# Applicant Flow Analysis

**AGENCY:** Middlesex Community College  
**REPORTING DATE:** 12/31/2017  
**OCCUPATIONAL CATEGORY:** Secretarial Clerical  
**LABOR MARKET:** AF Statewide  
**POSITION CLASSIFICATION (25+):** NA

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**No Change (+/-) Within Category:**  
**Footnote:** Totals do not include Un-Known category
# Applicant Flow Analysis

**Agency:** Middlesex Community College  
**Reporting Date:** 12/31/2017  
**Occupational Category:** Service Maintenance  
**Labor Market Area:** Statewide  
**Position Classification (25+):** NA

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**Note:** No change (++/-) within category  
**Footnote:** Totals do not include Un-Known category.
# Applicant Flow Analysis

**Agency:** Middlesex Community College  
**Occupational Category:** Executive/Administrative/Managerial  
**Reporting Date:** January 1, 2016 - December 31, 2017  
**Labor Market Area:** Statewide

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**No Change(+/−) Within Category:** J
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Middlesex Community College
FORM #42A3

Occupational Category: Professional Non-Faculty

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**Date:** December 31, 2017

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SECTION 10
Identification of Problem Areas
(Section 46-68-87)

Subsection (a)
Middlesex Community College continues to examine personnel policies and practices to identify those quantifiable and non-quantifiable aspects of the employment process which may impede or prevent the full and fair participation of protected race/sex group members in the employment process. The occupational categories that experienced increases or reductions in workforce for which identification of problem areas is reviewed are:

- Executive/Administrative/Managerial
- Professional – Faculty
- Professional – Non Faculty
- Secretarial/Clerical

The Technical/Paraprofessional and Service Maintenance occupational categories did not experience an increase or reduction in workforce during the reporting period and are thus excluded from analysis in this section.

Executive/Admin/Managerial; Professional – Faculty; Professional – Non Faculty:
The College made significant improvement in its efforts to target recruitment for positions in these categories with an eye towards attracting minority applicants. During this reporting period, the College held open search processes for eleven (11) positions in these categories and was successful in hiring a goal candidate in six (6) out of eleven (11) hires, or 54% of hires in these categories.

While this is a welcome achievement, recruitment of underrepresented groups in these categories may continue to be a challenge in some instances due to national trends of underrepresentation of minority groups as faculty, administration and students at institutions of higher education nationwide. This fact presents a serious challenge and is a reason for concern for all colleges. This is confirmed as our efforts to recruit minorities for faculty, staff and administrative positions reflect those challenges of society. Although we were more successful in meeting hiring goals during this reporting period than we have been in prior years; the percentage of minority candidates representing the recruitment pool for the positions we searched in these categories was still a relatively modest percentage of the overall recruitment pool for these positions.

National statistics and higher education journals indicate that the numbers of minorities pursuing and obtaining graduate degrees continues to decline. This is a major factor and critical aspect, inasmuch as faculty, staff and
administrative/managerial positions typically require graduate degrees plus related experience.

Secretarial/Clerical:
The positions in this occupational category are classified positions, for which there are pre-established rules and regulations (including bargaining unit language) that can impact the College's recruitment efforts. In order to be eligible for positions in this category, candidates must be certified by the Department of Administrative Services as having met the experience and training requirements of the position (previously candidates had to take and pass an exam in order to be eligible).

Further, due to recent budgetary issues, some State employees were impacted by layoff, and placed on SEBAC and Reemployment lists for positions in this category. Individuals on SEBAC and Reemployment lists have right of first refusal for these positions. When there are individuals on the SEBAC and Reemployment lists, this limits the College's ability to conduct an open search process, in which recruitment practices geared towards increasing the participation of under-represented groups can be implemented.

In addition, the availability base for secretarial/clerical positions is indicative of a pool of candidates that are predominantly white females, which may further inhibit the College's ability to meet hiring goals and/or attract minority candidates.

NON-QUANTIFIABLE ASPECTS OF THE EMPLOYMENT PROCESS

The examination of the non-quantifiable aspects of the employment process has been performed in the context of the occupational categories that experienced an increase or reduction in the workforce with a general review of vacant positions that occurred during the reporting period.

Employment Applications
The Board of Regents for Higher Education employment application clearly indicates the BOR's policy on equal employment opportunity by stating that applicants shall not be discriminated against 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, political belief, veteran status, sexual orientation, gender identification, genetic information, or criminal record.

Job Qualifications
Job qualifications have generally been standardized. Standard job descriptions exist for all classified positions (Secretarial/Clerical) and most unclassified positions (Executive/Administrative/Managerial; Faculty; Non-Faculty). In instances where a particular unclassified job is unique, the College may adopt its own job description, however that position must undergo a classification review process (conducted
annually by a cross-representative committee of Managers, Faculty, and Staff) to ensure parity in classification level with other classifications. This process ensures there are no discriminatory practices occurring with respect to the job content and compensation level among positions.

Notwithstanding the above, when possible and not precluded by collective bargaining agreements, the College invites applicants who may not meet the minimum criteria advertised in the job posting to detail how their experience and training makes them a viable candidate for consideration. In several instances, this has allowed minority candidates who did not meet minimum requirements to be considered further along in the recruitment process.

**Recruitment Practices**

Recruitment practices are comprehensive. All job postings invite candidates who do not meet the minimum requirements for a position to clearly indicate in writing how their experience and training has prepared them to be a viable candidate for the position. This serves to potentially increase the diversity of the pool of candidates and otherwise provide individuals who may not initially have been considered the opportunity to demonstrate why they should be afforded such opportunity.

Open positions are posted with an eye towards increasing minority representation in the candidate pool. During this reporting period, the Affirmative Action Officer/Human Resources Director attended a workshop on minority faculty and staff recruitment which offered the College additional resources for goal candidate recruitment. Namely, The Academic Network, Inc. shared its database of minority recruitment organizations and authorized the College to utilize the resources as needed. This database introduced 452 new minority recruitment sources to the College.

Further, the College ensures all search committees receive an affirmative action charge prior to commencing their work so that search committee members may utilize this guidance throughout the search process. Recordkeeping for search committees has also been standardized so that the College can regularly review recruitment practices; where it appears full and fair participation of protected race and sex group members is impacted, the College can make necessary adjustments.

**Personnel Policies**

Institutional personnel policies are governed by Statewide Human Resources Business Rules and Regulations and the Board of Regents for Higher Education. These policies are continually reviewed and modified and communicated to constituent groups, including Middlesex Community College. While the College cannot unilaterally make changes to such policies, procedures and regulations, there is opportunity to present feedback to the primary group responsible for
development and implementation of the policy.

**Orientation**
A comprehensive orientation program was developed by the Director of Human Resources. All new full and part time employees receive an initial orientation which includes a review of employment policies and procedures, inclusive of all policies related to affirmative action. New employees are provided copies of all policies reviewed and are advised where they can find these same materials online.

**Training**
Training funds and training opportunities are provided through a strong commitment to professional development. Various forms of training are available to all employees, regardless of race and gender. These mechanisms include online training, in-service training via the Department of Administrative Services, tuition waiver for all employees and their immediate dependents and attendance at conferences and seminars. Funds are also available for training and professional development through collective bargaining agreements, and college operating funds.

These opportunities are made available to all employees, within the boundaries of existing policy, procedure or collective bargaining agreement language.

**Counseling**
The Human Resources Director is available to assist both current employees and prospective employees with counseling. Existing employees have participated in career counseling in a variety of ways. For example, the Director of Human Resources has met with current employees when they have not been successful in attaining a promotion or different job within the College, to provide constructive feedback on their candidacy (including the interview process) so that they may improve their candidacy for future opportunities. In addition, the Director of Human Resources responds to inquiries from prospective employment candidates and provides guidance on the qualifications sought for various positions at the College.

The Employee Assistance Program (EAP) is another mechanism for providing counseling to employees. The EAP provides assistance to employees on a variety of topics. This service continues to be available to all employees at the College.

**Discrimination Complaint Procedure:**
The College follows the Board of Regents' Grievance Procedure to address discrimination, sexual harassment and sexual orientation issues. As noted in the procedure, this procedure was designed to ensure fair consideration of any complaints related to discrimination. This procedure is prominently displayed on the College's website, and employees are advised of the procedure both upon hire,
and annually thereafter.

**Evaluations**
Evaluations are completed in accordance with timeframes established by individual bargaining unit contracts, or Human Resources Business Rules and Regulations. Evaluations are reviewed by the Human Resources Office to ensure employees are fairly and consistently evaluated and that there is no discriminatory practice with respect to protected group members.

**Layoffs**
During this reporting period the College made the difficult decision to reduce the workforce through layoffs. The College issued layoff notices to one full time WM and one part time WF. This decision was made in light of a budget crisis the College was experiencing and was in no way related to the impacted individuals’ race or sex.

**Terminations**
There were no involuntary termination during this reporting period.

**Subsection (b)**
There are two areas that potentially present as problem areas. First, the national trends of underrepresentation of minority groups as faculty, administration and students at institutions of higher education nationwide presents as problematic because the candidate pool of minority candidates from which the College can draw from is impacted. Second, while the SEBAC and Reemployment process is beneficial in that State employees who are impacted by layoff have imminent opportunity to become reemployed; this process also limits the College’s ability to conduct recruitment that may yield a more diverse candidate pool.

**Subsection (c)**
An examination of the aspects of the employment process itemized in subsection (a) does not result in the identification of any employment policy or practice that may impede or prevent the full and fair participation of individuals with disabilities and older person in the workforce. Individuals with disabilities and older persons are not precluded from employment with the College and are encouraged to apply.
SECTION 11
Upward Mobility Program and Goals/Career Mobility
Section 46a-68-91

Subsection (a)
The College encourages all staff members, regardless of race or sex, to strive toward growth and development in their fields of expertise. The college encourages all employees to develop their skills, knowledge, and abilities in preparation for advancement should opportunities become available.

Classified Staff
There are multiple avenues in which classified staff can attend to their professional development efforts. For example, members of the classified staff are encouraged to pursue educational goals and participate in training sessions that will prepare them for advancement. Because of the nature of the employment setting, college support for upward mobility efforts is largely through informal means.

One obvious opportunity in this setting is enrollment in academic courses offered by the college. To the extent possible, the college offers employees schedule flexibility to enable employees to attend classes. In addition, the Board of Regents and individual bargaining unit contracts allow for waiving Community College fees and/or in some cases, tuition for employees.

Another opportunity to support employee upward mobility efforts lies with tuition reimbursement language in the various Collective bargaining agreements. Each collective bargaining agreement sets per credit reimbursement rates for employees who further their education.

In addition, efforts are made to inform staff of state-sponsored in-service training courses. Staff members are encouraged to participate in training programs, workshops, and classes offered by the Community College System, as well as advertised lectures, seminars, and workshops.

There are two primary avenues for career mobility for classified employees that have historically been employed by the college with respect to classified staff. One is promotion by reclassification which recognizes an employee’s ability to perform higher level duties as a result of job experience and, in some cases, training and education opportunities.

The other avenue focuses on individualized career counseling via supervision to help interested and qualified staff prepare for promotions to positions with increased responsibility, including positions in the unclassified service. Deans and supervisors
are expected and encouraged to aid staff in identifying training interests and career advancement opportunities that will enable staff to attain their career goals.

To this end, the Human Resources office maintains a bulletin board with current job postings from other state agencies and Colleges. In addition, the Human Resources office disseminates position announcements from other Colleges directly to employees via email.

In addition, upon request, the Director of Human Resources/Affirmative Action Officer will hold one-on-one discussions with classified staff regarding advancement within State service. Such discussions focus career goals and the pathways required to attain those goals. During this reporting period, career counseling was afforded to two (2) WF and one (1) WM (this employee declined). These employees were not successful in attaining higher level jobs at the College and as such afforded an opportunity to meet with the Human Resources Director to discuss potential future pathways to career advancement.

The College's informal upward mobility program is shaped by the nature of the employment setting. The College is comprised of a relatively small number of full-time classified employees. The College's classified employees comprise the three-person Maintenance staff, the Business Office staff, and a number of administrative clerical staff. While the College makes several efforts to promote, encourage and support education and training opportunities for its classified staff, there is no formal career mobility program. Most notably this is due to the limited opportunity for advancement in their fields, given the limited size of the workforce. However, career advancement is encouraged nonetheless, in other career paths.

During this past reporting period, one (1) HF Administrative Assistant (confidential) was afforded the opportunity to continue professional development in the pursuit of her Bachelor's degree. The Administrative Assistant's career goals included working in the field of Human Resources. As such, the College afforded her an opportunity to transition to the Human Resources office to gain on the job experience in the field. Simultaneously, the College is reimbursing the employee for tuition expenses related to the pursuit of her Bachelor's degree in General Studies with a concentration in Human Resources.

Unclassified Staff
The collective bargaining agreement between the Board of Regents and the Congress of Connecticut Community Colleges (4C's) provides mechanisms for unclassified staff to further their professional development, keep them current in their fields, and prepare them for advancement. These mechanisms include Professional Development funding for members of the bargaining unit and opportunities for
Sabbatical leave.

**Professional Development** funding allows unclassified members to take full time educational leave, with or without pay for up to one year. Professional development may be approved for studies, research or service as a consultant.

