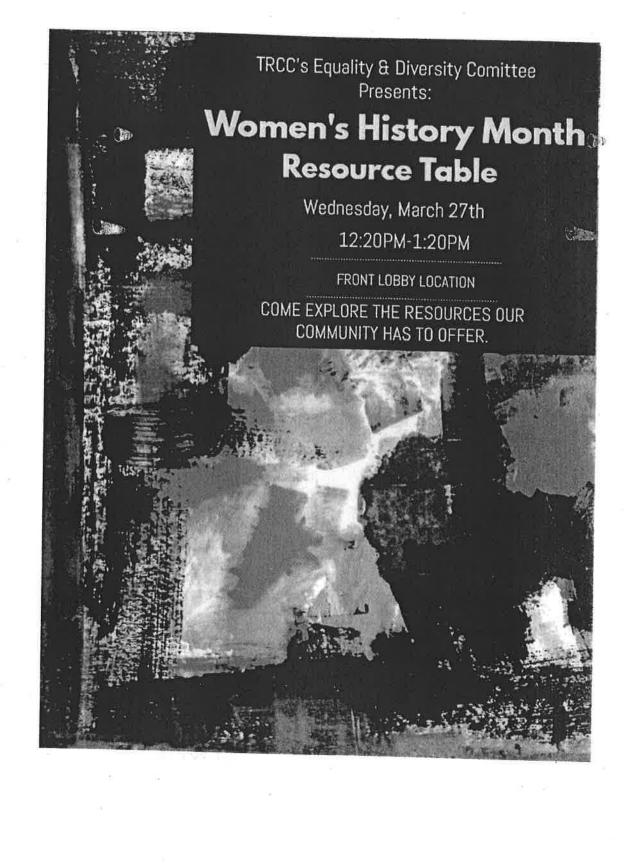
## The National Women's History Theme for 2019 is:

## "Visionary Women: Champions of Peace & Nonviolence"

Every year the *National Women's History Alliance* (formerly known as the National Women's History Project) identifies a particular theme, and several honorees, whose work exemplifies excellence within the context of the theme selected for that year. The *National Women's History Alliance* (<a href="https://nationalwomenshistoryalliance.org/">https://nationalwomenshistoryalliance.org/</a>) explains on their website:

"This year we honor women who have led efforts to end war, violence, and injustice and pioneered the use of nonviolence to change society. These Honorees embraced the fact that the means determine the ends and so developed nonviolent methods to ensure just and peaceful results....These women consciously built supportive, nonviolent alternatives and loving communities as well as advocating change. They have given voice to the unrepresented and hope to victims of violence and those who dream of a peaceful world."

See reverse side for links to information about the 2019 honorees!



#### Safe Fritures

- Call the Hotline (860) 701-6000 for safety planning and emotional support
- If an argument seems unavoidable, try to move to an area that has an exit and away from an area with items that can be used as a weapon
- Hide a packed bag with money, keys, important documents and clothing ready in an accessible place in order to leave quickly
- Identify a neighbor or friend you can tell about the violence and ask them to call police if a disturbance occurs
- Call the police and seek medical help

You deserve to be safe.

#### How you can help

- Be patient and supportive of victims
- Be non-judgmental
- Encourage them to call Safe Futures for assistance (860) 701-6000
- Let the person know the abuse is not their fault

#### Give back

Financial contributions and gift cards are greatly appreciated and needed. Please visit www.safefuturesct.org or call 860-447-0366 for information about how your gift can save the lives of victims in southeastern CT.

Safe Futures is a 50l(c)3 Non-Profit organization, making your gift tax deductible.



Safe Futures saves lives, restores hope and changes the future for those impacted by domestic violence, sexual assault, stalking and trafficking in Southeastern Connecticut.

Safe Futures (formerly the Women's Center of Southeastern CT) was established in 1976 to provide rape crisis counseling, but quickly expanded services to meet the needs of domestic violence victims. In 1978, the agency opened a shelter for battered and abused women and began a 24-hour hotline. Phoenix House, a transitional housing program, opened in June 1991. Community education services were established in 1993. Agency administration is headquartered in New London, CT with counseling services in New London and Norwich. Safe Futures is the only agency in Southeastern Connecticut focused solely on providing domestic violence, sexual assault, stalking and trafficking services.

Our vision is to eliminate violence in our community, so that Southeastern CT is a place where violence is not tolerated; all victims and survivors are able to get the support they need and where all children and teens feel safe.

Programs funded in part by the State of Connecticut, Departments of Social Services and Mental Health & Addiction Services and the Office of Victim Services, Judicial Branch.

Partner Program, United Way of Southeastern CT

Member Agency, Connecticut Coalition Against
Domestic Violence
Toll Free Hotline In CT 1-888-774-2900



eca DV



Formerly the Women's Center of SE CT

Supporting victims of domestic violence, sexual assault, stalking, and trafficking in Southeastern Connecticut

#### 24-Hour Hotlines

**Domestic Violence** (860) 701-6000

**Sexual Assault** (860) 701-6001

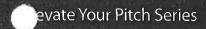


www.SafeFuturesCT.org





Do you want to open your own business? Do you have a business you want to grow and expand? Join us for these classes:



#### Part One - Craft Your Compelling Communication

Telling the tale of your company, team, product or service can be a powerful way of communicating with important stakeholders. Join Judith Clinton, owner of The Way of the Labyrinth, as she shares her expertise with WBDC for this interactive program to explore your themes, identify stories for your message, and craft language for your communication.

The workshop will include the opportunity to decide which key messages to communicate as a result of identifying different themes in the company. Additionally, decide how the stories you are creating can be told through characters, challenges, turning points, and the culmination of the tale.

#### Part Two -- Practicing Your Presentation

The next and vital step is to test the stories you have crafted, polishing your presentation through practice. The workshop will include time dedicated to presenting to the group in a supportive learning environment in addition to constructive thoughts on refining your approach. This is an opportunity to weave the tale you have created into your company's narrative.

Registration Required/No Charge

Tuesday, April 2nd | 5:30 PM - 7:00 PM

Tuesday, April 16th | 5:30 PM - 7:00 PM

Location: Groton

Turn over for more programs

Hosted by:



# Women in Maritime Careers: Amplifying Professional Stories of the Sea



Join us April 3rd for a very special evening of networking and a panel discussion of women in the maritime industry to kick off Mystic Seaport Museum's sailing programs for women in 2019!

Hear from women who have made their mark in the maritime field and who are sure to inspire as they share their professional journeys and how they navigated a course from interest to career.

Information about local programs and resources for women considering involvement in maritime activities will be available.



- Shannon McKenzie, Director of Watercraft Programs, Mystic Seaport Museum
- Tiffany Smythe, Assistant Professor, United States Coast Guard Academy
- Amy Blumberg, Owner and Captain, Argia Cruises
- Ali Halvordson, Director of the Naval and Maritime Consortium
- *Moderator*: Kathleen Burns, Executive Director, CT Marine Trades Association

ctnext

The program is FREE and runs from 5:00 PM - 7:00 PM with time for networking and Q&A in addition to the panelists' discussion. Light refreshments will be provided.

To register use this link: <a href="https://goo.gl/forms/x1lnSyhq7VgF13m02">https://goo.gl/forms/x1lnSyhq7VgF13m02</a>

Time:

Wednesday, April 3, 2019

5:00 PM to 7:00 PM

Location:

Date:

**Mystic Seaport Museum** 

Masin Room in the back of the Thompson Exhibition Building (North Entrance of Museum next to

Latitude 41 restaurant; use North parking lot)





### Professor Mark Vesligaj Receives A Fulbright Award

By Kenzie Costello

Three Rivers Community College Professor of Engineering Science, Mark Vesligaj has been awarded a Fulbright International Education Administrators Seminar award to Russia. The Fulbright program is designed to increases mutual understanding between the people of the United States and the people of other countries.

The Fulbright program has had approximately 370,000 participants since the program launched in 1946. Fulbright alumni include Pulitzer Prize winners and Nobel laureates. President Mary Ellen Jukoski guided Vesligaj in the process to help get him on track, due to knowing that Vesligaj is an international program reviewer for an engineering school in Ireland.

Professor Vesligaj will travel with four other American scholars to St. Petersburg, Moscow and Tver in March. This trip will focus on the role of community colleges in higher education and within the local community.

/esligaj and the other scholars will work with Russian administrators in postsecondary education and go over the key informations for institutional relationship and collaborations. The Fulbright Scholar program prepares US and Russian institutions to internationalize their campuses, broaden the scope of programs and provide mobility opportunities.

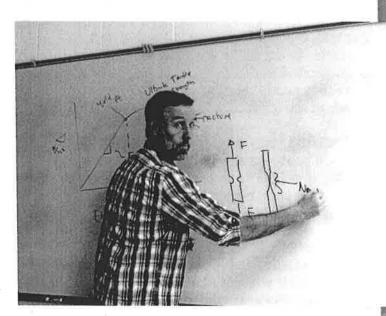
The US scholars are given the opportunity to visit Russian institutions of higher education, giving the scholars the chance to meet senior administrators, government officials and community representatives. This gives the scholars the ability to explain to the Russian population how the US community college system develops educational programs that combine workforce training and civic education, while also preparing students for additional higher education, such as four year colleges.

Hunter Novak, one of Vesligaj's students, said "Mark is a pleasure to have class with, he keeps things interesting with hands-on activities and real world applications for the topics he covers".

Professor Vesligaj has been a Professor of Engineering Science and Technology Studies at Three Rivers Community College since 2016. At the College, he also serves as the Campus Director for the Connecticut Advanced Manufacturing Council, the Program Coordinator of the CT College of Technology and the Campus Director of the NASA CT Space Grant Consortium.

Prior to TRCC, Vesligaj held a similar position at Quinebaug Valley Community College after ten years working as an engineer in the private sector. Vesligaj is the holder of four patents; has been the recipient of over \$7,000,000 in grants and funding awards to support his higher education work; and has been twice recognized with the Connecticut Congress Merit Award.

Vesligaj holds a Master of Science in Mechanical Engineering from Carnegie Mellon University and a bachelor's degree in Mechanical Engineering from North Carolina State University.



Professor Mark Vesligaj

## Page to Poet Artist Talk Returns

Students gather to hear Jose B. Gonzalez's poetry

By Melissa Kuster

On March 4 th students gathered in Three Rivers Community College's Cyber Café in anticipation of hearing Jose B. Gonzalez, an award-winning poet and speaker, read poetry from his book Toys Made of Rock (2015). Associate Professor Frederick-Douglass Knowles II started the Page to Poet series to bring local authors to the school to share their work.

Knowles is also utilizing Gonzalez's book, Toys Made of Rock, by teaching it to his Literature & Composition class. Knowles believes that by teaching from a book by a local author it'll help students be more engaged in the reading. "We can find a piece of ourselves in the writing," Knowles said.

Gonzalez began by introducing himself to the audience. He was born in San Salvador, El Salvador and immigrated to New London, CT when he was eight years old. He currently teaches for the J.S. Coast Guard and a correctional institution, however he previously taught full-time at TRCC. "I love coming to Three Rivers," Gonzalez said. "Every time I come here I get energized."

Gonzalez read a total of eight poems the majority of which came from his book Toys Made of Rock. Many of Gonzalez's poems discuss his life as an immigrant in the U.S. and growing up in New London, CT. The first poem Gonzalez read,

"Fleeing for Work", talks about his father andhow he went from selling soap on the street in El Salvador to coming to the U.S. to find work tobetter provide for his family. He also discussed the very little education his father had. "By 2 nd grade he had stopped going to school altogether," Gonzalez said. Gonzalez dedicated the last 30 minutes for the audience to ask questions or provide comments nd to sign his book. Many of the members of the audience said that they could relate to Gonzalez's poetry.





Frederick Knowles (left) and Jose B. Gonzalez (right) happily stand together after the Page to Poet Artist Talk

One student mentioned that she was Salvadorian and that she easily connected with Gonzalez's work. Another student revealed that she's from New London and could envision all the places Gonzalez described in his poems.

Although this is only the 2 nd Page to Poet Artist Talk, Knowles plans on having many more in the future which will allow attendees to hear work done by local artists and ask them questions.

Knowles, a local writer himself, stated, "We have something to say as well."

For more information on Jose B. Gonzalez visit www.josebgonzalez.com.

Jose B. Gonzalez's book Toys Made of Rock

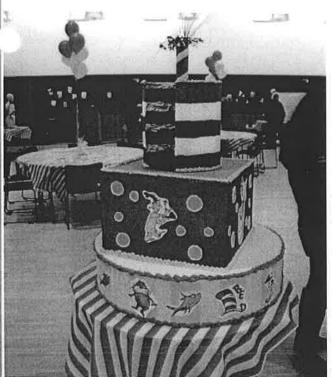
## Three Rivers Engages Families in Read Across America

*Py Miranda Cote* 

On Friday, March 1, 2019, students, staff, and families came together to celebrate Dr. Seuss' birthday at the Three Rivers event, Read Across America. There were many activities at the event such as bird feeder making, balloon pop, coloring, decorating cupcakes, learning activities, face painting, fishing for magnetic fish, balloon animals, and a raffle for Dr. Seuss books. There was music and free food as well.

Alycia Ziegler, the Acting Director of Student Activities, said, "This marks about the 15th year of Read Across America."

While this event has been around for so long, it has evolved over the years. As new clubs are created, they bring fresh energy to the event. This year the clubs involved were T.R.U.E., S.I.G.M.A., Anime Club, Video Game Club, Veterans Organization, Mind Your Mental Health, Art Club, Trailblazers, Baseball Club, Exercise Science.



Beautiful Doctor Suess cake

This event is important to

Three Rivers because it is a mission of the school of find a way include families in school events. While some students do not have children, for the students who are parents, there are not many events that they can attend with their families.



Rebekah Church does "face" painting

Katie, the sister of a Three Rivers Student, who attended the event said "My son loves to read and we encourage it for both of our kids. As an added bonus the event was about Dr. Seuss!" Katie is just one of many people who found that this event both allowed for the inclusion of family in college events and getting the younger generations to love reading at an early age.

Kenzie Costello, a student at Three Rivers who attended the event, said "what I enjoyed most was how engaged everyone got with the kids, it was an open space for fun and lots of opportunities to learn."



Making bird treats

# SOULS

PERFORMANCE BY CHARMAGNE TRIPP & THE NU SOUL

THURSDAY MARCH 7TH

5:30-7:30 P.M.

THREE RIVERS MULTIPURPOSE ROOM F-117
574 NEW LONDON TURNPIKE, NORWICH, CT

CATERED BY UNCLE D'S BLAZIN'
BBQ

SPONSORED BY CIC, SGA, & SPO

# !!WIN A FREE IPAD!!

# ©REFESHMENTS WILL BE PROVIDED TO ALL WHO ATTEND©

TRCC PATHWAY TO OPIOID PREVENTION AND AWARENESS EVENT!



PHARMACISTS
TEACH PROGRAM

# Thursday, February 28th, 7pm TRCC Room C101

Students and their families are welcome to join us for the CVS Pharmacists teach program, which is focused on bringing awareness to the opioid epidemic.

Please help our community fight opioid addiction with education!

!!One FREE IPAD will be given after program is completed!!







WHEELER CLINIC Postering positive change,

#### Saad, Kenneth W

bject:

FW: From Jodi Calvert: Opioid Prevention Event this Thursday!

Attachments:

Updated CVS Teach flyer.docx

To: TR-AllTRCC <TR-AllTRCC@trcc.commnet.edu>

Subject: From Jodi Calvert: Opioid Prevention Event this Thursday!

Esteemed colleagues,

I am writing to invite you and your students to an opioid prevention/awareness event we are hosting this Thursday evening, February 28, at 7:00 p.m. in room C101 (see attached flyer).

The event, CVS Pharmacists Teach, was organized in an effort to educate our community about the misuse of prescription painkillers. For those of you who attended Professional Day, our student panelist Dan P., organized this event to reach as many of our students and their families as possible.

Refreshments will be served and one lucky attendee will win an iPad!

I found the following statistics and thought I would share them with you:

https://cvshealth.com/thought-leadership/educating-teens-about-opioid-abuse

"Prescription opioid use is at an all-time high in the United States. In fact, although we make up just five percent of the world's population, we use 99 percent of the world's hydrocodone (also known as Vicodin) and 80 percent of its oxycodone (also known as Percocet or Oxycontin)."

"Teens are particularly at risk. Peer pressure, ease of access and a general lack of knowledge about the risks of prescription drug abuse can make for a deadly combination. In fact, the Centers for Disease Control and evention

have reported that someone dies of an unintentional drug overdose every 19 minutes."

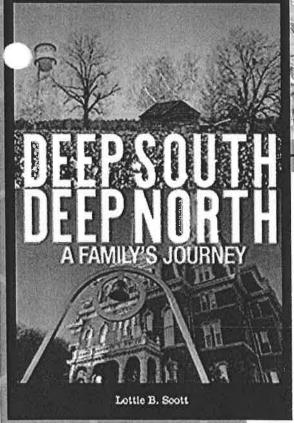
"As part of our ongoing commitment to educating the public about this epidemic, CVS Health has created the Pharmacists Teach program, which provides teens with the facts about prescription drug abuse through the "One Choice Changes Everything" presentation."

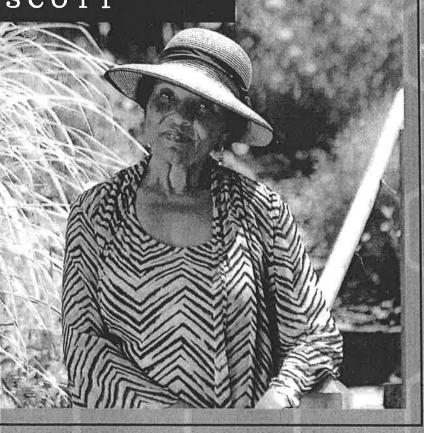
Thank you for your support and I hope to see you Thursday evening! Jodi Calvert, M.Ed.
Director of Learning Initiatives
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
p. (860) 215-9220 / f. (860) 215-9923 / jcalvert@threerivers.edu

# DEEP SOUTH DEEP NORTH

A FAMILY'S JOURNEY

BY: LOTTIE SCOTT





Come and listen to author Lottie Scott talk about her book, her life, and the history of their journey.

> February 20, 2019 12:30 p.m. to 1:15 p.m. in C-101

RSVP to: Dianne.me.Daniels@gmail.com

Sponsored By: Student Programs and the Equity and Diversity Committee



#### Saad, Kenneth W

m:

Billups, Barbara G

sent:

Wednesday, March 6, 2019 2:13 PM

To:

Burbine, Matthew L; Tisch, Roxanne N; Saad, Kenneth W; Ziegler, Alycia

Subject:

FW: DeepSouth-DeepNorth

Good Afternoon,

Thank you for Lottie Scott.

#### Barbara

-----Original Message-----

From: Lottie < lscott3@mindspring.com> Sent: Thursday, February 21, 2019 9:34 AM

To: Billups, Barbara G <BBillups@trcc.commnet.edu>

Subject: DeepSouth-DeepNorth

Barbara: Thank you and your entire team for coming to hear me. Most of all, the discussion was wonderful and thoughtful. The support means a lot.

itie

TRCC CENTER FOR TEACHING

GENERATION
Z
STUDENTS

W E D N E S D A Y
F E B 2 0 2 0 1 9

1 2 3 0 - 1 3 0 P M

FOR MORE INFORMATION CONTACT SNALLY@THREERIVEDS EDU

#### Saad, Kenneth W

Krug, Maria From:

Friday, February 8, 2019 1:26 PM Sent: jacquelynnwhite@snet.net; Sperling, Jaden; Hagen, Janet; Nixon, Jeffrey V; john.baldwin@jud.ct.gov; jstjean@cityofnorwich.org; To:

kverano@safefuturesct.org; Gray, Kathleen S; Saad, Kenneth W; klee@reliancehealthinc.org; mbusineau@sbcglobal.net; Bellaro,

Mark; maureen.aquino@jud.gov; michael.j.sullivan@jud.gov; mbelisle@cityofnorwich.org; psilvestri@reliancehealthinc.org;

Spaziani, Rhonda; Farinelli, Robert; Bartosiak, Samantha L; shane.vincelette@jud.gov; Goetchius, Stephen; todd.harbeck@ct.gov

Jukoski, Mary Ellen; Hodson, April M Cc: CRT Updates and Training Info. 2019

**Subject:** 

CRT Update Spring 2019.pdf; CSCU CRT Training Schedule - Spring 2019.pdf **Attachments:** 

#### Good Afternoon TRCC Campus Resource Team!

I hope 2019 is starting off well for everyone! I just wanted to share the updated CRT member list; warm welcomes to Robert Farinelli, Dean of Academics and Student Services with TRCC; and Jacquelyn White, Crisis Counselor with the Sexual Assault Crisis Center.

The attachment also includes information provided during our November 2018 meeting, for anyone who was unable to attend.

A list of trainings for the upcoming months is attached for your review. I hope to see many faces here at TRCC on March 5th for the Bystander Training! ©

If you have any questions or topics you would like to discuss for the April 2019 meeting, please do not hesitate to reach out to me or Christine!

Thank you!!!