Professional Development funding also allows unclassified staff members to take short term leave for up to five days, with pay to attend appropriate professional meetings, conferences and seminars consistent with the needs of the college.

During this reporting period numerous employees were afforded professional development opportunities, with most taking advantage of these opportunities multiple times during the reporting period. Specifically, seventy-two (72) employees, both in the classified and unclassified service participated in professional development. Those employees were: fifteen (15) WM, forty-one (41) WF, one (1) BM, two (2) BF, four (4) HF, one (1) OM, and eight (8) OF.

**Sabbatical leave** allows for unclassified staff members to take a full year of leave on half salary, or a half year of leave on full salary. The purpose of sabbatical leave is to provide the employee with time and support for scholarly or creative endeavors which will benefit the college and the staff member professionally and/or enable the staff member to develop resources or materials to enrich his/her teaching effectiveness or the performance of administrative responsibilities.

During this reporting period two (2) unclassified staff were approved for sabbatical leaves. Those included one (1) WM and one (1) BF.

**Retraining** funds are available to principal bargaining unit members (i.e., those who work twenty or more hours per week) to support a planned educational program which will meet identified needs of the college and one or more of the following:

- Result in redirection of bargaining unit members in those areas or programs that may be subject to reduction or elimination.
- Lead to professional competence in a different discipline or new area of learning or expertise that represents an area of identified need at the college. New area of learning is considered to embrace academic disciplines and professional competencies different from the staff members’ area of competence and in which he or she has not had formal training. For example, retraining activities that prepare a Business Office Technology faculty member to transition to teach Accounting.
- Enable the college to offer new courses to meet student demand, especially where current faculty have not had recent formal training
necessary to teach the subject matter. This option recognizes the need to have faculty qualified to develop and teach new courses in order to ensure currency and viability of the program. For example, a computer science faculty member who completes Microsoft certification preparation courses which enable the college to offer technical certification courses.

- Develop leadership skills in faculty and administrators in order to more effectively administer their programs, departments, and divisions. This option recognizes that individuals may have evolved into leadership roles without the benefit of formal education or training.

Criteria for participation, limits on spending, and the application process are outlined in the collective bargaining agreement with the Congress of Connecticut Community Colleges (4C’s) Union.

The unclassified collective bargaining agreement also provides opportunities for promotion of unclassified staff members. While the majority of unclassified staff members occupy one-of-a-kind unclassified positions which do not offer opportunities for career progression within a series; the collective bargaining agreement provides for a process in which members may receive a promotion. Promotion recognizes quality of performance by means of an increase in compensation. The standard for promotion is growth and demonstrated competence in teaching and related responsibilities; and can also include demonstrated growth and effectiveness in community service, contribution to the college, professional development and effective academic leadership. This standard in and of itself encourages professional development to ensure career mobility.

During the reporting period, thirteen (13) Professional – Faculty members were promoted. Those included three (3) WM, nine (9) WF, and one (1) HF. In addition, seven (7) Professional – Non Faculty staff members were promoted. Those included six (6) WF and one (1) BF. All of these promotions occurred within the job category in accordance with the collective bargaining process.

Subsection (b)
The College does not discriminate against persons with disabilities. Individuals with disabilities are encouraged to apply for positions and are afforded the same fair and equal consideration as other candidates. Further, the College has an ADA policy that establishes an effective program of accommodation. Existing employees may make a request for accommodation in accordance with the established policy and procedure. In addition, candidates under consideration for employment may request a reasonable accommodation for the interview process.
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<td><strong>Sabbatical Leaves Awarded - 2017</strong></td>
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<tr>
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<td>WM</td>
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SECTION 12
Program Goals
(Section 46a-68-88)

Subsection (a)

The problem areas identified in 46a-68-87 are:
1. The under-representation of minority groups as faculty, administration and students at institutions of higher education nationwide
2. The SEBAC and Reemployment process

While there have been two problem areas identified, the College can only address one of them. Specifically, there is no program goal that can be developed to address the potential limiting of the candidate pool that occurs when the College must look to the SEBAC and Reemployment lists from which to draw candidates, as this is a process rooted in State statute and collective bargaining.

The under-representation of minority groups as faculty, administration and students at institutions of higher education is a systemic problem and one that cannot be addressed individually by the College. This problem is one that touches on both student recruitment as well as faculty and staff recruitment in higher education. However, there are strategies that can be implemented to further increase under-represented groups’ interest in careers in higher education. Specifically, developing pipelines between under-represented groups and the higher education field can build interest and ultimately more diverse candidate pools. This is more of a strategic and long-term endeavor rather than a “quick-fix” but one work exploring.

Subsection (b)

1. A program goal is established to build partnerships with educational organizations that support under-represented groups in the higher education arena, such as HBCU (Historically Black Colleges and Universities), HSI (Hispanic Serving Institutions) and TCU (Tribal Colleges and Universities). The intent is to network, in an effort to increase the availability base of minorities in higher education careers, explore the development of pipelines to the field of higher education, further diversify the applicant pool and ultimately the workforce at the College. The measures of this goal are:
   a. The Affirmative Action Officer/Director of Human Resources will conduct outreach to a minimum of three (3) organizations, as noted above to develop an information sharing partnership that will enable the College to draw potential candidates for employment.

These goals will be ongoing during the upcoming reporting period. The progress towards achieving these goals will be reported on accordingly and in accordance with Affirmative Action regulations in the next Affirmative Action Plan. Middlesex Community College’s affirmative
action program will continue to monitor any apparent disparities indicated by the increase and reduction rate of any race/sex group.

Coupled with the College's existing practices, the above identified program goals will further demonstrate the College's commitment to good faith efforts in ensuring equal opportunity for all qualified applicants.
SECTION 13
Discrimination Complaint Procedure
(Section 46a-68-89)

Middlesex Community College follows the Board of Regents for Higher Education Grievance Procedure to address complaints brought forth. Employees are notified of the College's Affirmative Action Policy and the related Grievance Procedure upon hire, and annually thereafter. In addition, both of these policies are fixtures on in the policy section of the Human Resources website.

BOARD OF REGENTS FOR HIGHER EDUCATION 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. The Board expressly prohibits any form of unlawful employee harassment based on race, color, religious creed, sex, national origin, ancestry, age, sexual orientation, gender expression and identity, 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 States 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 an impairment. Section 7(b) of the Rehabilitation Act addresses drug and alcohol abuse, noting that the definition of "disabled individual" does not include any individual who: is "an alcoholic or a drug abuser whose current use of alcohol or drugs prevents such an individual from performing the duties of the job in question or whose employment, by reason of such current alcohol or drug abuse, would constitute a direct threat to the property or the safety of others."

Persons with disability are defined in the Connecticut General Statutes Sec. 46a-8 as "any person who has a physical, mental, emotional, or other disability or dysfunction which constitutes a significant obstacle to such person's ability to function normally in society and includes those persons defined as developmentally disabled under Public law 94-103 and any amendments thereto." Physically disabled is defined under Connecticut General Statutes Sec. 46a-51(15) as "any individual who has any chronic physical handicap, infirmity or impairment, whether congenital or resulting from bodily injury, organic processes or changes from illness, including, but not limited to, epilepsy, deafness or hearing impairment or reliance on a wheelchair or other remedial appliance or device." Learning disability is defined in the Connecticut General Statutes Sec. 46a-51(19) as "an individual who exhibits a severe discrepancy between educational performance and
measured intellectual ability and who exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in a diminished ability to listen, speak, read, write, spell or to do mathematical calculations."

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against qualified individuals with disabilities. The ADA covers not only individuals who have disabilities, who have records of disabilities, or who are perceived as having disabilities, but also individuals related to, or associated with, persons who fit into one of these categories.

Status as a Vietnam-era or Special Disabled Veteran
The Vietnam Era Veterans Readjustment Assistance Act of 1974 (VEVRAA) defines Vietnam-era veteran as an eligible veteran any part of whose active military, naval, or air service was during the Vietnam era (between August 5, 1964, and May 7, 1975). To be an eligible veteran, a person must have served on active duty for a period of more than one hundred eighty (180) days and have been discharged or released there from with other than a dishonorable discharge or have been discharged or released from active duty because of a service connected disability.

VEVRAA defines a special disabled veteran as:
- A veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Veteran's Administration for a disability rated at thirty (30) percent or more, or rated at ten (10) or twenty (20) percent in the case of a veteran who has been determined to have a serious employment handicap; or
- A person who was discharged or released from active duty because of a service-connected disability. Resolution-Time Constraints

Resolution - Time Constraints

The Affirmative Action Officer will attempt to resolve any alleged discrimination or unfair employment practice within ninety (90) calendar days after the receipt of a written complaint.

Records Retention

All records relevant to employee grievances including counseling sessions and informal allegations which result in complaints to enforcement agencies, are maintained, regularly,
reviewed and reported on by the agency Affirmative Action Officer in the Affirmative Action Plan.

Training/Notification

The Board of Regents for Higher Education will obtain/provide periodic training in counseling and grievance investigations for agency managers and supervisors.

Procedure for Handling and Investigating Discrimination Complaints

If you feel you have been a victim of discrimination please follow the following procedures:

1. 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 Affirmative Action Office and include the following (please note: all grievances should be submitted within thirty (30) days of the alleged discriminatory treatment):
   a. Complainant's name
   b. Work telephone number
   c. Job title
   d. Supervisor's name
   e. Supervisor's Title
   f. Complainant's home address
   g. Complainant's home telephone number
   h. Name of individual against whom the complaint is filed
   i. The nature of the complaint
   j. A description of the alleged act(s) of discrimination
   k. The date(s) the act(s) took place
   l. The date the complaint was filed
   m. The complainant's signature

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 Commissioner and/or a Designee as appropriate. If there is evidence that indicates the Complainant was discriminated against, the parties shall endeavor to resolve the matter within thirty (30) calendar days and/or an administrative action (e.g. discipline up to and including dismissal from State service) will be applied to the "harasser". If the endeavors at mediation are successful, a written agreement will be prepared for signature (by the Complainant, the Accused and the Affirmative Action Officer/Designee).

5. 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 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 utilize 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 including 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 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; or write a letter to the harasser describing the specific behavior you object to, and 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. (Please note: You may go directly to the Affirmative Action Officer 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.

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, sex, national origin, ancestry, age, sexual orientation, genetic background information, prior conviction of a crime, physical disability, learning disability, intellectual disability, past or present history of a mental disorder, 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 Business 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
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.

Subsection (b)
There was one internal discrimination complaint filed during the reporting period which engaged the above noted discrimination complaint process. The complaint was filed on January 22, 2016. The allegation was not substantiated and the complainant was so notified.

There were six (6) complaints filed directly with the Commission on Human Rights and Opportunities. The attached report details the disposition of those complaints.
Dear Colleagues:

As part of the College’s effort to keep employees apprised of College, System Office, and State-wide policies, I am including the following referenced documents for your review and awareness. Questions concerning these policies may be directed to me.

1. Affirmative Action and Equal Employment Opportunity Statement
2. Affirmative Action Grievance Procedure
3. Sexual Misconduct Reporting, Support Services and Processes Policy
4. Policy Against Sexual Harassment
5. Policy on Violence Prevention and Response
6. Americans With Disabilities Act (ADA) Policy Statement
7. Reasonable Accommodation of Religious Practices
8. Connecticut’s Drug Free Workplace Policy

Thank you,
Anastasia

Anastasia Pych
Director of Human Resources
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
860-343-5870 (fax)
860-343-5751 (ph)

[Image of MxCC logo]
Please see attached annual policy reminders. All of these policies as well as a host of others are located on the NEW and IMPROVED HR website. The HR Website has been updated to function as a one-stop location for most of your HR needs. In addition to these policies, you will find information on health and retirement benefits, various forms (payroll, FMLA, VSRP, Dual Employment), and job openings, as well as other useful information.


Take a look at the new site and let us know if you have any suggestions for additional improvements.

http://mxcc.edu/human-resources/

Thanks,
Anastasia

Anastasia Pych
Director of Human Resources
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
860-343-5870 (fax) ◆
860-343-5751 (ph)
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<td>OF</td>
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<td>Marital Status, Sexual Orientation, Mental Disability, National</td>
<td>Early Legal Intervention granted to respondent - Release of Jurisdiction</td>
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<td>7 Months</td>
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<td>3 Months</td>
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*Internal (within Agency) or External (CHRO, DOl, EEOC, etc.)

*Co-worker, Supervisor, Manager, etc.
SECTION 14
Goals Analysis
(Section 46a-68-90)

This report includes all activity undertaken to achieve the hiring, promotion and program goals contained in the previous Affirmative Action Plan covering the reporting period January 1, 2016 through December 31, 2017. This analysis fulfills the requirements as noted in subsections a – d of the Affirmative Action Plan Regulations.

Executive/Administrative/Managerial: Hiring Goals

Short Term Goal: Three (3) White Male
               One (1) Black Male

A total of two (2) WF were hired into this category during the reporting period.

Director of Human Resources and Labor Relations:

Hired: One White Female (Non-Goal Candidate)

The position requirements included a Bachelor’s degree in Human Resources Management, Public Administration, Business Administration, Higher Education, Labor Relations or a field reasonably related to the position’s major duties; five (5) years of professional Human Resources management experience and one (1) year supervisory experience.