Have a wonderful weekend! ©

Maria Krug | Title IX Coordinator

574 New London Turnpike Norwich, CT 06360

Phone | (860) 215-9208

Office | C131



574 New London Turnpike, Norwich, CT 06360-6598 www.threerivers.edu

# TITLE IX

# **CAMPUS RESOURCE TEAM**

**FALL 2018 - SPRING 2019** 



#### Campus Resource Team

#### Off-Campus Resources

**24-Hour Confidential & Crisis** Support

\* Safe Futures

16 Jay St., New London, CT 06320

24-Hotline | Sexual Assault

Phone | (860) 701-6001

24-Hotline | Domestic Abuse

Toll Free | (888) 774-2900

Phone | (860) 701-6000

Katherine Verano | Executive Director kverano@safefuturesct.org (860) 447-0366 x 211

Sexual Assault Crisis Center 78 Howard St., 2nd Fl., New London, CT 06320 90 South Park Street, Willimantic, CT 06226

> 24-Hour Hotlines | Sexual Assault Toll Free | (888) 999-5545 Windham area | (860) 456-2789 New London area | (860) 437-7766

Maria Busineau | Associate Director mbusineau@sbcglobal.net (860) 456-3595

Jacquelyn White Crisis Counselor jacquelyn white@snet.net (860) 456-3595 (860) 442-0604

#### Emergency Response & Safety

❖ Connecticut State Police – Troop E PO BOX 306, Uncasville, CT 06382

Master Sgt. Erick Peck | Executive Officereric.peck@ct.gov (860) 848-6500

Lt. Todd Harbeck | Commanding Officer todd.harbeck@ct.gov (860) 848-6500

Norwich Police Department 70 Thames St., Norwich, CT 06360

> Julie St. Jean | Sgt. jstjean@cityofnorwich.org (860) 886-5561 Ext. 3546

Mo Belisle| Officer mblisle@cityofnorwich.org (860) 886-5561 Ext. 3110

#### Mental Health & Wellness

Reliance Health Inc.
2 Cliff Street, Norwich, CT 06360

David Burnett | CEO dburnett@reliancehealthinc.org

Kerry Lee | Clinical Coordinator klee@reliancehealthinc.org (860) 887-6536 Ext. 319

Paris Silvestri, LCSW | Community Outreach Clinician psilvestri@reliancehealthinc.org (860) 887-6536 Ext. 273

#### Court Support Services

Norwich Adult Probation
City Hall 100 Broadway, Norwich, CT
06360

Maureen Aquino | Chief Probation Officer II maureen.acquino@jud.ct.gov (860) 889-8351 Ext. 319

John Baldwin | Adult Probation Officer II john.baldwin@jud.ct.gov (860) 889-8351 Ext. 329

Michael Sullivan Jr. | Adult Probation Officer II michael.j.sullivan@jud.ct.gov (860) 889-8351 Ext. 333

Shane Vincelette Chief Probation
Officer I
shane.vincelette@jud.ct.gov
(860) 889-8351 Ext. 324

Norwich State's Attorney's Office-1 Courthouse Square, Norwich, CT 06360

> Christa Baker Assistant State's Attorney christa.baker@ct.gov (860) 859-5284

## Introductions

Name

Title

Agency

If you could make a positive impact in our world with no barriers, what would you do?

Krug said, speaking of her transition as the student to the professional in academia. "I absolutely loved it. I connected with hundreds and hundreds of students."

Currently, Krug is All but dissertation (ABD) for her Doctor of Education in Counseling Psychology (EdD) and Licensed Professional Counselor (LPC) eligible in the state of Connecticut with high hopes of continuing her professional development in higher education.

It was this summer that Krug embarked on a new career path in higher education to help students, being named the new Title IX Coordinator at Three Rivers Community College.

To date, the U.S. Department of Education's Office for Civil Rights is the regulatory agency that enforces Title IX (9) under Title 34-Education (34 CFR Part 106.1)—Nondiscrimination on the Basis of Sex in Education Programs Or Activities Receiving Federal Financial Assistance. In accordance with Federal and State Statutes, Three Rivers Community College continues to place emphasis, assistance, and resources to prevent and raise awareness about Title IX. where:

'No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX of the Education Amendments of 1972 prohibits sex-based discrimination. Individuals are protected from misconduct of the sexual nature, including sexual assault; sexual exploitation; sexual harassment; intimate partner, dating, and domestic violence; and stalking.

The Title IX coordinator is responsible for roles including, but not limited to, responding to reports and disclosures of sexual misconduct, facilitating campaigns, prevention, and educational programs about sex discrimination and sexual misconduct. Incidents of sexual discrimination and sexual misconduct are taken seriously, treating individuals with compassion; and providing



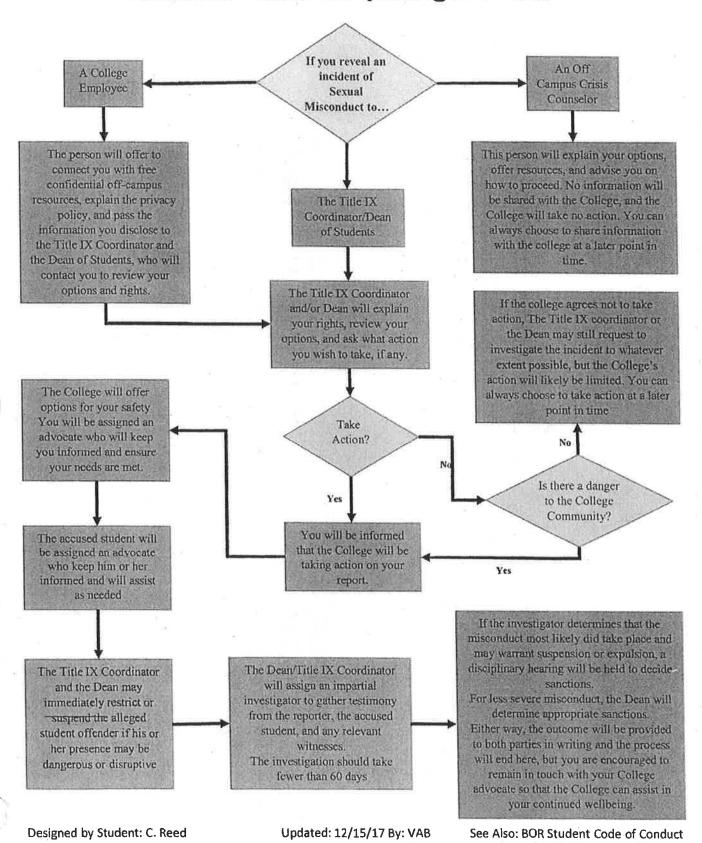
Maria Krug smiles in her office. Room C131.



# State & Federal Policy Highlights

State & Federal Policy Highlights					
	Title IX of the Education Amendment of 1972 Federal	The Clery Act Federal	Campus Sexual Violence Elimination (SaVE) Act Federal	Campus Bill CTPA: 11-14 Connecticut Only	
Overview	Goal is to address every instance of sexual violence by removing inequitable or hostile environments. The Office on Civil Rights (OCR) issued additional guidance on sexual assault in 2011 and 2014.	requires colleges and universities receiving federal funds to: track and report crimes on compus property, have safety policies, and inform the campus of risks to public safety.	2015 emendment to the Clery Act that is intended to complement existing Ritle IX legislation and Office on Civil Rights guidence for the visponse to sexual violence on campus	Bolstered and expanded 2012 legislation pertaining to the response and provention of sexual violence on Connecticut's campuses.	
Accountability	Requires all reported incidents of sexual violance be reported to and investigated by the institution's. Title JX officer.  Students must have access to an intuitional disciplinary procedure to address sexual assault.	Requires schools to publicly report crimes on campus property annually, including sexual asseutts.  Requires schools to notify the campus community when the safety of the community is in question.	Expands on the Cleary Act to include reporting on domestic violence; dating violence; and stalking.  Cleathes minimum standards for institutional disciplinary procedures covering the above topics.	Aspects of geogramming response, and training must be reported to the Higher Education. Committee of the Connecticut Denard Assembly on an annual hasis.  Includes both students and staff in training and response.	
Response	Schools must take prompt and immediate action to end the sexual violence, eliminate the inequitable/hostile environment, and to ensure that there is no retaliation against sludents who report sexual assaults.  OCP has provided much guidance on the institutional disciplinary process, sludents rights, and the role of schools in addressing and preventing sexual assault.	N/A	Schools must notify students in writing of all of their reporting options including not reporting options including not reporting options including not reporting Students must have access to an equitable disciplinary process. Students must be given contact information for on accident pure resource available to them. Students must be able to change academic living transportation, or working students to avoid a hostile environment. Students can receive no contact directives or restraining orders. Campus authorities must assist students with reporting to local law enforcement if desired by the student.	Students mant recast coness ventes realization of the options after reporting inches reasonable changes to as all k-ling camput transportation within subtractions.  Each institution must few a Compan Newboard Team (CR which mots once may sense).  Training awarehass and prevention programming and prevention programming the control of the CR title IV pities. Camput picke elected to be campus justical board hearing officers.  Each institution must be and campus justical board hearing officers.	
Prevention & Education	Encourages repeated training and education on sexual violence, reporting options, and prevention and bystander intervention.	N/A	Printery prevention and awareness programs must be provided to incoming students and new employees.  Students should receive addication on bystender intervention.	Annual awareness spirit provention programme for all students and stall must take place, including revention and bystend intervention training the addresses the computations.	

## **Sexual Misconduct Reporting Procedure**



TRCC Student Handbook

#### **Options On-Campus**

#### Report an Incident

Maria Krug Title IX Coordinator (860) 215-9208 | C131 MKrug@trcc.commnet.edu

Christine Languth Student Advocate (860) 215-9260 | A113 CLanguth@trcc.commnet.edu

#### **On-Campus Support**

he college offers supportive options to ensure the safety of our students, which may include:

Providing escorts on campus between classes and between park-ing lots and building
 Providing alternate class / work arrangements
 Offering extra time for

Advising and Counseling (860) 215-9017, Room A-113

TRCC Counselors can:

Provide support to students

Connect students to FREE & CONFIDENTIAL

coursework or exams

## **Immediate Help**

# 24/7 Free & Confidential Counseling Hotlines

Sexual Assault Crisis Center of Eastern Connecticut Hotline: (888) 999-5545

#### Safe Futures Hotlines

Local: (860) 701-6000 Español: (844) 831-9200 Statewide: (888) 774-2900

#### Law Enforcement

Norwich Police Office: (860) 886-5561

State Police Troop E Office: (860) 848-6500

#### **Local Medical Services**

Backus Hospital

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

For additional resources, call 211 If you fear for your safety, call 911

This brochure was produced by GRA230 Digital Imaging student Brianna Weaver Revised 8/28/2018 m/k



# Sexual Misconduct Resources & Education



The college is here to help you If a situation *FEELS* wrong, it may *BE* wrong, and you're encouraged to come forward to get help.

To learn more... www.threerivers.edu/SMRE



574 New London Turnpike, Norwich, CT 06360-6598 www.threerivers.edu

# TITLE IX

# **NOT ANYMORE PROGRAM**

Set Up, Launch, Program & Reports

**FALL 2018 - SPRING 2019** 

# NOT ANYMORE PROGRAM-ALL STUDENTS OUTLINE FALL 2017-SPRING 2018

	Prohibition Statement  o Acknowledgement Agreement		
	Pre-Test  O No Video O 49 Questions		
	Module 1  Introduction  o Video—3m 43s  o No Questions		
	Module 2   Consent/Sexual Assault  o Video-8m 14s  o Definitions & Acknowledgement Agreements (#2)  o 21 Questions		
	Module 3   Bystander Intervention  O Video—2m 03s  O 4 Questions		
	Module 4   Verbal Defense  o Video—2m 02s o No Questions	and the	
	Module 5   Alcohol  o Video-3m 16s  o 6 Questions	9	
	Module 6   Dating/Domestic Violence  o Video—2m 44s  o Definition & Acknowledgement Agreement  o 3 Questions		
	Module 7   Sexual Harassment  o Video— 2m 10s  o Definition & Acknowledgement Agreement  o 3 Questions		
	Module 8   Stalking  o Video—2m 43s  o Definition & Acknowledgement Agreement  o 4 Questions		
	Module 9   What To Do If  o Video—3m 46s  o 6 Questions		
	Policies and Procedures  o Acknowledgement Agreement		
٥	Evaluation Survey  o 30 Questions		3

- Module Total: 9
  Video Total: 29m 21s
  Question Totals: 47 Modules | 96 w/Pre-Test | 126 w/Evaluation (Optional)
- Acknowledgment Agreements: 7
  Average Completion Time: 52m

#### I. STUDENT CODE OF CONDUCT

#### **PREAMBLE**

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. In line with this purpose, the Board of Regents for Higher Education ("BOR") in conjunction with the Connecticut State Colleges and Universities ("CSCU") has the duty to protect the freedoms of inquiry and expression, and furthermore, has the responsibility to encourage all of its members to develop the capacity for critical judgment in their sustained and independent search for truth.

CSCU has certain self-defined institutional values. Principal among these values is respect for the safety, dignity, rights, and individuality of each member of the CSCU Community. The opportunity to live, study, and work in an institution which values diverse intellectual and cultural perspectives and encourages discussion and debate about competing ideas in an atmosphere of civility is a basic component of quality higher education.

All members of CSCU must at all times govern their social and academic interactions with tolerance and mutual respect so that the students who pass through a CSCU door are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the BOR's and CSCU's commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on CSCU campuses. Acts of intolerance, of hatred or violence based on race, religion, sexual orientation or expression, disability, gender, age, or ethnic background are antithetical to the BOR's and CSCU's fundamental principles and values. It is the BOR's and CSCU's responsibility to protect our students' right to learn by establishing an environment of civility.

The disciplinary process is intended to be part of the educational mission of CSCU. Student disciplinary proceedings are not criminal proceedings and are not subject to court rules of procedure and evidence.

#### INTRODUCTION

This Student Code of Conduct (hereinafter the "Student Code" or "Code") is intended to present a clear statement of student rights and responsibilities established by the Board of Regents for Higher Education. The BOR has charged the President of the Board of Regents for Higher Education with developing procedures to protect those rights and to address the abdication of responsibilities in collaboration with the four State Universities, the twelve Community Colleges and Charter Oak State College. The Student Code describes the types of acts that are not acceptable in an academic community.

Disclaimer: This Code is neither a contract nor an offer of a contract between any BOR governed institution and any student. The provisions of this Code are subject to revision at any time.

- 8. "CSCU Affiliates" means individuals and/or entities with whom or with which the College or University has a contractual relationship.
- 9. "CSCU Official" means any person employed by the College or University to perform assigned administrative, instructional, or professional responsibilities.
- 10. "CSCU Premises" means all land, buildings, facilities, and other property in the possession of, or owned, used, and/or controlled by, the University or College, either solely or in conjunction with another entity.
- 11. "Disciplinary Officer" or "Conduct Administrator" means a University, College or CSCU official who is authorized to determine the appropriate resolution of an alleged violation of the Code, and/or to impose sanctions or affect other remedies as appropriate. Subject to the provisions of this Code, a disciplinary officer or conduct administrator is vested with the authority to, among other duties: investigate a complaint of an alleged violation of the Code decline to pursue a complaint, refer identified disputants to mediation or other appropriate avenues of resolution, establish charges against a student, enter into an administrative agreement developed with an Accused Student in accordance with Section II-B-3 of this Code, advise a Hearing Body, and present the case before the Hearing Body.
- 12. "Hearing Body" or "Hearing Panel" means any person or persons authorized by the University Vice President for Student Affairs, Community College Dean of Students or Charter Oak State College Provost to determine whether a student has violated the Code and to impose sanctions as warranted, including a hearing officer or hearing board.
- 13. "Institution" means the University or College within CSCU.
- 14. "Instructor" means any faculty member, teaching assistant or any other person authorized by the University to provide educational services, including, but not limited to, teaching, research, and academic advising.
- 15. "Member of the CSCU Community" means any person who is a student, an official or any other person who works for CSCU, either directly or indirectly (e.g., for a private enterprise doing business on a CSCU campus).
- 16. "Policy" means the written regulations, standards, and student conduct expectations adopted by the BOR and found in, but not limited to the Student Handbook, the Residence Life Handbook, the housing contract, the graduate and undergraduate catalogs, and other publicized University and College notices.
- 17. "Prohibited Conduct" means the conduct prohibited by this Code, as more particularly described in Part I-D of this Code.
- 18. "Reporting Party" means any person who alleges that a student has violated this Code.

single entity. The officers or leaders of a particular Student Organization usually will be expected to represent the organization during the disciplinary process. Nothing in this Student Code shall preclude holding certain members of a Student Organization accountable for their individual acts committed in the context of or in association with the organization's alleged violation of this Code.

- 2. <u>Distribution of the Student Code</u>: The Student Code shall be made readily available electronically and/or in a printed publication to students, faculty and staff. The office responsible for Student Affairs will annually distribute and make available to students, faculty and staff, electronically and/or in a printed publication, any revisions to the Code.
- 3. Administration of the Student Code: A University's and Charter Oak State College's Provost or a Community College's Dean of Students shall be the person designated by the institution President to be responsible for the administration of the Academic Misconduct portion of the Student Code. A University's Vice President for Student Affairs, a Community College's Dean of Students, or Charter Oak State College's Provost shall be the person designated by the institution President to be responsible for the administration of the Non-Academic Misconduct portion of the Student Code.

#### PART C: SCOPE OF AUTHORITY

A Student who is found responsible for engaging in conduct that violates the Student Code on any CSCU campus or on property controlled by the BOR or by any CSCU Affiliate or any CSCU sponsored function or event shall be subject to the sanctions described in this Code. The Student Code of Conduct also applies to online activities, where applicable. Students who attempt to engage in conduct that violates this Code, who knowingly encourage, aid or assist another person in engaging in such conduct, or who agree with another person, explicitly or otherwise, to engage in such conduct, may also be subject to disciplinary action.

Off-campus misconduct by University students may be subject to the jurisdiction of the University and addressed through its disciplinary procedures if one of the following conditions is met: (i) a Student engages in prohibited conduct at an official University event, at a University-sanctioned event, or at an event sponsored by a recognized University Student Organization; or (ii) a Student engages in prohibited conduct under such circumstances that reasonable grounds exist for believing that the Accused Student poses a threat to the life, health or safety of any member of the CSCU or to the property of the CSCU.

Community College students conduct is subject to the Code on campus and off-campus whenever such conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to a member or members of the College community. Students must be aware that, as citizens, they are subject to all federal and state laws in addition to all CSCU regulations governing student conduct and responsibilities. Students do not relinquish their rights nor do they shed their responsibilities as citizens by becoming members of the CSCU Community. However, where a court of law has found a student to have violated the law, an institution has the right to impose the sanctions of this Code even though the conduct does not impair institution-related activities of another member of the university or college community and does not create a risk of harm to the college or university community. The decision to exercise this right will be in the sole discretion of the President of the impacted institution or his/her designee.

- (a) Sexual harassment, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment. 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 educational status is contingent upon toleration of or acquiescence in sexual advances.
- (b) Sexual assault shall include but is not limited to a sexual act directed against another person when that person is not capable of giving consent, which shall mean the voluntary agreement by a person in the possession and exercise of sufficient mental capacity to make a deliberate choice to do something proposed by another.

A person who initially consents to sexual activity shall be deemed not to have consented to any such activity which occurs after that consent is withdrawn. Consent cannot be assumed because there is no physical resistance or other negative response. A lack of consent may result from mental incapacity (e.g., ingestion of alcohol or drugs which significantly impair awareness or judgment) or physical incapacity (e.g., the person is unconscious or otherwise unable to communicate consent). Consent must be affirmative. (See Sexual Misconduct Reporting, Support Services and Processes Policy).

Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

(c) Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

# IV. CONDUCT AND DISCIPLINARY PROCEDURES APPLICABLE TO CHARTER OAK STATE COLLEGE STUDENTS

Procedures for Charter Oak State College students differ from those procedures applicable to either the Community Colleges or the Universities. This is due to the environmental, cultural, and administrative differences within the types of the institutions comprising CSCU. Procedures for addressing allegations and sanctions regarding academic misconduct (as defined in Section I.D.1 above) for Charter Oak State College Students as set for in this Section IV of the Code.

#### PART A: RIGHTS AND RESPONSIBILITIES OF HEARING PARTICIPANTS

Hearing participants may include the accused student(s), a complainant, witnesses, support person(s), and the members of the hearing body.

The complaining party, any alleged victim, and the student who has been charged shall each have the right to:

- 1. Be notified of all charges.
- 2. Review any written complaint(s) submitted in support of the charge(s).
- 3. Be informed of the hearing process.
- 4. Request a delay of a hearing due to extenuating circumstances.
- 5. Be accompanied by an advisor or support person during the hearing.
- 6. Be present at all stages of the hearing process except during the private deliberations of the hearing body.
- 7. Submit a written statement regarding the incident.
- 8. Give a personal statement.
- 9. Question all statements and other information presented at the hearing.
- 10. Present information and witnesses when deemed appropriate and relevant by the hearing body.
- 11. Be informed of the finding(s) as well as any sanctions imposed.
- 12. Present a personal or community impact statement to the hearing body upon a finding of "Violation."

In addition to the above-mentioned rights, a student who has been charged with a violation of the Student Code of Conduct shall have the right to:

- 1. Be notified of the proposed information to be presented and to know the identity of witnesses who have been called to speak at the hearing when the Chair of the disciplinary hearing knows such information.
- 2. Request an alternate hearing panel member when there is reasonable cause to believe that the hearing panel will be unable to conduct an impartial hearing.
- 3. Be presumed not to be in "violation" of the code unless the facts presented at the hearing prove otherwise.
- 4. Deny or admit violating the Code of Conduct.
- 5. Decline to give a personal statement.
- 6. Present Character Witnesses, if appropriate.
- 7. Receive a written notice of the sanction(s) imposed.