Preferred qualifications included public sector Human Resources and Labor Relations experience in Connecticut; completion of the Department of Administrative Services’ Human Resources Management program; knowledge of State of Connecticut regulations and laws; Human Resources experience in a higher education setting and a Master’s degree in a relevant field.

The College received a total of thirty-one (31) applications: six (6) WM, eleven (11) WF, four (4) BM, six (6) BF, one (1) HF, two (2) OF, and one (1) UF.

One (1) BM, one (1) BF and one (1) WF submitted incomplete applications. Items missing included any of the following materials which were requested of all applicants in the job posting: letter of intent, resume, BOR Application and the contact information for three (3) professional references.

Ten (10) candidates did not have the required Bachelor’s degree in Human Resources Management, Public Administration, Business Administration, Higher Education Administration, Labor Relations or a field reasonably related to the position’s major duties. Those candidates included one (1) BM, one (1) BF, three (3) WM, four (4) WF, and one (1) OF.
Seven (7) candidates did not have five (5) years of professional human resources management experience. Those candidates included two (2) BM, one (1) BF, two (2) WM, one (1) WF and one (1) OF.

One (1) BF did not have experience in the public sector or higher education field.

Ten (10) candidates were invited for an initial interview. Those candidates included one (1) WM, five (5) WF, two (2) BF, one (1) HF, and one (1) UF.

Four (4) candidates did not have the preferred Master’s degree in a related field. Those candidates included one (1) HF, two (2) WF, and one (1) BF.

One (1) BF did not demonstrate knowledge of regulations and laws pertaining to State employees. Specifically she did not know what Title VII and Title IX were and was unable to answer questions on these matters.

One (1) UF did not have public sector Human Resources and Labor Relations experience in Connecticut.

One (1) WF made dismissive comments during the interview about things she “does not have to do” and quoted she “likes to tell people what to do.”

One (1) WF utilized live examples with current employee demographics in which identity was easily determined and examples in her responses and was sarcastic during the interview.

Two (2) candidates were selected as finalists for the position. Those included one (1) WM and one (1) WF.

One (1) WM had a Juris Doctor and ten (10) years’ experience in Human Resources for the State of Connecticut. However this candidate’s experience was not progressively incremental and remained at a level far below that of the selected candidate. This candidate did not demonstrate he had any supervisory/leadership experience in a Human Resources organization. Rather his experience was more akin to a “business partner” level.

The selected candidate was a WF with a Master’s degree in Public Administration. She had over eleven (11) years of progressively responsible experience in Human Resources and Labor Relations for the State of Connecticut with her most recent position being the Assistant Director of Human Resources for a large State agency. The selected candidate has five (5) years of experience supervising and leading a large and complex Human Resources organization responsible for a variety of Human Resources functions, including labor relations, HRIS, payroll, recruitment and selection, and employment law and regulations compliance.

The College’s recruitment efforts for this position included:

- Middlesex Community College Website
- Middlesex Community College Bulletin Board
• Department of Administrative Services Website
• The Chronicle of Higher Education
• IMDiversity.com
• Insidehighered.com

**Academic Division Director – School of Allied Health, Business and STEM**

Hired: One (1) White Female (Non-Goal Candidate)

The position requirements included a Master’s degree in an academic discipline closely related to the Division’s areas of instruction or in a field closely related to administration of higher education; four (4) or more years’ of teaching experience in higher education and/or academic administration in an institution of higher learning; and two (2) years of supervisory experience.

The preferred qualifications included a minimum of four years’ teaching experience in higher education; experience in academic curriculum design, course and syllabi development; research methodology and evaluation of academic program effectiveness; leading and directing staff in a higher education environment; management of operating budgets and strong information technology skills.

The College received a total of twenty-three (23) applications for this position: one (1) BM, three (3) BF, three (3) WM, two (2) WF, two (2) OM, two (2) OF, one (1) HM, one (1) UM and eight (8) UU.

Three (3) candidates submitted incomplete applications. Items missing included any of the following materials which were requested of all applicants in the job posting: letter of intent, resume, BOR Application and the contact information for three (3) professional references. Those candidates include two (2) UU, and one (1) BF.

Eight (8) candidates did not have the required Master’s degree in an academic discipline closely related to the Division’s areas of instruction or in a field closely related to administration of higher education. Those candidates included one (1) BM, one (1) BF, one (1) WM, one (1) OF, and four (4) UU.

Five (5) candidates did not have four (4) years of teaching experience in higher education and/or academic administration in an institution of higher learning. Those candidates included one (1) UM, two (2) WM, one (1) BF, and one (1) OF.

One (1) OM and one (1) UU did not have supervisory experience.

Five (5) candidates were invited for an initial interview. Those candidates included two (2) WF, one (1) HM, one (1) OM and one (1) UU.

One (1) HM had a M.Ed. in Higher and Postsecondary education. However he has not taught courses in the disciplines represented in the School of Allied Health, Business, and STEM; and
did not demonstrate experience in academic curriculum design, academic program
development and formal accreditation and evaluation of individual College programs.

One (1) OM had a Ph.D. in Molecular Biology and approximately fourteen (14) years of teaching
experience. However, candidate was unable to demonstrate he had experience leading and
directing faculty and staff in a higher education environment as his experience was more
focused on research in higher education. In addition he did not have effective oral
communication skills as he used a timer for every question he answered.

One (1) UU had a Ph.D. in Biology with six (6) years full time teaching and administration
experience. However he did not demonstrate experience in formal accreditation and
evaluation of individual College programs, degrees and licenses. He also did not demonstrate
an in depth background in applying for and acquiring grants.

Two (2) WF were considered finalists for the position and were invited to conduct a teaching
presentation to the College community in which they presented their views on the challenges
of academic administration, the challenges inherent to the position for which they are being
considered and how they see their respective experiences and management styles as suiting
them to take on the challenges they have outlined.

One (1) WF had a Ph.D. in Biology and many years of part time teaching experience in public
and private Colleges and Universities. In addition, she had experience in applying for and
securing grants, grants administration, academic curriculum design and development, academic
program development, budget management and hiring and supervising staff. However she
accepted a full time position elsewhere and withdrew from consideration for the position.

The selected WF had a Master’s degree in Organizational Leadership. In addition she had
completed all requirements towards her doctoral degree (Ed.D) in Organizational Leadership
and was writing her dissertation at the time of hire. She had eight (8) years progressively
responsible experience in higher education, culminating with an academic leadership position
of Program Coordinator. She demonstrated experience in academic curriculum design and
development, academic program development, academic program evaluation and
accreditation, and hiring and managing staff.

The College’s recruitment efforts for this position included:

- Middlesex Community College Website
- Email distribution to MxCC employees
- Middlesex Community College Bulletin Board
- Department of Administrative Services Website
- Distribution to all Colleges within the CSCU System
- American Association of Blacks in Higher Ed
- The Chronicle of Higher Education
- IMDiversity.com
Executive/Administrative/Managerial Promotion Goals

- No promotion goals set.

Although there were no promotion goals for this category, the College implemented a re-organization of its Admissions and Registration offices. Utilizing existing staff, the College re-organized these offices into a new Office of Enrollment Services and added the Financial Aid function to this grouping of services. With this re-organization, one (1) WF was promoted from the Professional Non-Faculty category to the Executive/Administrative/Managerial category, to the title of Director of Enrollment Management. The WF had been performing many of the higher level duties and as a result of the re-organization, resulted in a natural progression to the higher level title.

Professional-Faculty: Hiring Goals

Short Term Goals:
- Two (2) White Female
- Two (2) Other Male
- One (1) Black Male
- One (1) Hispanic Female

A total of four (4) people were hired into this category during the reporting period. Those included one (1) HF, one (1) WF, one (1) OM and one (1) WM. Three (3) out of four (4) hires into this category were goal candidates.

Associate Professor/Program Coordinator of Human Services

Hired: One (1) Hispanic Female (Goal Candidate)

The position requirements included a Master’s degree in Social Work, Human Services, Counseling, Psychology or a closely related field and between four (4) and seven (7) years teaching experience.

Preferred qualifications included an understanding of human services systems and policy; management experience in a human services setting; clinical experience; commitment to civic engagement as it relates to community engaged learning; experience developing and/or maintaining internship experience program; supervision of field sites; experience working with Community College students and an understanding of the mission of the community college.

The College received a total of twenty two (22) applications for this position: four (4) WM, eight (8) WF, two (2) BF, one (1) HM, two (2) HF, one (1) UM, two (2) UF, and two (2) UU.

One (1) UU submitted an incomplete application. Items missing included any of the following materials which were requested of all applicants in the job posting: letter of intent, resume, BOR Application and the contact information for three (3) professional references.
Two (2) candidates did not have a Master’s degree in Social Work, Human Services, Counseling, Psychology or a closely related field. Those candidates included one (1) BF and one (1) HM.

Eight (8) candidates did not have between four (4) and seven (7) years of teaching experience. Those candidates included three (3) WM, two (2) WF, one (1) HF, one (1) UF, and one (1) UU.

One (1) WF did not have any direct clinical experience.

One (1) WF did not have experience developing and/or maintaining an internship program.

One (1) UM did not have an understanding of or experience in human services systems and policy.

One (1) UF did not have management experience in a human services setting.

A total of seven (7) candidates were invited for an initial interview. Those candidates included one (1) WM, four (4) WF, one (1) HF, and one (1) BF. In addition to a question/answer style interview, candidates were required to make a 20 minute teaching presentation geared towards second year practicum students on the start of their internships.

The selected candidate for this position was a HF (goal candidate).

The College’s recruitment efforts for this faculty position included:

- CALAHE (Connecticut Associate of Latinos in Higher Education)
- NASW (National Association of Social Workers)
- IM Diversity
- The Chronicle
- MxCC Website
- Email distribution to MxCC employees
- MxCC bulletin board
- Distribution to other CSCU institutions
- DAS Website

**Assistant Professor/Program Coordinator of Health Information Management**

Hired: One (1) White Female (Goal Candidate)

The position requirements included a Bachelor’s degree in Health Information Management or a related allied health field from an HIM program accredited by the Commission on Accreditation for Health Informatics Management Education (CAHIIM); Registered Health Information Administrator (RHIA) certification; three (3) years of teaching and/or work experience in the field.

Preferred requirements included a Master’s degree in Health Information Management or a related allied health field; community college teaching experience; academic and career
advising experience, course and program development, intern supervision, online teaching and academic program accreditation.

The College received a total of nine (9) applications for this position: one (1) WM, three (3) WF, one (1) BM, three (3) UM, and one (1) UU.

Four (4) candidates did not have the required RHIA certification. Those included one (1) WM, two (2) UM, and one (1) BM.

One (1) WF and one (1) UU did not have any teaching experience.

Three (3) candidates were invited for an initial interview. Those included one (1) UM, and two (2) WF.

The UM declined the interview.

In addition to a question/answer style interview, the candidates were required to make a fifteen (15) minute teaching presentation to a group of students that are interested in Health Information Management.

The selected candidate for this position was a WF (Goal Candidate).

The College’s recruitment efforts for this position included:

- Higheredjobs.com
- Insidehighered.com
- IMDiversity
- Hispanic Outlook
- MxCC website
- Email distribution to MxCC employees
- MxCC Bulletin Board
- Distribution to other CSCU institutions
- DAS Website

Instructor/Assistant Professor of Math

Hired: One (1) Other Male (Goal Candidate)

The position requirements included a Master’s degree in Mathematics or a related field including successful completion of at least eighteen (18) credits of graduate-level Mathematics courses; two (2) years of teaching experience; teaching online courses and experience in alternate modes of instruction.

The preferred requirements included teaching experience in a Community College setting.
The College received a total of fifty (50) applications for this position: Fourteen (14) WM, nine (9) WF, six (6) BM, three (3) HM, one (1) HF, three (3) OM, five (5) OF, six (6) UM, one (1) UF and two (2) UU.

Five (5) candidates submitted an incomplete application. Items missing included any of the following materials which were requested of all applicants in the job posting: letter of intent, resume, BOR Application and the contact information for three (3) professional references. Those included two (2) UM, one (1) HM, one (1) WM, and one (1) UU.

One (1) HM was ineligible to work in the United States.

Four (4) candidates did not have a Master’s degree in Mathematics or a related field with a minimum of eighteen (18) graduate – level credits in Mathematics. Those included two (2) WF, one (1) BM, and one (1) UF.

Seventeen (17) candidates did not have teaching experience in a community college setting. Those included six (6) WM, four (4) WF, one (1) BM, one (1) UM, one (1) HM, one (1) HF, and three (3) OF.

Fourteen (14) candidates did not have a minimum of two years of teaching experience. Those included four (4) WM, three (3) WF, three (3) BM, one (1) OF and three (3) UM.

One (1) UU previously worked for the College and had documented performance concerns and negative student evaluations.

Eight (8) candidates were invited for an initial interview. Those included three (3) WM, (1) BM, three (3) OM, and one (1) OF.

The selected candidate for this position was an OM (Goal Candidate).

The College’s recruitment efforts for this position included:

- Higheredjobs.com
- IMDiversity
- MxCC Website
- Email distribution to MxCC employees
- MxCC Bulletin Board
- DAS Website
- Distribution to other CSCU Institutions

Assistant Professor/Program Coordinator of Veterinary Technology

Hired: One (1) White Male (Non Goal Candidate)

The position requirements included a Doctor of Veterinary Medicine degree, a license to practice as a Veterinarian in the State of Connecticut and a minimum of two (2) years of teaching experience.
The preferred requirements included supervisory experience in a veterinary hospital, practice, or lab; experience working with community college students of varying abilities; and an understanding of the mission of the community college.

The College received a total of two (2) applications for this position: one (1) white male and one (1) unknown male.

One (1) unknown male withdrew his application from consideration for the position.

One (1) WM was selected for an initial interview, which included a teaching presentation.

The selected candidate for the position was a WM (Non-Goal Candidate).

He had a Doctor of Veterinary Medicine degree; a license to practice as a Veterinarian in the State of Connecticut; two (2) years of community college teaching experience; supervisory experience in a veterinary hospital and a practice and a thorough understanding of the mission of a community college. In addition, he had been serving as the Interim Program Coordinator/Faculty for the Veterinary Technology Program at Middlesex Community College for over one (1) year; and upon selection moved from a durational status, to a permanent status.

The College’s recruitment efforts for this position included:

- Middlesex Community College website
- Middlesex Community College Bulletin Board
- Department of Administrative Services website
- Distribution to all other colleges and universities within the CSCU system
- Connecticut Veterinary Medical Association website
- IMDiversity.com

**Professional Faculty: Promotion Goals**

No promotion goals set.

Promotions in this category follow a process defined in the collective bargaining agreement. If an individual meets the criteria established by the collective bargaining agreement, they may apply for promotion. Each applicant applying for promotion must be recommended by a committee of their peers with the President having final authority for deciding who is promoted. Not all who apply are promoted.

During the reporting period of January 1, 2016 – December 31, 2017, thirteen faculty members were promoted:

**Instructor to Assistant Professor:**

- One (1) WM and two (2) WF

**Assistant Professor to Associate Professor:**

- One (1) WM; four (4) WF; and one (1) HM
Associate Professor to Professor: One (1) WM and three (3) WF

There were otherwise no opportunities for upward mobility in this category.

Professional/Non-Faculty: Hiring Goals

Short-Term Goals: One (1) Black Male  
Two (2) Black Female  
One (1) Hispanic Male  
Two (2) Hispanic Female  
One (1) Other Male

A total of five (5) employees were hired into this category during the reporting period. Those included one (1) BF, one (1) OF, one (1) HF, one (1) BM and one (1) WF. Four (4) out of five (5) hires were goal candidates.

Associate Director of Finance and Administrative Services

Hired: One (1) Black Female (Goal Candidate)

The requirements for this position were a Master’s degree in Business, Accounting, Finance, or a related field; one year of experience in a fiscal or business office environment; knowledge of Banner financial accounting system, experience working with and accounting for complex grants; and experience with fixed assets and procurement activities.

The preferred requirements for this position included experience with capital budgets and planning and experience working with Federal grant reporting.

The College received a total of twelve (12) applications for this position: four (4) WM, four (4) WF, one (1) BM, one (1) BF, one (1) OF, and one (1) UU.

One (1) UU submitted an incomplete application. Items missing included any of the following materials which were requested of all applicants in the job posting: letter of intent, resume, BOR Application and the contact information for three (3) professional references.

Two (2) candidates did not have a Master’s degree in Business, Accounting, Finance or a related field. Those included one (1) BM and one (1) WF.

Three (3) candidates did not have experience in a fiscal or business office environment. Those candidates included two (2) WM, and one (1) OF.

One (1) WF did not have knowledge of or experience in the Banner financial accounting system.

Five (5) candidates were selected for initial interview. Those included one (1) BF, two (2) WF, and two (2) WM.
One (1) WM and one (1) WF did not have experience with fixed assets and procurement activities.

One (1) WF did not have experience with Federal grant fiscal reporting.

Two candidates were selected as finalists and returned for a second interview. Those included one (1) BF and one (1) WM.

The selected candidate for this position was a Black Female (Goal Candidate).

The College’s recruitment efforts for this position included:

- MxCC website
- Email distribution to MxCC employees
- MxCC Bulletin Board
- Distribution to other CSCU institutions
- DAS website

**Enrollment Services Coordinator**

Hired: One (1) Other Female (Non-Goal Candidate)

The requirements for the position included a Bachelor’s degree in an appropriately related field with one to four year of related experience in student recruitment, outreach and programming and marketing and promotions; knowledge in undergraduate academic enrollment requirements, and undergraduate curricula; and experience interacting with students, parents, school officials and other in an academic environment.

The preferred requirements for the position included experience in an admissions or enrollment office and experience speaking and/or presenting to large groups.

The College received a total of sixty-six (66) applications for this position: five (5) WM, twenty-two (22) WF, nine (9) BF, three (3) HM, seven (7) HF, three (3) OF, two (2) UM, six (6) UF, nine (9) UU.

Six (6) candidates submitted an incomplete application. Items missing included any of the following materials which were requested of all applicants in the job posting: letter of intent, resume, BOR Application and the contact information for three (3) professional references. Those candidates included one (1) UM, two (2) UF and three (3) UU.

Two (2) candidates withdrew their application from consideration. Those included one (1) HF and one (1) WF.

Forty-four (44) candidates did not have the required one year of related experience in student recruitment, outreach and programming and marketing and promotions. Those included four (4) WM, fifteen (15) WF, eight (8) BF, one (1) HM, five (5) HF, two (2) OF, one (1) UM, four (4) UF, and four (UU).
Five (5) candidates did not have a Bachelor’s degree in an appropriately related field. Those include one (1) WM, three (3) WF and one (1) UU.

Nine (9) candidates were selected for initial interview. Those included three (3) WF, one (1) BF, two (2) HM, one (1) HF, one (1) OF, and one (1) UU.

One (1) HF removed herself from consideration prior to participating in an interview.

One (1) BF had a Master’s degree in Counseling, but did not demonstrate she had responsibility for student recruitment on a large scale basis. Rather her experience was more focused in academic advising and career counseling.

One (1) WF had a Master’s degree in Education but only had one year of experience in college recruitment and outreach. In addition, she did not have experience presenting to large groups.

One (1) WF had a Master’s degree in Counseling. However, her student recruitment experience was limited to programmatic recruitment in which students were recruited for one specific type of education (accelerated degree program).

One (1) HM had an Ed.D. in Educational Leadership but only had one year of experience in college recruitment and outreach.

One (1) WF and one (1) UU were selected as finalists for the position and invited for a second interview. The WF declined a second interview. The position was offered to the UU and the candidate declined.

One (1) OF and one (1) HM were subsequently selected as finalists for the position and invited for a second interview.

The HM had a MA in Public Policy and two years’ experience in higher education. However, his student recruitment experience was limited to programmatic recruitment in which students were recruited from one specific cohort. He did not demonstrate a knowledge of undergraduate academic enrollment requirements and did not have the preferred experience in an admissions or enrollment office.

The selected candidate was an OF who had a Bachelor’s degree in Psychology and was nearing completion of her M.B.A in May 2017. She had six years of experience in higher education. This candidate had experience in enrollment and student outreach via participation in College recruitment events. She demonstrated a knowledge and understanding of undergraduate academic enrollment requirements and had the preferred experience of working in an admissions or enrollment office.

The College’s recruitment efforts for this position included:

- Insidehighered.com
- Hispanicoutlook.com
Higheredjobs.com
DAS website
MxCC website
Email distribution to MxCC employees
MxCC Bulletin Board
Distribution to other CSCU institutions

**Enrollment Services Aid**

Hired: One (1) Hispanic Female (Goal Candidate)

The requirements for this position included an Associate’s degree in an appropriately related field; one year experience in an admissions office performing student enrollment and registration services; experience in office administration, registration procedures and customer service.

The preferred requirements included experience in MS Office and enrollment programs such as Banner.

The College received ninety-eight (98) applications for this position: eight (8) WM, thirty-three (33) WF, three (3) BM, fifteen (15) BF, one (1) HM, fourteen (14) HF, two (2) OM, seven (7) OF, fourteen (14) UF, and one (1) UU.

Nine (9) candidates submitted an incomplete application. Items missing included any of the following materials which were requested of all applicants in the job posting: letter of intent, resume, BOR Application and the contact information for three (3) professional references.

Those candidates included one (1) WM, two (2) WF, two (2) BF, two (2) HF, one (1) OF, and one (1) UF.

One (1) HF accepted a part time position at the College.

Seventy (70) candidates did not have at least one year experience in an admissions office performing student enrollment and registration services. Those included 6 WM, 25 WF, 2 BM, 11 BF, 1 HM, 8 HF, 2 OM, 5 OF, 9 UF, 1 UU

Six (6) candidates did not have supervisory experience. Those candidates included one (1) WF, one (1) BF, one (1) HF and three (3) UF.

Twelve candidates were selected for an initial interview. Those included one (1) WM, five (5) WF, one (1) BM, one (1) BF, two (2) HF, one (1) OF, and one (1) UF.

Four (4) candidates did not demonstrate experience in enrollment programs, such as Banner. Those included three (3) WF, and one (1) WM.

Five (5) candidates did not demonstrate supervisory experience. Those included two (2) WF, one (1) BF, one (1) HF, one (1) OF.
One (1) BM did not demonstrate knowledge of and experience in non-credit programming.

Two candidates were selected as finalists and were invited for a second interview. Those candidates were a WF and a HF.

The selected candidate for this position was a HF (Goal Candidate).

The College’s recruitment efforts for this position included:

- Insidehighered.com
- Hispanicoutlook.com
- Higheredjobs.com
- IMDiversity
- DAS website
- MxCC website
- MxCC Bulletin Board
- Distribution to other CSCU institutions

Counselor

Hired: One (1) Black Male (Goal Candidate)

The requirements for this position included a Master’s degree in counseling or a closely related field; two to five years of experience in a professional counseling capacity; experience with the full spectrum of professional counseling theory, experience with personality, academic and occupational assessment instruments, including administration and interpretation; experience in crisis counseling and intervention; and experience with career and academic development.

The preferred requirements for this position included experience working with community college students of varying abilities; an understanding of the mission of the community college; ability to respond to and work with multiple constituencies; experience with career development theory and career exploration processes; experience with instructional applications and presenting to large groups.

The College received one hundred eighty seven (187) applications for this position: Those included twelve (12) WM, seventy-two (72) WF, eight (8) BM, forty-seven (47) BF, three (3) HM, fourteen (14) HF, three (3) OM, seven (7) OF, one (1) UM, fifteen (15) UF and five (5) UU.

Nine (9) candidates submitted an incomplete application. Items missing included any of the following materials which were requested of all applicants in the job posting: letter of intent, resume, BOR Application and the contact information for three (3) professional references. Those candidates included four (4) WF, one (1) BF, two (2) UF, and two (2) UU.

Fourteen (14) candidates did not have a Master’s degree in counseling or a closely related field. Those included one (1) WM, three (3) WF, one (1) BM, five (5) BF, one (1) OM, one (1) OF, one (1) UF, and one (1) UU.
Forty two (42) candidates did not have two (2) to five (5) years of experience in a professional counseling capacity. Those included three (3) WM, fifteen (15) WF, one (1) BM, ten (10) BF, two (2) HM, five (5) HF, three (3) OF, two (2) UF, and one (1) UU.

One hundred three (103) candidates did not have experience with career and academic development. Those included five (5) WM, forty-two (42) WF, four (4) BM, twenty-eight (28) BF, one (1) HM, eight (8) HF, two (2) OM, three (3) OF, one (1) UM, eight (8) UF, and one (1) UU.

Four (4) candidates did not have experience with personality, academic and occupational tools. Those included one (1) WM, two (2) WF, and one (1) HF.

Fifteen (15) candidates were invited for an initial interview. Those included two (2) WM, six (6) WF, two (2) BM, three (3) BF, and two (2) UF.

The selected candidate for this position was a BM (Goal Candidate).

The College’s recruitment efforts for this position included:

- MxCC website
- MxCC bulletin board
- Email distribution to all MxCC employees
- Email distribution to other CSCU institutions
- The Chronicle
- IMDiversity
- Connecticut Counseling Association
- American Association of Blacks in Higher Ed

**Veterinary Technology Technician**

Hired: One White Female (Non-Goal Candidate)

The requirements for this position included an Associate’s degree in Veterinary Technology from an AVMA-CVTEA accredited program with a Veterinary Technician Specialist certification from a North American Veterinary Technician Association approved Academy; or, a Bachelor’s degree in Veterinary Technology from an AVMA-CVTEA accredited program. Additional requirements included licensure as a Veterinary Technician; and two (2) years of College teaching experience.

The preferred requirements for this position included an advanced understanding of lab equipment, including set up and safety procedures; animal care experience; an understanding of the operation and function of the Institutional Animal Care and Use Committee and the USDA Animal Welfare Act regulations; and teaching experience in a community college setting.

The College received seven (7) applications for this position: five (5) WF, one (1) HF and one (1) UM.
Three (3) WF did not have an Associate’s degree in Veterinary Technology from an AVMA-CVTEA accredited program with a Veterinary Technician Specialist certification from a North American Veterinary Technician Association approved Academy; or, a Bachelor’s degree in Veterinary Technology from an AVMA-CVTEA accredited program.

One (1) WF and one (1) HF did not have two (2) years of college teaching experience.