- 9. Stalking, which is defined as repeatedly contacting another person when:
  - a. The contacting person knows or should know that the contact is unwanted by the other person; and
  - The contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life.

As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on-line community or any other internet communication) or remaining in the physical presence of the other person.

- 10. Harassment, which is defined as conduct which is abusive or which interferes with a person's pursuit of his or her customary or usual affairs, including, but not limited to, such conduct when directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation or expression, age, physical attribute, or physical or mental disability or disorder, including learning disabilities and mental retardation.
- 11. Conduct that is disorderly, lewd or indecent (including, but not limited to, public nudity and sexual activity in areas generally open to members of the campus community), breach of peace or aiding, abetting or procuring another person to breach the peace on CSCU premises or at functions sponsored by, or affiliated with the University or College.
- 12. Behavior or activity which endangers the health, safety, or well-being of oneself or others.
- 13. Offensive or disorderly conduct which causes interference, annoyance or alarm or recklessly creates a risk thereof at CSCU or CSCU premises, CSCU web or social media sites, at a CSCU-sponsored activity or in college or university courses, including cyber bullying. This offense does not apply to speech or other forms of constitutionally protected expression.
- 14. Unauthorized possession, duplication or use of keys (including, but not limited to, card access, card keys, fobs, etc.) to any CSCU premises or forcible and/or unauthorized entry on or into CSCU premises.
- 15. Starting fires, causing explosions, falsely reporting the presence of fire, bombs, incendiary or explosive devices, or falsely reporting an emergency.
- 16. Unauthorized or improper possession, use, removal, tampering or disabling of fire and/or safety equipment and warning devices, failure to follow standard fire and/or emergency safety procedures, or interference with firefighting or emergency response equipment or personnel.

- d. Deliberate disruption of the operation of CSCU computer systems and networks;
- e. Use of the Institution's computing facilities and resources in violation of copyright laws (including unauthorized peer-to-peer file sharing of copyrighted material, including, but not limited to, copyrighted music, movies, and software);
- f. Use of computing facilities and resources to send obscene messages (which are defined as messages which appeal mainly to a prurient, shameful or morbid interest in nudity, sex, excretion, sadism or masochism, go well beyond customary limits of candor in describing or representing such matters, and are utterly without redeeming social value); and
- g. Violation of the BOR Policy Statement on Acceptable and responsible use of Information Technology resources and/or any applicable BOR computer use policy.
- 28. Abuse of the CSCU conduct and disciplinary system, including but not limited to:
  - a. Failure to obey the notice from a Hearing Body or CSCU Official to appear for a meeting or hearing as part of the Student Conduct system;
  - b. Falsification, distortion, or intentional misrepresentation of information to a Disciplinary Officer or Conduct Administrator, or before a Hearing Body;
  - c. Initiation of a conduct or disciplinary proceeding knowingly without cause;
  - d. Disruption or interference with the orderly conduct of a disciplinary proceeding;
  - e. Attempting to discourage an individual's proper participation in, or use of, the disciplinary system;
  - Attempting to influence the impartiality of a Disciplinary Officer, Conduct Administrator or member of a Hearing Body prior to, and/or during the course of, the disciplinary proceeding;
  - g. Harassment (verbal or physical) and/or intimidation of a Disciplinary Officer, Conduct Administrator, or member of a Hearing Body prior to, and/or during the course of the disciplinary proceeding;
  - h. Failure to comply with the sanction(s) imposed under the Student Code; and
  - i. Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

PART E: HEARING PROCEDURES FOR SEXUAL MISCONDUCT, SEXUAL INTIMATE PARTNER, DOMESTIC VIOLENCE & STALKING REPORTS

In addition to disciplinary procedures applicable to State University students in Section II, Community College students in Section III, or Charter Oak State College Students in Section IV, for any hearing

#### PART F: CONDUCT AND DISCIPLINARY RECORDS

The written decision resulting from an administrative conference or a hearing under this Code shall become part of the student's educational record and shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). A student's disciplinary record shall be maintained separately from any other academic or official file maintained by the Institution. Disciplinary records will be maintained for a period of five (5) years from the date of the incident, except that the sanction of expulsion shall be noted permanently.

While student education records are generally protected from disclosure by FERPA, there are a number of exceptions to this rule. Students should be aware that a record concerning his/her behavior while a student at the College or University may be shared with other colleges or universities to which the student may subsequently wish to transfer or be admitted. Similarly, prospective employers may require a student to provide access to his/her education records as part of the employment application process. A record of having been sanctioned for conduct that violates Section I.D. of the Code may disqualify a student for admission to another college or university, and may interfere with his/her selection for employment.

#### PART G: INTERPRÉTATION AND REVISION

Questions regarding the interpretation of this Code shall be referred to the University's and Charter Oak State College's Provost or a Community College's Dean of Students or their designees for the administration of the Non-Academic Misconduct portion of the Student Code and to the University's Vice President for Student Affairs, a Community College's Dean of Academic Affairs or Charter Oak State College's Provost or their designees for the administration of the Academic Misconduct portion of the Student Code.

This Code shall be reviewed and revised, if and as necessary, every five (5) years, or as directed by the President of the Board of Regents for Higher Education.

consideration of the Accused Student's record of misconduct and/or the nature of the offense, the academic misconduct hearing board may impose additional non-academic sanctions in proportion to the severity of the misconduct. These sanctions may include the following: warning, written reprimand, discretionary sanctions, suspension and/or expulsion, as described in II.D of this Student Code of Conduct.

6. Appeals: The decision rendered by the academic misconduct hearing board may be appealed to the Provost/Academic Vice President, who shall review the record of the hearing, including any and all documents presented to the academic misconduct hearing board. An appeal shall be in writing and shall be delivered to the Provost/Academic Vice President within three (3) calendar days of receipt of the academic misconduct hearing board's written decision.

An appeal may be brought on any of four grounds: (a) a claim that error in the hearing procedure substantially affected the decision; (b) a claim that new evidence or information material to the case was not known at the time of the hearing; (c) a claim that the non-academic sanction(s) imposed were not appropriate for the violation of the Code for which the accused student was found responsible; and/or (d) a claim that the academic sanction imposed has resulted in a palpable injustice. The Provost/Academic Vice President shall have the right to deny an appeal not brought on any of the foregoing grounds. The decision rendered by the Provost/Academic Vice President shall be final and there shall be no further right of appeal.

#### PART B: DISCIPLINARY PROCEDURES - NONACADEMIC MISCONDUCT

The following procedures shall be followed in addressing allegations of non-academic misconduct.

- 1. <u>Providing Information leading to a Complaint</u>: Any person may provide information leading to the filing of a complaint against a Student or a Student Organization alleging a violation of the Student Code. A complaint must be made in writing and submitted to the University's Disciplinary Officer or Conduct Administrator.
- 2. Disciplinary Proceedings Against a Student Charged with a Violation of Law and a Violation of the Code: University proceedings may be instituted against an Accused Student who has been charged with a violation of state or federal law for conduct which also constitutes a potential violation of this Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Student Code may be carried out prior to, simultaneously with, or following the institution of civil or criminal court proceedings against the Accused Student. Determinations made or sanctions imposed under this Student Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of University rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

Accused Student refuse to accept in-hand delivery, a written statement of the attempted delivery of the notice signed by the person attempting to make such delivery shall constitute notice. Should the Accused Student refuse to sign for registered or certified mail, the postal document indicating such refusal shall constitute notice.

The notice shall advise the Accused Student of each section of the Student Code alleged to have been violated and, with respect to each such section, a statement of the acts or omissions which are alleged to constitute a violation of the Code, including the approximate time when and the place where such acts or omissions allegedly occurred.

The Accused Student shall be afforded a reasonable period of time to prepare for the hearing, which period of time shall not be less than three (3) Calendar Days. The Accused Student, the Reporting Party and/or any alleged victim may request a delay of the hearing due to extenuating circumstances. Any decision to postpone the hearing shall be made by the Disciplinary Officer or Conduct Administrator or by the Hearing Body, or by the designee of the Vice President for Student Affairs.

b. <u>Hearing</u>: Hearings shall be closed, but the Hearing Body may, in its discretion, admit any person into the hearing room. The Hearing Body shall have the authority to discharge or to remove any person whose presence is deemed unnecessary or obstructive to the proceedings.

The Accused Student, the Reporting Party and any alleged victim shall have the right to be present at all stages of the hearing process except during the private deliberations of the Hearing Body and the presentation of sanctions. In hearings involving more than one Accused Student, the Hearing Body may determine that, in the interest of fairness, separate hearings should be convened.

In any Hearing alleging sexual assault, sexual, intimate partner, domestic violence or other sex related offense, any alleged victim and the Accused Student are entitled to:

- 1) be accompanied to any meeting or proceeding by an advisor or support person of their choice, provided that the advisor or support person does not cause a scheduled meeting to be delayed or postponed;
- 2) present evidence and witnesses on their behalf;
- 3) in accordance with the Family Educational Rights and Privacy Act (FERPA), to have their identities kept confidential.

In addition, the alleged victim of sexual assault, sexual, intimate partner, domestic violence or other sex related offense is entitled to request that disciplinary proceedings begin promptly.

c. <u>Record of Hearing</u>: When expulsion or suspension from the University or residence hall separation is a possibility, the University shall make a recording of the hearing. The recording shall be the property of the University. No other recordings shall be made by any person during the hearing. Upon request, the Accused Student may

participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined in the sole judgment of the Hearing Body to be appropriate.

k. Written Notice of Decision: The Accused Student shall receive written notice of the decision of the Hearing Body that shall set forth the decision rendered, including a finding of "responsible" or "not responsible," and the sanctions imposed, if any. The decision of the Hearing Body, as well as the sanction(s) imposed, if any, generally will not be released to third parties without the prior written consent of the Accused Student. However, certain information may be released if and to the extent authorized by state or federal law.

With respect to Hearings alleging sexual assault, sexual, intimate partner, domestic violence or other sex related offense, any alleged victim shall receive written notice of the decision of the Hearing Body at the same time as the Accused Student, normally within one (1) business day after the conclusion of the Hearing.

In accordance with the Family Educational Rights and Privacy Act (FERPA) the notice to any alleged victim of sexual assault, sexual, intimate partner, domestic violence or other sex related offense shall contain only the following: the name of the student, the violation committed and any sanction imposed against the student.