Two (2) candidates were selected for interview. Those included one (1) WF and one (1) UM.

The UM had an Associate’s degree in Veterinary Technology, approximately six (6) years’ experience as a licensed Veterinary Technician and nearly nine (9) years’ experience teaching in a variety of venues, including research based companies and institutes. His teaching experience in Veterinary Technology programs was limited to 1.5 years. He did not demonstrate an advanced understanding of lab equipment including set up and safety procedures.

The selected candidate was a WF. She had an Associate’s degree in Veterinary Technology; 25 years’ experience as a licensed Veterinary Technician and nearly five years’ experience teaching in Veterinary Assistant and Veterinary Technician programs. In addition, she demonstrated an advanced understanding of lab equipment including set up and safety procedures. This candidate was a part time lecturer at the College and moved from her part time lecturer position into this category on a full time basis.

The College’s recruitment efforts for this position included:

- Middlesex Community College website
- Middlesex Community College Bulletin Board
- Department of Administrative Services website
- Distribution to all other colleges and universities within the CSCU system
- Connecticut Veterinary Medical Association website
- IM Diversity.com

**Professional/Non – Faculty: Promotion Goals**

No promotion goals set.

Promotions in this category follow a process defined in the collective bargaining agreement. If an individual meets the criteria established by the collective bargaining agreement, they may apply for promotion. Each applicant applying for promotion must be recommended by a committee of their peers with the President having final authority for deciding who is promoted. Not all who apply are promoted.

During the reporting period of January 1, 2016 – December 31, 2017, seven Professional/Non-Faculty members were promoted: Those included six (6) WF and one (1) BF.
Technical and Paraprofessional: Hiring Goals

Short-Term: One (1) White Female

There were no hires into this category during the reporting period.

Technical and Paraprofessional: Promotion Goals

No promotion goals set.

Currently there is only one classification in this EEO category which is in the Administrative and Residual; (P-5) bargaining unit for whom promotion would generally mean a change in jobs that would move the individual out of this EEO category. There were no promotions within this EEO category during the reporting period.

Secretarial Clerical: Hiring Goals

Short-term goals: One (1) Black Female
One (1) Other Female

A total of two (2) employees were hired into this category during the reporting period. Those included one (1) WF and one (1) BF. Both employees were hired from the reemployment/SEBAC list. The BF was a goal candidate.

Both hires were required in accordance with pre-existing statutory and contractual language concerning the reemployment of State employees who were impacted by layoff. The College’s pool of candidates for each of these positions was limited to individuals placed on the reemployment and SEBAC lists for these classification levels and who had rights to the respective positions.

Administrative Assistant

The selected candidate for this position was a WF (Non-Goal Candidate)

Financial Clerk

The selected candidate for this position was a BF (Goal Candidate)

Secretarial Clerical: Promotion Goals

No promotion goals set.

Service/Maintenance: Hiring Goals

Short – Term Goals: One (1) Black Male
One (1) Hispanic Male

A total of one (1) WM was hired into this category during the reporting period. The employee was hired from the reemployment/SEBAC list and he was not a goal candidate.
This hire was required in accordance with pre-existing statutory and contractual language concerning the reemployment of State employees who were impacted by layoff. The College’s pool of candidates for this position was limited to individuals placed on the reemployment and SEBAC lists for this classification level and who had rights to the position.

**Skilled Maintainer**

The selected candidate for this position was a WM (None-Goal Candidate)

**Service/Maintenance: Promotion Goals**

No promotion goals set.

**Discussion:**

The following is an analysis of the activity undertaken to achieve the hiring, promotion and program goals contained in the previous Affirmative Action Plan.

The College engaged in fourteen (14) recruitments to fill vacancies in a variety of areas during the reporting period that covered January 1, 2016 through December 31, 2017. Of the fourteen (14) recruitments the College met a hiring goal in seven (7) of those instances, amounting to 50% of hires for the reporting period. The College was successful in hiring a goal candidate in each of the instances identified below:

**Associate Professor/Program Coordinator of Human Services**

Hired: One (1) Hispanic Female

**Assistant Professor/Program Coordinator of Health Information Management**

Hired: One (1) White Female

**Instructor/Assistant Professor of Math**

Hired: One (1) Other Male

**Associate Director of Finance and Administrative Services**

Hired: One (1) Black Female

**Enrollment Services Aide**

Hired: One (1) Hispanic Female

**Counselor**

Hired: One (1) Black Male

**Financial Clerk**

Hired: One (1) Black Female
The College made significant improvement in its efforts to further diversify the workforce as evidenced by the fact that the College met a hiring goal in 50% of its searches. In comparison, the previous Affirmative Action plan noted that the College met a hiring goal in only 20% of its searches. These efforts in the furtherance of the diversity of the workforce during this reporting period demonstrate a nearly 30% increase in the College’s attainment of its hiring goals. The College will continue to be committed to the diversity of its workforce and looks forward to building upon the success attained during this reporting period.

The program goals established in the previous year’s Affirmative Action Plan, which covered the reporting period of January 1, 2015 through December 31, 2015 are identified below. Additional discussion follows concerning the status of those goals.

1. A program goal is established to build partnerships with local and national organizations, including professional societies, and Colleges which support minorities in higher education and the professional development of minorities in the workforce. The intent is to network, educate these groups on the opportunities and benefits of careers in higher education in an effort to increase the availability base of minorities in higher education careers, further diversify the applicant pool and ultimately the workforce at the College. The measures of this goal are:
   a. Outreach to five (5) new organizations, professional societies or Colleges which support minorities.
   b. Active networking with at least three (3) of these organizations to build a partnership from which the College can draw potential candidates for employment.
   c. Development and use of an applicant questionnaire to evaluate effectiveness of new sourcing outlets.

2. A program goal is established to develop an exit interview questionnaire that will prompt responses to a variety of topics, inclusive of affirmative action to determine whether exiting employees identify issues related to gender, race, or membership in other protected classes as needing attention at the College. The measures of this goal are:
   a. Development of a new Exit Interview Questionnaire
   b. Offer exiting employees the opportunity to complete the questionnaire via face to face, telephone or mail in mechanisms 100% of the time.

**Goal #1:**

Result – Goal partially achieved
Response – One of the measure of the success for attainment of this goal was outreach to five (5) new organizations which support minorities. During the reporting period, outreach was made to three (3) new organizations which support minorities. Those organizations included: The Academic Network, Inc., The American Association of Blacks in Higher Education and The
Connecticut Association of Latinos in Higher Education. In addition, one of the new organizations (The Academic Network, Inc.) shared its database of minority recruitment organizations and authorized the College to utilize the resources as needed. This database introduced 452 new minority recruitment sources to the College. During the reporting period, the College utilized the database to direct recruitment to various minority groups, consistent with the needs of the position being searched and the hiring goals sought.

The second measure of success for attainment of this goal was active networking with at least three (3) of these organizations to build a partnership from which the College can draw potential candidates for employment. The College has maintained an active partnership with all three of the newly identified minority recruitment organizations.

The third measure of success for attainment of this goal was development of an applicant questionnaire to evaluate the effectiveness of the new sourcing outlets. This measure has proven to be challenging as the College utilizes a common application form (Board of Regents Employment Application) and cannot unilaterally make adjustments to the application format. In hindsight, this was not an appropriate measure for this program goal.

Goal #2:
Result – Goal Achieved
Response – One measure of success for attainment of this goal was the development of a new exit questionnaire. The College is pleased to report that a new exit questionnaire was in fact developed and is utilized with all departing employees. The exit questionnaire asks employees to comment on the culture of the college and to report any information (positive and negative) that can be used to make improvements when necessary. This data is utilized to monitor trends and implement systemic improvements when necessary.

A second measure of this program goal is offering employees the opportunity to complete an exit questionnaire via face to face interview, telephone or mail in mechanisms. The College is happy to report that completion of an exit interview is afforded to all departing employees. Employees have the choice to meet face to face with the Director of Human Resources, or to complete the questionnaire via alternative methods.
Section 15
Innovative Programs
(Section 46a-68-93)

Middlesex Community College has dedicated resources and efforts to develop and implement innovative programs structured to create opportunities to achieve the full and fair participation of all protected group members. The college continues to conscientiously and actively promote full and fair participation of all protected group individuals in its activities both for faculty/staff and students. The college continues to maintain its commitment through administrative policy, actions, and resources for the innovative measures that enhance its overall affirmative action endeavors.

Subsection (a)
The College has promoted equal opportunity to achieve a workplace that is free from discrimination by engaging in the below practices, which have been described in more detail throughout this affirmative action plan:

- Communicating the agency’s commitment to equal employment opportunity and affirmative action through annual dissemination of related policies and fixed placement on the College website;
- Equal employment opportunity statements on all job postings;
- Open comment periods for review and feedback of the affirmative action plan;
- A statement of commitment to affirmative action by the appointing authority;
- Ensuring departmental policies and procedures are non-discriminatory;
- Evaluating supervisors for good faith efforts in equal employment opportunity;
- Acknowledging the College’s commitment to reasonable accommodations for disabled employees;
- Reviewing and addressing all allegations of sexual harassment; and
- Providing training to employees to enhance their knowledge non-discrimination.

Subsection (b)
The College has developed recruitment strategies that ensure opportunities for all qualified applicants, including under-utilized groups as follows:

- Identifying affirmative action hiring goals for all job openings and communicating this information to search committees.
- Implementing targeted recruitment with new sources aimed at groups associated with affirmative action recruitment goals to attract a larger and more diverse pool of candidates. This is inclusive of posting positions with special interest organizations;
- Applying a continuous review strategy of all search committee activities at various points in the search process, to ensure a sufficiently diverse pool; and
implementing contingency recruitment strategies to address insufficiently diverse pools.

Subsection (c)
The College ensures a fair and non-discriminatory selection process by:

- Establishing recruitment and selection procedures and communicating such procedures to search committees. This includes considerations for reviewing applications and how to assess candidate skills, developing interview questions and understanding bias in selection processes;
- Reviewing the work of each search committee to ensure that all applicants have been treated fairly and consistently;
- Reviewing interview questions prior to use to ensure there is no bias;
- Ensuring reasonable accommodations are made for applicants who request an accommodation;
- Soliciting a cross-representative panel of search committee members for each search process;
- Utilizing pre-approved minimum and preferred qualifications by which all candidates are screened consistently;
- Documenting the search process fully, including keeping written records of search committee work, ensuring interview notes relate to candidate’s ability to perform the duties; and maintaining records in accordance with retention.

Subsection (d)
The College provides career development opportunities to all interested and qualified employees, including those groups found to be underutilized in the workforce. Some of these activities are described in greater detail in Section 46a-68-91 (Upward Mobility).

Related activities include:

- Solicitation of staff to participate in numerous College committees, including search committees, shared governance committees, strategic task force planning committees, and CSCU System-wide committees, to name a few;
- Informing employees of internal staff development and promotional opportunities. This is done both via distribution of position announcements to all College employees; and announcements for contractual promotion processes for unclassified staff;
- Informing employees of professional development funding, tuition reimbursement and tuition waiver opportunities and supporting all employee professional development activities; and
- Providing career counseling as requested.

In addition to the activities undertaken as noted above, the College offered programs geared towards increasing the participation of underrepresented students from area school districts. These programs included:
Youth Programs

- **Enrichment Academy** – a program for Meriden Middle School students in which they receive enrichment instruction on a variety of subjects at the Meriden Satellite location.

- **College to Careers Pathways** – a program for area high school students in which students receive instruction in college level courses and are eligible to receive college level credit. Participating high schools include Middletown High, Platt High (Meriden), Maloney High (Meriden), Portland High, Valley Regional, East Haven High, and Vinal Tech.

- **Experience College Day** – hosting area high school students for an experiential day at the College.

Many of these programs exposed minority students to the College environment for the first time. In doing so, the College strived to engage youths who otherwise may not have considered higher education a viable option in their future.

The College also provides work opportunities for a variety of students. One form of financial aid is subsidized work opportunities for students who are in economic need as they pursue higher education. Many of these students are members of protected groups and benefit not only from the employment opportunities but also from real work experience that they can utilize as a foundation for building their resumes.

Finally, as described in more detail in Section 46a-68-79 (Internal Communication), the College engages in activities to foster a climate of diversity, inclusion and collegiality. During this reporting period these efforts included:

- Courageous Conversations
- Library Displays
- SPEAK Club Events (Students Promoting Equality Acceptance and Knowledge)
Materials for Search Advisory Committee Members for “Charge” Meeting

The following materials should be gathered and each Search Advisory Committee member should receive a packet containing:

1. Copy of Position Announcement
2. Copy of Job Description
3. Copy of Applicant Screening Grid (This may be a blank format, or HR may prepare from position announcement...)
4. Search Process Document
5. “Considerations for Reviewing Application Packets”
6. “Developing Interview Questions”
7. Current Affirmative Action Goals
8. Applicant Flow Chart Format
9. Flash Drive Instructions
MIDDLESEX COMMUNITY COLLEGE
JOB OPPORTUNITY

FACULTY AND PROGRAM COORDINATOR OF BIOLOGY/BIOTECHNOLOGY
Full-Time, 10-month, Tenure Track
Projected Start Date – August 2018

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

Open To: The Public
Location: Middletown, CT
Hours: 35 hours per week
Salary: Assistant Professor - $56,298; Associate Professor $63,592; with excellent medical insurance, retirement and related fringe benefits.
Closing Date: March 23, 2018

Knowledge, Skills and Abilities: This position reports to the Division Director of the School of Allied Health, Business, and STEM (science, technology, engineering, and mathematics). The Program Coordinator will teach 12 credit/contact hours per semester in Biology and Biotechnology. The successful candidate must have demonstrated an interest in, and an aptitude for, teaching courses from the introductory through the advanced level in biotechnology as well as other related areas such as genetics, microbiology, general biology, or biochemistry. The incumbent will serve as the Academic Advisor for program-enrolled students and perform other responsibilities as required of all faculty members. In addition, she will have a one-course release (3 credit/contact hours) per semester to perform administrative duties such as, but not limited to, scheduling and coordinating class offerings and faculty assignments, providing leadership in the planning, development, modification, and updating of program curriculum and instructional materials; establishing and maintaining field work and externship sites; recommending the hiring of, and supervising, part-time faculty in the program; recruiting students; providing academic advisement to new and continuing students; leading efforts to evaluate the program in accordance with BOR Policy and NEASC standards and serving as college liaison to the Program Advisory Board. The successful candidate must be committed to adopting innovative instructional approaches along with current instructional techniques. Faculty are expected to be involved on campus committees, active in student academic and career advising, and develop connections to foster closer ties between the college and the community.

General Experience:
A Master’s degree in Biological Sciences or closely related field and minimum four years teaching experience (2 years if candidate holds a Doctorate degree) and must be current in the laboratory skills required of their field. NOTE***Hiring at the Associate Professor level requires between 5 and 7 years of college teaching experience in conjunction with advanced degrees.

Special Experience: Preferences include a Ph.D. in Biological Sciences or closely related field; teaching experience at the College/University level, including management of both lecture and lab components of biology courses; proficiency using innovative modes of course delivery adaptable to a variety of learning styles; experience in academic and career advising, course and program development, intern supervision, and online teaching; and an understanding of the mission of the community college. Candidates must possess valid driver’s license as in state travel to field work and externship sites will be required.

Substitution Allowed: Applicants who do not meet the minimum qualifications as stated, or who possess a degree in a related field, are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and by providing appropriate references.

Working Conditions: Incumbents typically perform their work in classroom, laboratory and office settings. Some offsite work in field and/or externship sites will be required.

Application Instructions: Email letter of intent, resume, BOR Application, transcripts (unofficial copies are acceptable at the application stage), to: MX-HR-Recruitment@mxcc.commnet.edu; OR, mail to:

Norah Wilson, Administrative Assistant
Human Resources
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457

For more information about Middlesex Community College please visit our website, www.mxcc.edu

MIDDLESEX COMMUNITY COLLEGE IS AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY EMPLOYER; M/F PR
OTECTED GROUP MEMBERS ARE STRONGLY ENCOURAGED TO APPLY.

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, political belief, veteran status, sexual orientation, genetic information or criminal record. The following individuals have been designated to handle inquiries regarding the non-discrimination policies: Adrienne Maslin, Title IX Coordinator and Section 504/ADA Coordinator,amaslin@mxcc.edu; 860-343-5759 or Anastasia Pych, Secondary Title IX Coordinator, apych@mxcc.edu, 860-343-5751.
<table>
<thead>
<tr>
<th>CANDIDATE NAME</th>
<th>Minimum Qualifications</th>
<th>Preferred Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters degree in biological science</td>
<td>4 yrs teaching experience (2 if they have a doctorate)</td>
<td>Experience in</td>
</tr>
<tr>
<td>Current in Laboratory skills</td>
<td>Academic advising</td>
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<tr>
<td>Course and Program development</td>
<td>Intern supervision</td>
<td>Online teaching</td>
</tr>
<tr>
<td></td>
<td>promo provided by applicant</td>
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<tr>
<td></td>
<td>PhD in biological Science or closely related field</td>
<td>Teaching Experience at the college/uni level</td>
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<tr>
<td></td>
<td></td>
<td>Innovative modes of course delivery</td>
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</table>

**Sample**
HIRING PROCESS—INITIAL STAGES

- The President creates a vacancy by deciding to fill a vacated existing position or creating a new position.
- Human Resources, in consultation with the appropriate Dean, chooses to use, modify, or create a job description. A new job description is written if necessary.
- A Position Announcement, based on the job description, is created and publicized.
- A call is issued to the college committee for volunteers to serve on the Search/Advisory Committee (SAC). Human Resources reviews volunteers, and in consultation with President, modifies or approves the committee membership. (The appropriate Dean may also be consulted during this step.)
- Human Resources/EEO Officer calls first meeting of committee. Committee is charged by Human Resources/EEO Officer. Human Resources/EEO Officer is responsible for the charge, and to review the search process with SAC members as well as discuss potential issues.
- SAC meets to review minimum qualifications and identify preferred knowledge, skills, and abilities and develop screening grid. Screening grid is reviewed with HR/EEO Officer.
- HR identifies incomplete application files and removes them from applicant pool.
- SAC members individually review each complete applicant file and rates according to rating system agreed upon by SAC. The SAC should develop a consensus for each candidate as to whether or not the applicant meets the minimum qualifications, and record the specific reasons for screening out (especially important for goal candidates).
- SAC selects candidates to be interviewed and sends preliminary applicant flow chart to EEO Officer to validate that interview pool is appropriately diverse and includes a sufficient number of minimally qualified goal candidates.
- SAC develops proposed interview questions and reviews those with EEO Officer.
- HR (or other designated support staff) schedules interviews with identified applicants.
- Search Advisory Committee interviews candidates and agrees on three finalists (sometimes this could be four) to be proposed to President. The list of candidates, in alphabetical order, with identified strengths and weaknesses, is forwarded to the President.
- At the level of Director or above, the Search Advisory Committee proposes a presentation topic for finalist candidates.

Updated 7/16/2015
HIRING PROCESS – THE FINAL STAGES

- President receives from the Search Committee the following on each candidate being recommended for further consideration:
  - Candidate’s complete file including: letter of intent, application form, transcripts, letters of recommendation (if applicable), equivalency statement (if applicable)
  - List of strengths and weaknesses for each candidate
  - Applicant flowchart, signed by the SAC chairperson

- At the discretion of the President, candidates for unclassified positions will be asked to make a presentation to the campus community on a topic relevant to the position applied for. At this 15-20 minute presentation (open to all members of the college community, input will be collected from the audience through a feedback sheet and passed on to the Search Committee Chair. (Feedback sheet attached.)

- SAC Chair compiles strengths and weaknesses and sends to EEO Officer.

- President (and appropriate members of the management team, as determined by the President) interview the finalists.

- Reference checks conducted on finalists (This would generally be done by HR, but in some circumstances may be done by the hiring supervisor or the relevant dean.)

- President confers with the Dean and/or SAC Chair then selects the candidate to whom an offer should be made by HR.

- SAC Chair submits draft final flow chart to EEO Officer.

AFTER CANDIDATE IS SELECTED BY PRESIDENT:

- After approval by the President, HR contacts the candidate. HR makes an appropriate offer and attempts to secure acceptance by candidate. Salary and start date are finalized, in consultation with the President and/or System Office, if necessary.

- Acceptance of Offer Letter is prepared by HR for the President’s signature and mailed.

- When the offer letter is signed and returned by the candidate, the Dean is notified. HR notifies the other candidates that an appointment has been made.

- SAC Chair submits final flow chart to EEO Officer.

Updated 7/16/2015
Considerations for reviewing application packets

- Review the position announcement and job description for the position you are attempting to fill. Note minimum requirements needed, and preferred qualifications, if any; and refer to them often as you review application packets.

- Check educational background for required minimum qualifications (or authorized alternatives). Unless an applicant who does not meet the specified minimum educational qualifications has specifically addressed/made the case for why he/she is nevertheless qualified (as indicated on the job posting) and you agree with his/her argument, do not mark a person without the required credentials as being minimally qualified!

- Check work experience for applicability to the position for which they are applying, length of time in each position, promotions or awards received, reason for leaving each position.

- Note gaps in employment but do not assume they were caused by negative reasons.

- Attempt to ignore the applicant’s name, address or personal information to limit subconscious biases.

- Attempt to ignore issues such as style and typographical choices in favor of content, unless such issues are directly related to the position for which they are applying.

- Note special skills (i.e. computer software, office equipment).

- On your review screen, note any pertinent questions that arise for you when reviewing the application packets and discuss with your committee members.

- The number of candidates the committee decides to invite for an interview should represent a reasonable proportion of the candidates deemed to meet the minimum qualifications.

- Make notes as to the specific reasons you consider an applicant not to meet the minimum qualifications for the position, or not to be invited for an interview. (The committee needs to reach a consensus as to the reason(s) that a given applicant is screened out – to be entered on your applicant flow chart. This is especially true for any applicant who is a goal candidate for the position.)
may consult with and/or seek the recommendations of other representatives of the employer, provided, however, that the President shall inform persons under consideration for tenure of any formal recommendation process and any such recommendations shall be guided only by the criteria contained in this Article. Formal tenure recommendations made to the President by management officials shall be consistent with the following:

(a) Recommendations shall be limited to bargaining unit members for whom the management personnel have direct supervisory responsibility.

(b) Such management recommendations shall be guided only by the criteria contained in this Article, and management personnel shall give consideration to all materials specified above and the recommendations of the supervisor and the committee.

(c) In the event that a bargaining unit member is not recommended for tenure, the management person shall inform the bargaining unit member, in writing, of areas needing improvement, where appropriate.

The foregoing shall not be deemed to limit the right of the President to consult other management representatives as provided in this paragraph.

Prior to making her/his decision respecting tenure, the President shall meet and discuss her/his intended decision with the Tenure Committee. Where there are differences between the President and the committee, the committee may forward a statement of the reasons for its position to the Chancellor.

The President may decide that a tenured appointment be granted, that a tenured appointment not be granted and a standard appointment issued, or that a tenured appointment not be granted and a final appointment issued. If a standard appointment is granted, the President shall specify areas of improvement, in writing, to the candidate and the tenured appointment review process shall be repeated the following year. The decision to grant a final appointment shall be subject to the provisions of Section 3 of this Article.

The President shall communicate his/her tenure decisions to the Board by April 1. The President shall inform the person concerned, in writing, of his/her decision.

ARTICLE X
WORKING CONDITIONS AND WORK LOAD

Section 1. Teaching And Related Duties Of Teaching Faculty

All Teaching Faculty members shall:
(m) distribute to students during the first week of classes, subject to subsequent modification, with copies to the supervising dean, a course outline or overview, information as to course objectives, topics and assigned time-frames, reading and attendance requirements, and an indication of evaluative and grading mechanisms to be utilized;

(n) attend System-wide convocations; conferences and meetings during the work year;

(o) prepare routine reports such as veterans’ attendance records or academic deficiency reports;

(p) during the second week of classes, submit to the supervising dean a schedule confirming the number, hours and location of each assigned course together with the location and time of office hours and other regularly scheduled professional responsibilities.

Section 2. Additional Responsibilities/Teaching

The Additional Responsibilities as specified in Section 3A may include, but shall not be limited to the following, and shall be for the purpose of fulfilling the mission, goals, and priorities of the college and the System as determined by the employer:

(a) preparation of special reports such as accreditation reports;

(b) participation in special college projects, surveys, studies;

(c) development of new instructional techniques, course offerings or programs, or major revisions of courses or programs;

(d) participation in community service activities designed to further the mission of the college;

(e) participation in career-development and related advising activities or special retention programs (in addition to academic and career-oriented advising required of all faculty as provided in Section 1(j) above);

(f) serving on System-wide committees;

(g) advising student organization and activities;

(h) peer evaluations requested by the college administration; the evaluation of part-time faculty; retention counseling; the recruitment of students;
(1) teach twenty-four contact/credit hours and perform related duties as provided in Section 1 above (one 50 minute lecture hour shall equal one contact/credit hour for purposes of this provision);

(2) perform Additional Responsibilities equivalent to the preparation and teaching of an additional three contact/credit course or an average of nine hours per week for each semester within the appointment year or teach an additional three contact/credit hours each semester or combine Additional Responsibilities with additional contact/credit hours as provided in Section 2 above.

(See Side Letter Re: Additional Responsibilities of Teaching Faculty and Additional Responsibilities Addendum.)

The parties agree that it is desirable to limit the number of class preparations required of a teaching faculty member to three per semester; however, it is recognized that the assignment of a fourth preparation may be required in special cases to accommodate the needs of the college. Whenever possible, the fourth preparation will be assigned on the basis of mutual agreement between the teaching faculty member and the President or his/her designee. Individuals responsible for four different class preparations in a semester shall be credited with two hours per week toward the satisfaction of Additional Responsibilities. The parties recognize that in some cases, in order to accommodate the needs of the college, the teaching load of a teaching faculty member may have to be unequally divided between the semesters of an academic year. Whenever possible, such an arrangement shall be on the basis of mutual agreement between faculty member and the President or his/her designee. No teaching faculty member shall be assigned more than 16 contact/credit hours – including the time spent on Additional Responsibilities pursuant to this Agreement – during any one semester.