- 6. Review: An Accused Student may request that the decision of the Hearing Body be reviewed by the Vice President for Student Affairs or his or her designee. A request for review must be made in writing to the Vice President for Student Affairs or his or her designee within three (3) Calendar Days of the Accused Student's receipt of the written notice of decision. For good cause shown, the Vice President for Student Affairs may extend the three-University Calendar Day limitation on filing a request for a review. An Accused Student may request only one review of each decision rendered by the Hearing Body. A decision reached as a result of an Administrative Disposition may not be reviewed.
  - a. Grounds for Review: The Accused Student has the right to request a review of the decision of the Hearing Body on the grounds that: (i) the procedures set forth in this Code were not followed and, as a result, the decision was substantially affected; (ii) the sanction(s) imposed were not appropriate for the violation of the Code for which the Accused Student was found responsible; and/or (iii) new information, sufficient to alter the decision, or other relevant facts were not brought out in the original hearing because such information and/or facts were not known to the Accused Student at the time of the original hearing. The review shall be limited to a review of the record except as required to explain the basis of new information.
  - b. Review Procedures: In order to prepare for the review, the Accused Student may review the recording of the original hearing in a designated University office but will not be permitted to remove the recording from that office or make copies. The review will not be heard by anyone involved in the initial hearing. The review shall be considered and a decision rendered within ten (10) Calendar Days of the filing of the request for review.

- 2. <u>Effect of Interim Suspension or Residence Hall Separation</u>: During the interim suspension or residence hall separation, the removed Student shall be denied access to the residence halls and/or to the campus (including classes) and/or all other University activities or privileges for which the Student might otherwise be eligible, as the Vice President for Student Affairs, or his or her designee, may determine to be appropriate.
- 3. Procedure: The Accused Student shall be notified, either orally or in writing, of the pending imposition of an interim suspension or residence hall separation. Whenever possible prior to the imposition of the interim suspension or suspension, the affected Student will be afforded an opportunity to meet with the Vice President for Student Affairs, or his or her designee. Otherwise, the meeting will be held on the first Calendar Day that the Student is available.

At that meeting, the Accused Student will be advised of his/her reported behavior and be offered the opportunity to provide information upon which the determination may be based whether or not the Student engaged in conduct warranting an interim suspension or residence hall separation.

Any Student placed on an interim suspension will be given an opportunity to appear at an administrative conference or a formal hearing on the misconduct charges lodged against him or her in accordance with II.B.5 of this Code within ten (10) Calendar Days of being placed on such suspension, or as soon as practical after the Accused Student is prepared to participate in such a hearing.

#### PART D: DISCIPLINARY SANCTIONS

Sanctions which may be imposed for violations of the Student Code are listed below. In determining appropriate sanctions, the Hearing Body may take into consideration any and all prior violations of the Code for which the Accused Student was determined to be responsible. The Hearing Body shall have the authority to defer the imposition of any sanction when deemed appropriate. The University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Code, including the completion of all sanctions imposed, if any.

- 1. Sanctions Which May Be Imposed for Violations of the Code: The following sanctions may be imposed, individually or in various combinations, on any student found to have violated the Student Code, and will be entered into the Student's disciplinary records. Notation of disciplinary sanctions shall be on file only in the appropriate office in the Division of Student Affairs and shall not be released without the written consent of the Student except to appropriate University enforcement personnel, University police, staff and administrators, or as required by law.
  - a. <u>Warning</u>: A disciplinary warning is a written notice to a Student advising him or her that specific behavior or activity constitutes a violation of the Code and that the repetition of such behavior will likely result in the commencement of more serious disciplinary action by the University.

full residence hall privileges will be restored to the Student upon termination of the probationary period. Failure to comply with the terms and conditions of the probation constitutes prohibited conduct that is separate from and in addition to the conduct for which the probation was imposed. A Student accused of violation of probation will be given due notice and the procedures set forth in this Code shall be followed.

- i. <u>Residence Hall Separation</u>: Separation of the Student from the residence halls for a definite period of time, after which the Student is eligible to return. Conditions for readmission may be specified.
- j. <u>Residence Hall Expulsion</u>: Permanent separation of the Student from the residence halls.
- k. Suspension: Suspension is temporary disciplinary separation from all universities among CSCU and the denial of all student privileges. Suspension shall be effective on the date that notice of the suspension is provided to the Accused Student, or later, if so stated in the notice, and shall prescribe the date and conditions upon which the Student may petition for readmission to the University. A Student separated from all universities within CSCU by suspension may under the terms of the suspension be excluded from the premises of all CSCU premises when in the judgment of the suspending authority, the Student's continued presence would constitute a danger to persons or property or a threat to the academic process. Notwithstanding the foregoing, the suspending authority of the suspended Student's home University or his or her designee may authorize a suspended student who has been excluded from all University premises to enter the premises of the student's home University for designated purposes.
- l. <u>Expulsion</u>: Expulsion is permanent disciplinary separation from all universities within CSCU and the denial of all student privileges. Expulsion shall be effective on the date that notice of expulsion is provided to the Accused Student, or later, if so stated in the notice. A student separated from all universities of CSCU by expulsion may under the terms of the expulsion be excluded from all CSCU Premises when in the judgment of the expelling authority the Student's presence would constitute a danger to persons or property or a threat to the academic process.
- 2. Revocation of Admission and/or Degree: Upon the recommendation of the Hearing Body, admission to or a degree awarded from the University may be revoked by the University, acting through its President (or his or her designee) for fraud, misrepresentation, or other violation of University standards in obtaining admission or the degree.
- 3. Consequences of Failure to Comply with a Duly Assigned Sanction: Failure to comply with sanctions which have been assigned through a formal judicial process may lead to one or more of the following consequences:
  - a. Denial of access to certain university services, including, but not limited to housing and parking;

# III. CONDUCT AND DISCIPLINARY PROCEDURES APPLICABLE TO COMMUNITY COLLEGE STUDENTS

Procedures for Community College students differ from those procedures applicable to either the Universities or Charter Oak State College. This is due to the environmental, cultural and administrative differences within the types of the institutions comprising CSCU. Procedures for addressing allegations and sanctions regarding academic misconduct (as defined in Section I.D.1 above) for Community College Students as set for in this Section III of the Code.

#### PART A: DISCIPLINARY PROCEDURES (Academic and Non-Academic Misconduct)

In regard to College Students, the following procedures shall govern the enforcement of the Code:

- 1. Information that a student may have violated the Code should be submitted to the Dean of Students, Dean of Academic Affairs or other designee of the President (hereinafter referred to as "the Dean"), normally within thirty (30) calendar days of the date of a possible violation or within thirty (30) calendar days of the date that the facts constituting a possible violation were known.
- 2. Upon receipt of information relating to a possible violation, the Dean may immediately place restrictions on or suspend a student on an interim basis if, in the judgment of the Dean, the continued presence of the student at the College or continued participation in the full range of college activities poses a danger to persons or property or constitutes an ongoing threat of disrupting the academic process.
  - a. "Interim restrictions" are limitations on the Student's participation in certain College functions and activities, access to certain locations on campus or access to certain persons, that do not prevent the Student from continuing to pursue his/her academic program. A Student upon whom the Dean has placed interim restrictions shall be afforded written reasons for the restrictions, as well as the time period during which the interim restrictions shall apply. The decision of the Dean regarding interim restrictions shall be final.
  - b. "Interim suspension" is the temporary separation of the Student from the College that involves the denial of all privileges, including entrance to College premises. Prior to imposing an interim suspension, the Dean shall make a good faith effort to meet with the Student. At this meeting, the Dean shall inform the Student of the information received and provide the Student an opportunity to present other information for the Dean's consideration. Based upon the information available at that time, the Dean shall determine whether the Student's continued presence on campus poses a danger to persons or property or constitutes an ongoing threat of disrupting the academic process. A Student suspended on an interim basis by the Dean shall be provided written reasons for the suspension and shall be entitled to an administrative conference or a hearing as soon as possible, normally within ten (10) calendar days from the date the interim suspension was imposed. The decision of the Dean regarding an interim suspension shall be final.
- 3. Following the imposition of interim restrictions or interim suspension, if any, the Dean shall promptly investigate the information received by meeting with individuals who may have knowledge of the matter, including the accused Student, and by reviewing all relevant documents.

commencement of the hearing, the Student who is subject to the hearing may challenge the appointment of an impartial party or panel member on the ground that the person(s) is (are) not impartial. The challenge shall be made in writing to the Dean and shall contain the reasons for the assertion that the person(s) is (are) not impartial. The decision of the Dean shall be final.

- 8. The written decision of the impartial party or panel shall specify whether, based on the information presented, it is more likely than not that the Student committed the violation(s) reported and shall state the sanction to be imposed, if any. The written decision shall be provided to the Student.
- 9. Sanctions imposed by an impartial party or panel are effective immediately. The President may, for good cause, suspend imposition of the sanctions imposed by the impartial party or panel to allow the Student time to prepare a written request for review. If a written request is received, the President may continue to suspend imposition of the sanctions until he has reviewed and acted on the Student's request.
- 10. A written request for review of the decision of the impartial party or panel must be received by the President within three (3) calendar days after the Student is notified of the decision and must clearly identify the grounds for review. The review by the President is limited to the record of the hearing, the written request, and any supporting documentation submitted with the request by the Student. The decision of the impartial party or the panel shall be upheld unless the President finds that:
  - a. a violation of the procedures set forth herein significantly prejudiced the Student; and/or
  - b. the information presented to the impartial party or panel was not substantial enough to justify the decision; and/or,
  - c. the sanction(s) imposed was (were) disproportionate to the seriousness of the violation.
- 11. Decisions under this procedure shall be made only by the college officials indicated.

#### PART B: DISCIPLINARY SANCTIONS

The prior conduct record of a Student shall be considered in determining the appropriate sanction for a Student who has been found to have violated any part of Section I.D. of this Code. Sanctions shall be progressive in nature; that is, more serious sanctions may be imposed if warranted by the prior conduct record of the Student.

A "sanction" may be any action affecting the status of an individual as a Student taken by the College in response to a violation of this Policy, and for the purposes of this Section III of the Code include but are not limited to the following:

- 1. "Expulsion" is a permanent separation from the College that involves denial of all Student privileges, including entrance to College premises;
- 2. "Suspension" is a temporary separation from the College that involves denial of all Student privileges, including entrance to college premises for the duration of the suspension, and may include conditions for reinstatement:



## Spring 2019 Professional Day

Building a Positive Classroom Culture that Supports Students' Academic and Social-Emotional Needs

Friday, February 1, 2019 8:30 AM - 2:00 PM



## 12:15 Lunch



## 1:00 Resource Forum

## Matt Liscum Brian Parkhurst Kathleen Gray

The purpose of the resource forum is to identify what we have in place here at the college. This would include what the college offers for students and the role the faculty and staff have in supporting students with mental health challenges.

#### Matt Liscum

MS Counseling SUNY-Oneonta; BS- Physical Education SUNY-Cortland; Four years at ECSU, three years at UMass-Boston, and 20 years at TRCC. Student Services Counselor.

#### Brian Parkhurst

Brian Parkhurst has worked in the Connecticut mental health field in various capacities since 1989. Brian is currently employed with Reliance Health in Norwich as the Program Director for the Supported Education and Supported Employment programs.