The parties agree that an individual cooperative education or field-work placement which involves both the development of work placement and on-site evaluation by the unit member may be considered to be equivalent to six (6) student contact hours. This provision constitutes a general guideline and shall not be deemed to require a reduction in work load for any unit member.

(See side letter Re: Teaching Workload Obligation.)

B. Faculty Initiated Courses

For such purposes as developing new courses or experimental approaches, or providing for the cultural enrichment of teachers and/or students, teaching faculty may, with the approval of the college President, offer additional courses beyond the limitations of Article X, Section 3A. There shall be no compensation for such course offerings, except that after the following minimum SCH are reached on a cumulative basis, said teachers shall be offered the appropriate reduction in contact/credit hours of teaching the following semester. Cumulative minima: composition, foreign language, remedial courses, 80 SCH; all other courses, 100 SCH.
(1) when the faculty member is engaged in special college-approved community service programs or special employer-approved activities;

(2) when the faculty member is engaged in a program of study relevant to his/her professional responsibilities at an accredited institution and has not been granted released time;

(3) when a faculty member is engaged in research or writing deemed by the President to be beneficial to the member and to the college;

(4) when there are circumstances of a personal nature warranting special consideration. In any of the above instances, arrangements must be worked out giving careful consideration to schedules of other faculty and staff and needs of students for particular courses. Such arrangements may occur only with the written approval of the President.

Section 4. Duties of Nonteaching Professional Staff

All Nonteaching Professional Staff shall:

(a) within the work load limitations of Section 5 of this Article, perform such other duties as the President may assign, provided that such duties shall be consistent with the mission of the college;

(b) serve on college and division/department committees, if chosen;

(c) respond to and work with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.);

(d) possess strong information literacy skills, including the ability to word process and to use spreadsheets, presentation ware, e-mail, CD-ROM, compressed video, the Internet, the World Wide Web, and other distance communication modalities; demonstrate the ability to evaluate, synthesize, and make decisions from data (see side letter Re: Technology Training);

(e) attend and participate in commencement ceremonies, unless excused by the President, wearing academic garb when required (see side letter Re: Commencement);

(f) attend and participate in college convocations, conferences, and meetings, and divisional/departmental meetings during the work year;
B. Work Year
The work year for twelve-month nonteaching professional staff shall normally begin on July 1 and conclude the following June 30.

The work year for ten-month nonteaching staff shall begin on or after a date established by the employer. Ten-month staff then serve for a continuous period of ten months, unless the parties mutually agree otherwise, or, specifically, not less than 217 days.

This provision shall not prevent the Board from making appointments of shorter duration.

C. Informal Work Schedule Adjustments/Compensatory Time
In those cases in which a professional staff member, in significant measure, works repeatedly more than 35 but less than 40 hours per week, informal work schedule adjustments will be accommodated. When work is performed in excess of 40 hours per week, compensatory time will be provided on a one-for-one basis in accordance with the following procedure:

1. Compensatory time can be accrued only with the prior approval of the employer, except when emergencies or unanticipated conditions make it impractical to obtain such prior approval.

2. There shall be a record of accrued compensatory time as it is approved and used. Such record of accumulated compensatory time shall be available to the employee and the union.

3. Compensatory time shall be used within the calendar year earned or within three months of being earned, whichever comes later, at times mutually agreeable to the employee and supervisor. When using compensatory time, employees are expected to take into account the interests of the college and to accommodate to the scheduling requests of supervisors. In the event that time off is not allowed, the employee may request that compensatory time be taken at a later date. Such requests shall not be unreasonably denied. Compensatory time not used pursuant to this provision shall be lost, except as provided in paragraph 4.

4. The parties recognize that there may be special circumstances in which their agreements with respect to informal work schedule adjustments and use of compensatory time cannot be implemented because of the nature of the work or staffing. In those circumstances, employees will accrue compensatory time on a seven-for-ten basis for all time worked between 35 and 40 hours per week and on a one-for-one basis for hours after 40 per week up to a total of 70 hours. In any pay period, after an employee in such circumstances accrues 70 hours of compensatory time, the employee will be paid at a straight time rate for those additional hours which would have otherwise been added to the compensatory time total. Situations to be covered by this provision will be identified by mutual agreement of the parties. This method of computing for
D. Professional Day

There shall be a Professional Day each year, scheduled on a Saturday between March 15 and April 15, for the purpose of discussing matters of educational concern to the Community College System, its staff, and students. The organization of the Professional Day shall be the responsibility of a Professional Day Committee of six members, of whom three shall be named by the Congress and three by the Board. The Congress and the Board shall each contribute $500 for the expenses of the Professional Day, unspent monies to be refunded to each on an equal basis.

E. Audio-Visual Instructional Materials and Copyrights

There shall be a Study Committee on Audio-Visual Instructional Materials and Copyrights composed of eight members, four to be appointed by the Board and four by the Congress. This committee shall make recommendations regarding disposition and future use of material developed by a professional staff member while in the employ of the Board, royalties, residual fees, assignment of copyrights, and related matters. When and if the committee reaches agreement on a policy with regard to this subject, such shall become an official part of this Agreement after ratification by the Board and the Congress.

F. Summer Session Assignments

Priority for consideration for summer session assignments for additional pay will be given to full-time ten-month professional staff members within each college for employment in their primary areas of competence up to a maximum of 80% of the anticipated course offerings. Each college shall establish a system of rotation for allocating available opportunities. The offer of employment is made only by written contract executed by the President. In selecting professional staff members for the summer session, the President may consider but is not limited to consideration of the requirements of the assignment and any special skills or experience of potential assignees. Nothing herein shall preclude the President from offering summer school employment to nonbargaining unit members.

Summer session pay shall be according to the schedule for part-time lecturers, except that up to two courses per session, but no more than four per college per summer, may be taught at a lower rate by mutual agreement between the employee and the college.

G. Inclement Weather or Other Emergency Condition

a. Pursuant to Board policy, when the President determines that classes or other college services should be cancelled due to inclement weather or other emergency condition, the college shall be closed and only essential employees are expected to report to work. In such a situation, no non-essential employee will be required to use accrued leave. However, academic requirements must be made up in a manner approved by the President or his/her designee.
I. Changes in Assignment of Professional Staff

The terms of an appointment of a member of the professional staff assigned to a different Board classification (excluding promotion) or the reclassification of the member of the staff from a 10- to an 11- or 12-month appointment or from a 12- to an 11- or 10-month appointment shall be negotiated for a period not to exceed 30 days with the individual concerned, who may be represented by the Congress. A change from a 12- to an 11- or 10-month appointment shall result in a 1/12 reduction of the original base salary for the first appointment year following said change and for 10-month appointments an additional 1/12 reduction of original base salary for the second appointment year. The terms of appointment shall be in writing. The decision to reclassify shall not be subject to arbitration except on the basis that the decision was arbitrary and capricious.

J. Notice of Retirement or Resignation

It is recognized by the parties that a professional staff member should give notice of retirement or resignation in advance whenever possible in order to allow for the normal recruitment and hiring process, preferably not less than 90 days.

K. Part-time Employment at Another Community College

Whenever a full-time member of the professional staff is employed to teach part-time at any Community College in the System, the rate of compensation for said teaching shall be calculated upon the basis of the total number of courses previously taught by that individual in any and all colleges in the Community College System.

L. Health and Safety

The employer shall maintain safe and healthy working conditions in accordance with applicable law. Unit members shall not be required to work under unsafe conditions, provided that such conditions have been brought to the attention of the President of the college or his/her designee, in writing, by the unit member and the college has failed to exercise reasonable efforts to redress the complaint; however, a unit member must follow the rule, work now, grieve later, unless there is imminent danger to the employee's physical well being.

In any grievance regarding this Section, the award of an arbitrator in matters relating to physical facilities, staffing and the hiring of additional staff shall be advisory only and not binding on the Board. This limitation shall not prevent the Board of Trustees from seeking legislative funding pursuant to the advisory opinion.

The Board shall comply with the provisions of the Connecticut Occupational Safety and Health Act. Such compliance shall not be subject to arbitration.

M. Assignment to Teach at Another College

By agreement, faculty members may be assigned to teach one or more courses, not to exceed eight (8) contact/credit hours in any one semester, at a college in the Community College System other than the "home" college. If, on any day, the faculty member's total travel obligation exceeds the normal round-trip commuting
PROGRAM COORDINATOR
Category II (Middle)

POSITION SUMMARY
Within the academic area of the college, performs the duties of a full-time faculty member and, in addition, plans, coordinates and supervises a specialized degree or certificate program that prepares a student for employment in aid-sensitive people issue areas. Working supervisory level.

SUPERVISION RECEIVED
Works under the supervision of an Academic Department/Division Director, Dean, or other supervisor.

SUPERVISION EXERCISED
Supervises professional and support staff connected to program as assigned.

PROFESSIONAL DUTIES
- Teaches courses as assigned
- Performs other faculty duties as outlined in the bargaining unit contract

KEY EFFECTIVENESS AREAS
The key effectiveness areas listed below represent the output requirements of this position in addition to those imposed by teaching. Requirements may vary depending on size and complexity of program and assigned functions. These outputs are to be timely, accurate, cost efficient and effective in meeting the goals of the college and the needs of the students and the community.

- Curriculum planning and development
- Recommendation for the selection, oversight and evaluation of program-related faculty
- Student recruitment and retention
- Preparation and budgetary monitoring of program contracts
- Student advisement and monitoring of progress
- BOT/DHE program evaluation and licensing/accreditation reports
- Locate, secure and coordinate field placement sites
- Administrative activities, including scheduling of courses, and procurement of supplies and/or materials.
- Coordination and supervision of program facilities on campus and at external sites
- Community, fieldwork site and/or workplace liaison.

POSITION RESPONSIBILITIES
Program Development, Administration, Program Reporting
- Provides leadership in the planning, development, modification and updating of program curriculum; maintains and communicates current knowledge of instructional philosophy, trends and methodology.
- Communicates regularly with faculty associated with the program, both on campus and at clinical sites, to identify program needs and concerning all aspects of program.
- Provides leadership and coordination in the selection and evaluation of textbooks and other teaching media.
Meets with on-site evaluators, prepares data, conducts self-study and/or licensing data and prepares reports.
- Recommends, screens, orients, supervises and evaluates full and part-time program and support faculty and staff.
- Schedules and coordinates class offerings and faculty assignments.
- Provides oversight to lab or facilities operations including coordinating and scheduling facility use, purchasing and inventory of supplies and equipment, and supervision of staff.

Student Relations
- Recruits students through preparation and distribution of marketing materials, outreach within the community and personal and telephone interviews with prospective students, their counselors and others.
- Provides academic advisement to new and continuing students.
- Ensures that students placed in field settings receive meaningful educational experiences through on-going communication with field personnel or supervisors.
- Resolves student problems with faculty or field personnel where the student has previously raised the issue with the appropriate individual and the issue remains unresolved.
- Provides past and current students with career advisement.
- Acts as advisor to student activity related to program.

Work Place Liaison
- Communicates all aspects of program within and out of college.
- Coordinates field site/internship placements; monitors student performance through on-site visits and evaluations.
- Maintains liaison with local field site personnel, local agencies, community groups and organizations and others involved with the program.
- Identifies trends and needs in employment, develops plans and recommendations to meet needs and address changes.
- Identifies and secures field placements for students; develops agency agreements for such placements as appropriate.
- Identifies and communicates career opportunities for graduates.
- Responsible for program advisory committee and serves on committees or boards as applicable.

PERFORMS RELATED DUTIES AS REQUIRED

Wellsjob description\program coordinator category II (middle)
1/25/95
For Search Advisory Committee (SAC) members...

A Note on Developing Interview Questions

The task of the Search Advisory Committee is to review applications for a vacant position and invite candidates who appear to be qualified to interview for the position with the Search Advisory Committee in order that the Committee can present two to four well-qualified candidates to the President, who will make the hiring decision. That said, there is only so much you can discern from the paper application – the point of the interview process is to meet a number of apparently qualified applicants and use that in-person meeting opportunity (1) to confirm (or disconfirm) the impressions that led the SAC to wish to meet the applicant in person (or electronically, in some cases); (2) to “fill in the gaps” for qualifications (minimum or preferred) that cannot be fully discerned from the paper application; and (3) to investigate whether particular applicants truly seem well suited for the position to be filled. The committee’s job is to seek and capture as much information as possible from the application review and the interview process to assess whether the applicants represent good matches for the needs of the position.

(Note: Committee members should not take it upon themselves to go beyond the scope of the search process – no electronic searches, visits to Facebook pages, telephone calls to friends who may know this person, etc. Why? Because if you find adverse information, what are you going to do with it? How do you “rationalize” it, given that it is not a part of the authorized search process? Having information you cannot legitimately use puts you in a place you don’t really want to be...)

For the most part, your interview questions should relate to the requirements presented in the Position Announcement. To the extent that qualifications listed in the position announcement (either minimum or preferred) are qualitative, you need your questions to provide evidence about the breadth, depth and quality of the candidate’s experience that will help you assess whether he/she meets the qualification. You may need to develop a sense of how the applicant approaches getting his/her work done. You may need to be able to check/ “test for” areas that appeared somewhat ambiguous in the written materials. Additionally, typical areas to explore in the interview include why the applicant is interested in MxCC and in the particular position for which he/she is interviewing. You may also want to assess whether the applicant seems to have researched the college and position.