## Kathleen Gray

B.A., University of Connecticut; M.S., Southern Connecticut State University. Student Services Counselor.

## 10:30 Coffee Break



## 10:45 Student Forum

## Dan Perrotta Samantha Zod Amanda Gregg Joseph Victorino

Here students share their personal story about the challenges they faced as college students and the supports that were helpful to them.

Attendees may ask questions of the students, identifying the ways the different settings (classroom, student services, etc.) work together to support success.

#### Dan Perotta

Dan has completed 51 credits at TRCC and plans to continue his studies this fall in Business and Finance. He is involved with the Opioid Education and Awareness grant on campus.

## Amanda Gregg

Amanda is in her fourth semester at TRCC working toward a degree in Early Childhood Education. She is taking one class at a time due to her autism but is making steady progress and does well in her classes.

### Samantha Zod

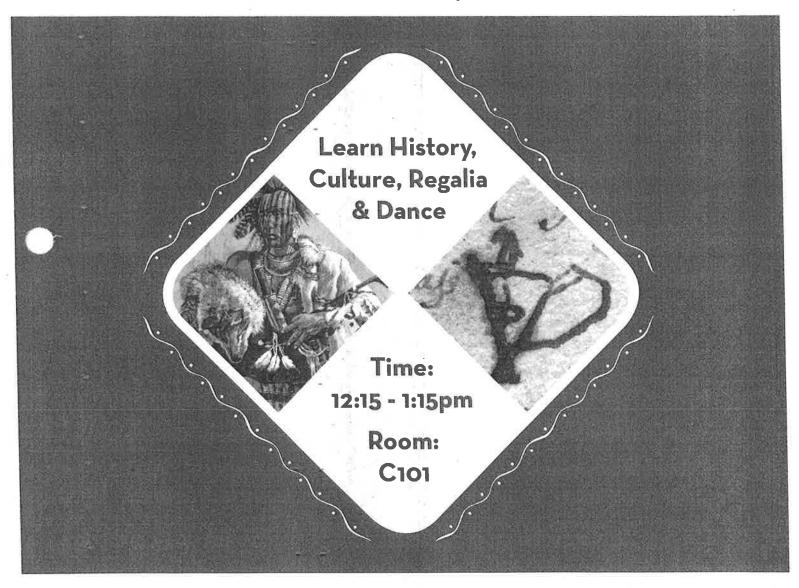
Samantha is a 4th year student at TRCC who is currently a graphic design major. She is expected to graduate in 2020. She is always happy to share her experiences regarding mental health.

## Joseph Victorino

Joseph is in his last semester here at TRCC. He is currently the president of the Student Government Association, as well as the Video Game Club. Joseph is a big advocate for mental health awareness.

## CELEBRATE NATIVE AMERICAN HERITAGE MONTH

**NOVEMBER 28, 2018** 



Representatives from the Mohegan Tribe's Cultural and Community Programs will talk about customs and traditions, as well as perform traditional dance.



m:

TRCC Title IX Coordinator, Maria Krug < Mkrug@trcc.commnet.edu>

Sent:

Tuesday, November 6, 2018 10:59 AM

To:

Saad, Kenneth W

Subject:

Title IX Annual Training

Dear Saad Kenneth,

Three Rivers Community College we pride ourselves on providing an enlightening college experience, which demands a safe and healthy student environment. *Not Anymore for Employees* is an online interpersonal violence prevention program from Student Success<sup>TM</sup>. This video-based program will provide critical information about the prevalence of interpersonal violence including sexual harassment and discrimination, prevention, bystander intervention, trauma informed responses, campus specific policies and reporting procedures, and much more. *Not Anymore* will help you better understand how vitally important you are to addressing interpersonal violence, helping those directly impacted by it, and making campus safer for students and employees alike.

#### **Program Instructions**

The online program is currently available. Certificate of completion will be awarded with a 65% or higher on the program tests, which will prompt you to retake the post-test until you achieve this score. The program also will allow you to review the program videos before you retake the post-test.

10 enter the program log on to your school's sign on system at: https://studentsuccess.org/SSO/trcc

Follow the instructions provided.

You will be able to use the same link to re-enter the program to complete it in several sittings if you choose without having to start over. If you run into problems taking or reentering the program, do not start over. Contact us through the HELP button and we will assist you.

You will retain access to the programs until at least May 31, 2019 for reference purposes.

If at any time you have general questions or concerns regarding the program requirements, please contact your Title IX Coordinator, Maria Krug. If you have any technical difficulties with the program, please contact Student Success<sup>TM</sup> through the program HELP button or at terrylynn.pearlman@vectorsolutions.com.

#### Disclosure

The training contains sensitive material involving sexual and interpersonal violence. While trigger warnings and resources are provided throughout the program, we understand such programming may be problematic for some viewers. Please contact, Maria Krug, Title IX Coordinator for support, resources, and to discuss alternatives for confidential support and/or to discuss alternatives.

'aria Krug, Title IX Coordinator; TRCC Campus Resource Team, and the Three Rivers Community appreciates your time and thanks you in advance for your diligent participation in this critical program. Through the Student Success<sup>TM</sup> programs and our other campus efforts and resources, we are becoming a nationwide model for a safer campus.

In honor of Willian Bill Wernau



# Men AGAINST DOMESTIC VIOLENCE

Artistic Expression Wednesday October 24th 2018

6pm-7:30pm



M.A.D.V.A.E.









Featuring

Pierre Sylvain, Summer Tate, Shilo Kuriakose, Kimolee Eryn and Jamaal St John.

THREE RIVERS COMMUNITY COLLEGE

TRCC Art Gallery

2nd floor, about the bookstore

sponosored by the Community Involvement Committee

FREE AND OPEN TO THE PUBLIC



# PROE CONFERENCE

Promoting Respect Inclusion & Diversity Everywhere

## ACC Pride Club presents: The Pride Conference!

- This event aims to open a dialog for Pride awareness and acceptance in the LGBT Community!
- More details will come so be on the lookout to RSVP! Seats will fill fast!
- For Questions you can contact prideconference2018@gmail.com
  - Visit the Instagram page
    @pride\_conference

(0)

f Visit our facebook page at:
PRIDE Conference CT

- Saturday October 13th, 2018
- At Middlesex
  Community
  College!
- Speakers include:
  - President Ojakian!
  - Stonewall Panelist!
  - Planned Parenthood!

Middlesex 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 additional basis of veteran status or criminal record. The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices: Primary Title IX coordinator: Dr. Adrienne Maslin; Dean of Students/Title IX and Section 504/ADA Coordinator, Middlesex Community College, 100 Training Hill Road, Middletown, CT 06457; amaslin@mxcc.edu.

## Maria Krug

## Meet TRCC's new Title IX Coordinator.

Written by Shelley Reynolds | Photos by Shelley Reynolds

aria Krug always knew she wanted to help people.

Early in her education, she thought much of that help would come in the form of a nursing career as she pursued a degree in biology, first at Binghamton University and then at Post University, with hopes of becoming a registered nurse.

As a student-athlete on a full scholarship for soccer, Krug finished her undergraduate studies with a Bachelor of Science in Criminal Justice and a minor in biology in May, 2008.

Born in India, but raised in Norwich, Conn., she set her sights back to helping the Southeastern Connecticut community that had allowed her to grow and thrive.

After graduation, she began working with adolescent boys and girls at Stonington Institute, an organization that provides an array of behavioral and mental health services. "I fell in love with doing that type of work as soon as I started working there," said Krug. It

was her compassion for those she serviced that made her approach to helping clear; counseling; which led Krug into her next academic journey in September of 2008.

The roles and responsibilities as a residential counselor with Stonington Institute ignited a passion for human services. "That's what made me want to go back to get my master's," Krug said.

Determined and eager to gain the knowledge from the educational arena, Krug received her Master of Science in Human Services from Post University in less than a year and a half; with specializations in clinical counseling and program administration. In 2012, she added drug and alcohol counseling to her list of specializations.

She has since continued pursuing the helping field, including over 10 years of academic and employment experience; with four and a half years being in higher education as an academic counselor for undergraduate students. "I fell into higher education,"

Krug said, speaking of her transition as the student to the professional in academia. "I absolutely loved it. I connected with hundreds and hundreds of students."

Currently, Krug is All but dissertation (ABD) for her Doctor of Education in Counseling Psychology (EdD) and Licensed Professional Counselor (LPC) eligible in the state of Connecticut with high hopes of continuing her professional development in higher education.

It was this summer that Krug embarked on a new career path in higher education to help students, being named the new Title IX Coordinator at Three Rivers Community College.

To date, the U.S. Department of Education's Office for Civil Rights is the regulatory agency that enforces Title IX (9) under Title 34–Education (34 CFR Part 106.1)—Nondiscrimination on the Basis of Sex in Education Programs Or Activities Receiving Federal Financial Assistance. In accordance with Federal and State Statutes, Three Rivers Community College continues to place emphasis, assistance, and resources to prevent and raise awareness about Title IX, where:

'No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.'

Title IX of the Education Amendments of 1972 prohibits sex-based discrimination. Individuals are protected from misconduct of the sexual nature, including sexual assault; sexual exploitation; sexual harassment; intimate partner, dating, and domestic violence; and stalking.

The Title IX coordinator is responsible for roles including, but not limited to, responding to reports and disclosures of sexual misconduct, facilitating campaigns, prevention, and educational programs about sex discrimination and sexual misconduct. Incidents of sexual discrimination and sexual misconduct are taken seriously, treating individuals with compassion; and providing



**Maria Krug** smiles in her office, Room C131.

rom:

Briggs, Kenneth Michael

sent:

Wednesday, September 5, 2018 12:27 PM

To:

TR-Student Services Division; TR-Academic Division; TR-Admin Division; TR-Bookstore;

TR-ITDepartment; TR-ITStaff; TR-FacilitiesServiceDesk

Subject:

RE: The Eastern CT Heart Walk Team!

### Good Day to YOU TEAM,

Holy Smokes it is SEPTEMBER and WE have just two and a half Weeks before the BIG DAY!! I know most of our Classes have Convened, but can you take just a moment to read this and participate in our WALK this Year?? Time is short, and I look forward to hearing from you, soon.

WE are WALKING for the Eastern CT Heart Walk Team again this year! This will be my Second Walk for the American Heart Association and we had a truly great time walking last year through Fort Shantock on an absolutely gorgeous day. One (1) of the highlights was seeing President Jukoski at the finish line cheering and coaching us up that last awesome hill!!

THIS Year WE will be Walking at the Mohegan Reservation again on **Sunday, September 23, 2018**, beginning at *9:00am*. It is *just* a **3-Mile Walk** and we are seeking volunteers to walk, give donations, and have a good time for a great cause. Please give whatever You can, whenever you can!! You can arrive right at my Office (A106) OR go to a "**link**" I created that you can view, browse, Join our Team, and donate. This year, WE are **The "A" TEAM!** representing the "*A-Wing*" at TRCC.

## http://www2.heart.org/site/TR?fr\_id=3486&pg=team&team\_id=413741

Thank You, for ALL of your great contributions last year. We eclipsed the minimum \$500.00 goal I set last year with \$820.00. We are looking to at least match that this year, but I believe WE can definitely go above that for this Walk. We are currently at \$710 and are hoping to "trump" that with your contributions. Thank You, Love You, and God Bless You!!

## Kenneth M. Briggs

Director of Financial Aid Three Rivers Community College 574 New London Turnpike Norwich, CT 06360

Phone: (860) 215-9215 Fax: (860) 215-9902

E-Mail: kbriggs@trcc.commnet.edu.



## POP UP MAKERSPACE

## **COMING SOON**

To the Gallery at TRCC

Pencil in your Makerspace class time as you update your syllabi!



## September 2018

September will be the month filled with a Pop Up Makerspace in the Gallery. The intent of the Makerspace will be to promote active learning, team building, and multidisciplinary approaches to inquiry and creating.



## We Provide: 3 Main Mediums

- -40 Pounds of Legos
- -2000 Keva Planks http://www.kevaplanks.com
- -A Visual Arts Station for Innovation

Graciously funded by the TRC Foundation.

THREE RIVERS COLLEGE

FOUNDATION



#### You Provide:

Your discipline specific approaches on how to use these tools or just come and play.

Your class time allows students to imagine, design, and CREATE!



## Beginning August 29: 2 Options

Students can visit on their own Monday thru Thursday 12:15 PM – 1:30 PM.

#### OR

You can book your specific class or club hours and utilize your own agenda.

RESERVE YOUR TIME

Email Sheila Skahan at sskahan@trcc.commnet.edi

)m:

Jukoski, Mary Ellen

Sent:

Friday, August 31, 2018 4:13 PM

To:

TR-AliTRCC

**Subject:** 

FW: Press Release | Innovative Pop-Up Makerspace Comes to Three Rivers Community

College.

I thought all of you would be interested in learning more about the activities that will be occurring in the pop-up Makerspace!

I cordially invite you to join in and participate in the many creative activities that are scheduled!

Best wishes for a Happy Labor Day Weekend!

Celebrate and enjoy!

## Mary Ellen

Mary Ellen Jukoski, Ed.D.
President
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360

ice: C209C

Prione: 860-215-9007 Fax: 860-215-9917

From: Shelton, Alexa

Sent: Friday, August 31, 2018 2:08 PM

Subject: Press Release | Innovative Pop-Up Makerspace Comes to Three Rivers Community College



For Immediate Release Contact: Alexa Shelton 860-215-9287

ashelton@threerivers.edu

#### Innovative Pop-Up Makerspace Comes to Three Rivers Community College

**Norwich, Conn** – A pop-up makerspace has taken over The Gallery at Three Rivers for the month of September. The makerspace, which was installed in the last weeks of August, holds fifty pounds of white Legos, two-thousand KEVA

om:

Hodson, April M

\_ent:

Wednesday, May 30, 2018 9:11 AM

To:

TR-AIITRCC

Subject:

TRMC Earns National Recognition

### Sending on behalf of Brad Columbus, Principal of Three Rivers Middle College Magnet High School

### Good morning TRCC!

I want to thank the entire TRCC community for your support and dedication to our program. You have played a significant role in our school earning national & state recognition. We are ranked inside the top 60 out of 215 high schools in CT. There are 4,340 Magnet Schools in the nation and we ranked inside the top 375!

#### TRMC Earns High Honors from U.S. News & World Report

U.S. News & World Report has awarded high distinctions on two LEARN high schools in the publication's annual rankings of the best schools nationally and locally.

The publication's famous ranking system awarded medals to four high schools in New London County and two of those schools are run by LEARN. Marine Science Magnet High School (MSMHS) in Groton earned its first-ever Gold Medal and Three Rivers Middle College (TRMC) in Norwich won a Bronze Medal.

LEARN Associate Executive Director Kate Ericson was very proud of the schools for the recognition. She said the 'hools are exemplars of LEARN's magnet school mission to bring together students of different backgrounds from .roughout southeastern Connecticut.

"Recognition from *U.S. News and World Report* is confirmation that public school choice empowers students and families to control their educational destinies," Ericson said. "These are schools that provide students of various socioeconomic, racial, and ethnic backgrounds with rich learning environments cultivated by high quality educators."

*U.S. News* & *World Report* reviews over 20,000 schools throughout the country in annual rankings. Top-ranked schools excel at student performance on proficiency tests, offer challenging curricula to students, and have high graduation rates.

TRMC's Bronze distinction was the first medal that the school has earned. LEARN runs TRMC in cooperation with Three Rivers Community College on its Norwich campus. The school offers 11th and 12th graders the opportunity to enroll in college classes and earn credit while working toward their high school diplomas.

"This is a huge accomplishment for such a young school," said TRMC Principal Brad Columbus. "It represents all the hard work of the staff, students, and families who have played such a critical role in helping TRMC become one state's best college preparatory high schools!"

#### **Brad Columbus**

Principal

Three Rivers Middle College Magnet High School 574 New London Turnpike Norwich CT, 06360 860.215.9490 www.threeriversmiddlecollege.org

## Veterans Looking for New Opportunities

Three Rivers Community College Hosts Annual Resource Fair for Military Veterans

Story and Photos by Mark Dunning

hree Rivers Community
College hosted their fifth
annual Veterans Resource
Fair On March 22,2018. A one-stop
resource for jobs, education, health
services, financial benefits, and
networking. The fair was open to all
veterans and their families within
the Second Congressional District
(Eastern Connecticut).

There were over 40 organizations and 20 yellow-ribbon that were representing this event. Universities such as University of New Haven and Southern Connecticut State College were in attendance, companies such as Pfizer and Eversource were also there to discuss to veterans for job opportunities, and even financial advisors from Navy Federal Credit Union, SUBASE New London Branch were also there to discuss financial benefits for veterans.

Sir Snowden, Assistant Director for Veterans and Military Affairs for Southern Connecticut State

University, explains the benefits of the veterans are hoping to look for when pursuing an education. "Basically, when coming to the University to be able to provide them the resources they are going to need to be successful in school, as well as being able to take full advantages they have as a veteran, and being able to make sure that they utilize the benefits properly," Snowden said.

"We try to educate them as far as what benefits they have, what they might be eligible for, and just provide them as much information as we possibly can to make sure that this university has the resources they have in order for them to be successful." Snowden then goes into more detail on what benefits the vets will be receiving.

"In terms of benefits from a resource standpoint, we have a veteran's lounge for students that can be able to go there and get away

Fifth annual TRCC Veterans Resource Fair in the multipurpose room

Meeting with Connecticut Healthcare Organization



from campus life. We also have diversity programs that we have set up for students to be successful, and we just try to do our best to be able to separate ourselves from other institutions, just to being able to have our veterans to talk to other veterans, meet other people and have other various interactions, but also at the same time still be able to take advantages all of the resources we provide." Snowden said.

Kim Tracy, a Member Service Representative for the SUBASE New London Branch for Navy Federal Credit Union, also weighs in on how their bank can help out veterans with financial benefits. Tracy mentions how their bank can help out veterans and their military families.

"We help veterans set up any of their financial needs, so if they need help setting up a mortgage or checking account or savings account, basically that's what we do," Tracy said. "Some need help establishing credit because some of them their credit has been destroyed so setting up a credit card, small personal expense loan, and car loans."

Tracy also mentions how all veterans, including retirees, and family members, that is a member of navy federal can really be beneficial to them. These examples highlight the many benefits of what a veteran could be expecting when pursuing an education or making a financial plan.

The TRCC Veterans Resource Fair showed that many universities and organizations wanted to make sure that these veterans are getting the correct resources when pursuing a degree or looking for a job after serving in the military. These vets want to have a smooth transition when entering the second stage of their life after being in the service and these organizations are willing to help that big transition for these veterans.

Two Vietnam Vets speak with a vendor

Pfizer spokesperson talks to veterans



## **Options On-Campus**

## Report an Incident

Maria Krug Title IX Coordinator (860) 215-9208 | C131 MKrug@trcc.commnet.edu

Christine Languth Student Advocate (860) 215-9260 | A113 CLanguth@trcc.commnet.edu

## **On-Campus Support**

The college offers supportive options to ensure the safety of our students, which may include:

- Providing escorts on campus between classes and between park-ing lots and building
- Providing alternate class / worklastrangements
- Offering extra time for coursework or exams

Advising and Counseling (860) 215-9017, Room A-113

TRCC Counselors can:

> Provide support to students

> Connect students to FREE & CONFIDENTIAL

## Immediate Help

## 24/7 Free & Confidential Counseling Hotlines

Sexual Assault Crisis Center of Eastern Connecticut Hotline: (888) 999-5545

Safe Futures Hotlines

Local: (860) 701-6000 Español: (844) 831-9200 Statewide: (888) 774-2900

## Law Enforcement

Norwich Police Office: (860) 886-5561

State Police Troop E Office: (860) 848-6500

## **Local Medical Services**

Backus Hospital

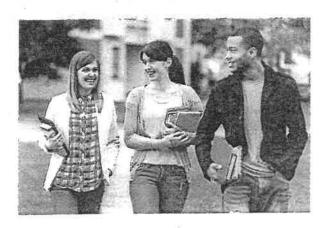
Emergency Services 326 Washington St. Norwich, CT 06360 (860) 889-8331

For additional resources, call 211 If you fear for your safety, call 911

This brochure was produced by GRA230 Digital Imaging student Brianna Weaver Revised 8/28/2018 m/k



# Sexual Misconduct Resources & Education



## The college is here to help you

If a situation *FEELS* wrong, it may *BE* wrong, and you're encouraged to come forward to get help.

To learn more... www.threerivers.edu/SMRE

## Section 16

Concluding (Section 46a-68-94)



574 New London Turnpike, Norwich, CT 06360-6598 www.threerivers.edu

May 11, 2020

### **Concluding Statement**

This statement shall serve to acknowledge that I have read the Affirmative Action Plan prepared and compiled by Kenneth Saad, Equity and Diversity Officer/Equal Employment Opportunity Officer for Three Rivers Community College (TRCC).

The Plan has been prepared in accordance with Section 12 of Public Act 83-569 and Section 1 of Public Act 84-41 and Section 46a-68-94 Concluding statement.

I, Mary Ellen Jukoski, President of TRCC, acknowledge that the ultimate responsibility for promoting and enforcing affirmative action rests with the appointing authority and accounts for the success or failure of the plan. I also acknowledge that every good faith effort to achieve the objectives and goals set forth in the Plan have been made; and attest that the TRCC Equal Employment Opportunity Officer reports directly to the TRCC's President.

Mary Ellen Jukoski, Ed.D.

May 11, 2020

May 11, 2020

MEJ/ah

President