For each interview question, you also need a “rubric” (benchmark) – a guide as to what would be considered a “good” or “strong” response – see attached for some general questions and associated rubrics that have been used in past searches. These are intended as guides and idea starters – there is no requirement that your committee use these particular questions or criteria in your interview sessions.
Some Sample Questions and Rubrics/Benchmarks:

Why are you interested in the Instructional Support Specialist-Math position? How does this position meet your professional goals and your personal goals?

The response should give insight into how the candidate sees this job as contributing to his/her career goals by providing compelling reasons why this position is a good fit for his/her career trajectory. Candidate may present a variety of responses, but should be able to include a clear vision for professional and personal growth and development.

What do you know about Middlesex Community College, and what interested you in this position?

This question should provide insight to the research done about the college and why the candidate is interested in our school. Candidate’s response should provide evidence that he/she has researched the college website. A strong response would include indications that the candidate had reviewed the College Strategic plan, that MxCC strives to be “the college of our community,” the fact that we have two campus locations (and perhaps the implications of that fact); and some sense of the size, mission and make-up of the college. Responses will vary as to the candidates’ expressed interest in the position.

Middlesex Community College serves a very diverse group of students. Many cultures are represented at the college in our student body, faculty and staff. Our students also represent a wide range of ages, life experiences, and socio-economic backgrounds. Some of our students are from suburban and semi-rural areas and some are from highly urban settings. In your previous experience as a librarian, or elsewhere in your life, what would you draw on to relate to the diversity in our student body, faculty and staff? Can you provide one or more examples of ways you have found to provide services to individuals or groups from very different backgrounds than your own? What challenges do you foresee for yourself coming into this role?

This question is directly related to the responsibilities in the job announcement. Strong responses would include articulated examples that indicate a penchant for providing services in spite of obstacles and an ability to establish rapport with people different from him/herself (and valuing the opportunity). Strong responses could also indicate interest and experiences in exploring diversity in a variety of ways, activities such as tutoring in various settings, etc. A strong response would also include some thoughtful self-disclosure as to where the candidate might experience some challenges, and a willingness to work these through.

Please describe your supervisory experience, including how many staff you currently supervise, and your supervisory style.

The purpose of this question is to provide insight into how the candidate sees him/herself as a leader. Inclusivity and Forthcoming with information and a collaborative style should be indicated or stated clearly in the response.

Describe your view of a team-based approach to working. Provide an example of a time you felt particularly effective in working as a member of a team. How narrowly or broadly do you tend to define your own job duties?

This question is directly related to the responsibilities in the job announcement. The response will include an example of the candidate’s effectiveness in working as a team member and openness to taking on whatever might be needed to accomplish a goal.
**Middlesex Commun., College Applicant Flow Chart**

**Title of Position:** Instructor - Biotechnology  
**Date Posting Closed:** June 10, 2016  
**Completion Date of Applicant Flow Chart:**

**Category of Position:** Professional - Faculty  
**Hiring Goals:** 2 WF, 1 OM, 1 BM  
**Search Advisory Committee Members:** Michelle Kaczkoski & Judy Wallace, (Co-Chair) James Quinlan, Betty Riedinger

<table>
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<tr>
<th>Applicant Name</th>
<th>App. #</th>
<th>App. Complete? (Specify)</th>
<th>Race*</th>
<th>Sex</th>
<th>Date Reviewed by SAC</th>
<th>Met Min. Quals.? (Y/N) (Specify)</th>
<th>Invited for 1st Interview? (No or Date)</th>
<th>Reason(s) Not Interviewed **</th>
<th>Invited for 2nd Interview? (No or Date)</th>
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<th>Comments (Specify) - Please indicate what was missing, how applicant did not meet minimum qualis, or provide other comments relevant to elimination</th>
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* Race: B=Black (not Hispanic); W=Euro Ethn (not Hispanic); H=Hispanic;  
N=Native American; A=Asian or Pacific Islander; O=Other; U=Unknown  
** = Only met minimum qualifications  
2 = Some preferred qualis, but LT those invited

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Sample
Opportunities to Serve – Nominations/Self-Nominations due by Friday April 6, 2018

Flanigan, Jill

Wed 3/28/2018 4:30 PM

To: Wallace, Judy R <jwallace@mxcc.commnet.edu>; Flanigan, Jill <jflanigan@mxcc.commnet.edu>

Opportunities to Serve – Nominations/Self-Nominations due by Friday April 6, 2018

Elections will be held the following week; details to follow.

Please respond with nominations/self-nominations by e-mail copied to Jill Flanigan and Judy Wallace by Friday April 6, 2018.

Position descriptions and eligibility are listed below.

**Students First Committees**

- Open to Faculty and Staff
  - **Governance Workgroup**
    - Term May 1, 2018 – June 1, 2019
    - The purpose of this group is to develop a proposal for the one-college shared governance model.
    - The name of the elected representative is due to the SF ASA Consolidation Committee before April 20, 2018.
    - The first meeting of this group will be held in May 2018 and then work will resume in the fall.
  - **SF ASA Consolidation Committee**
    - The appointed member will serve on the SF ASA Consolidation Committee and may be appointed to serve on one or more subgroups of the committee which may include Mission/Vision, Student Affairs Policies, General Education, Specialized Program Accreditations, Governance, Placement, Discipline Review Faculty Working Groups, Developmental Education, Assessment and Framework, and Strategic Planning.
    - Undetermined if work will continue during the summer.
    - The newly appointed representative will attend the next meeting of the Committee scheduled for 10:00am Friday April 20, 2018.
  - Open to Faculty (with possible exception of staff with specific related skill set)
    - **General Education Workgroup**
      - The purpose of this group is to create the general education requirements for the one college.
      - The work of this committee is due by October 2018.
      - The work of the committee will require a significant commitment of time immediately and possibly through the summer to meet the October due date.
      - Work over the summer, if any, is voluntary and unpaid.
      - Work completed over the summer will be reviewed and voted on in the fall.

**MxCC Academic Assembly Positions**

- Open to Members of Academic Assembly:
  - **Chair-Elect of Academic Assembly**
    - Term: The chair-elect will be elected in May to serve a one-year term, (continuing into a two-year term as committee chair).
    - The chair-elect will serve on the Executive Council.
    - The chair-elect will be a representative of the college at the Community College Governance Association (CCGA).
- Open to Faculty:
  - **Faculty Representative to MxCC Executive Council**
    - Term: The Faculty representatives will be elected in May and will serve a one-year term.
    - The faculty representatives will serve on the Executive Council.
    - There is a monthly meeting commitment.

Thank you,

Jill Flanigan, Academic Assembly Chair
Judy Wallace, FAC and SF ASA Consolidation Committee
Greetings everyone,

At our Fall Semester Kick-Off Meeting, we unveiled three strategic priorities which were chosen to provide focus for our work this year:

- Rebooting our Advising, Registration, and Retention Systems
- Developing a 21st Century Marketing Plan
- Declaring our Academic Identity

These priorities were determined through feedback you provided as part of last year's Strategic Planning process. This process resulted in a new Strategic Plan ("Forging a Path Forward"), Mission Statement, and Vision & Values for the college.

Each priority will have a college-wide task force reporting to our Shared Governance structure. I'm pleased to announce that many of you volunteered to be members of a task force. The list is attached to this email.

We asked the Deans' Administrative Assistants to serve as both a member and recorder for each task force. They will be responsible for taking minutes and submitting them to Corey Martell. Corey will create and maintain a website attached to our Governance website so that each task force's minutes and guiding documents can be posted for full transparency and open communication.

Deans Masiol, Dumont-Smith, and I will serve as Management Co-Chairs and will call the first meeting for our assigned task force. The group will use its first meeting to elect a Faculty/Staff Co-Chair, take an overview look at the strategic priority, organize its work (i.e., identifying data we have and data we don't have), and set a calendar of future meetings.

All three teams will jointly participate in a workshop on the "Design Thinking" process, tentatively scheduled for our Reading Day of Tuesday, October 17. The workshop will be facilitated by someone who has used Design Thinking in education and in business. Pioneered by Stanford University, Design Thinking is an organizational problem-solving approach that encourages innovation while striving to meet the needs of the "end user." For us, that's our students, who in our Mission Statement are the center of Middlesex Community College.

Here are a couple of resources to get you thinking about "Design Thinking":

- The 5 Steps of Design Thinking (graphic)
- Introduction Guide (PDF)

Looking forward as One Team,
Steve
SHARED GOVERNANCE

Shared governance offers the opportunity for all faculty, staff, and students to actively contribute to the decision-making process at Middlesex Community College in pursuit of excellence in its educational mission. The governance system ensures open communication among all groups, including the Lead Campus Administrator and administration. The decisions and policies that result from this inclusive model of governance are made better through the collective intelligence of the college community. Not all decisions or actions by members of the campus community are matters of deliberation for the governance system and the governance process is not intended to supersede the designated authority and responsibility of individuals or offices of the college responsible for daily operations. Ultimately, legal authority for decision-making at the college rests with the Board of Regents, which delegates authority for day-to-day operations to the Lead Campus Administrator. The framework of the governance system ensures that the Lead Campus Administrator receives timely input from faculty, staff, and students and gives consideration to their recommendations in addressing issues and making policy.

This model was developed to address concerns about a lack of transparency, accountability, communication, and engagement repeatedly expressed by participants in recent years. The NEASC accreditation report of 2013-14 also identified governance as an area of particular concern at the college. In addition, recent significant budget challenges highlight the need for a nimble yet inclusive decision-making process.

EXECUTIVE COUNCIL

The Executive Council consists of management, and faculty and staff representatives elected in each Assembly acting in an advisory capacity to the Lead Campus Administrator. Duties include strategic planning, scheduling all governance system meetings, reviewing policy recommendations from the Assemblies, communication with the Assemblies, and evaluation of the overall governance system. The Executive Council may establish ad hoc committees and task forces as needed to conduct its work.

EXECUTIVE COUNCIL LEADERSHIP

Chair (one-year term, Chair will be elected in May for the following academic year)
Vice Chair (one-year term, Vice Chair will be elected in May for the following academic year, serves as assistant to the Chair).
Corey Martell, Executive Recorder (ex-officio; Executive Assistant to the Lead Campus Administrator)

EXECUTIVE COUNCIL MEMBERSHIP

Lead Campus Administrator (ex-officio, non-voting)
Executive Assistant to the Lead Campus Administrator (ex-officio Executive Recorder, voting)
Dean of Academic Affairs
Dean of Students
Dean of Administrative Services
Associate Dean of Development
Visiting Deans when applicable
Director of Human Resources
Director of Institutional Research
Representatives from Assemblies (Chair, Vice Chair)
Three Faculty Representative (one year term, to be elected in May by the Academic Assembly for the following academic year).
Student Senate Representative

EXECUTIVE COUNCIL COMMITTEES
Governance Evaluation Committee

EXECUTIVE COUNCIL PRODUCTS:
Strategic Plan, including annual strategic priorities for Assemblies
Annual Calendar of Governance Meetings
Governance Review
Semester Report
Minutes and records of all meetings and decisions

EXECUTIVE COUNCIL REPORTING RELATIONSHIPS:
The Executive Council advises the Lead Campus Administrator
The three Assemblies report to the Executive Council
The Governance Evaluation Committee reports to the Executive Council

EXECUTIVE COUNCIL MEETING SCHEDULE:
Monthly throughout the calendar year on the third Wednesday of every month (except in September and March when the meetings will be held on the fourth Wednesday).
ACADEMIC ASSEMBLY
The Academic Assembly brings together monthly all academic faculty and staff to discuss and address academic issues of concern to the college. It makes policy recommendations to the Lead Campus Administrator through the Executive Council on academic matters. The Academic Assembly addresses curriculum, degree requirements, academic standards, academic advising, academic freedom, and Learning Commons. The Assembly facilitates communication between the Executive Council, faculty and academic staff. The Academic Assembly may establish committees and task forces as needed to conduct its work.

ACADEMIC ASSEMBLY LEADERSHIP
Chair (two-year term)
Chair-Elect (one-year term, to be served during the second year of the chair’s term)
Recorder (two-year term)
Liaison, Administrative Assembly
Liaison, Student Services Assembly

ACADEMIC ASSEMBLY MEMBERSHIP
Dean of Academic Affairs (ex-officio, non-voting)
All full-time and part-time faculty
Division Directors
Director of Non-Credit Programs
Academic Support Specialists
Distance Learning
Library
2 Liaisons from other Assemblies (1 from each of the other Assemblies; non-voting)

ACADEMIC ASSEMBLY COMMITTEES
Curriculum Committee

ACADEMIC ASSEMBLY PRODUCTS
The Academic Assembly will act on all action items brought to the Assembly and forward the Action Item to the Executive Council with its recommendation or return it to the Originator if changes are needed before a decision can be made.
Program & Curriculum Proposals
Minutes and records of all meetings and decisions
Semester Report

ACADEMIC ASSEMBLY REPORTING RELATIONSHIPS
The Academic Assembly reports to the Executive Council.
The Curriculum Committee reports to the Academic Assembly.

ACADEMIC ASSEMBLY MEETING SCHEDULE
Monthly throughout the academic year on the second Tuesday of every month (except in September and March when the meeting will be held during the third week).
ADMINISTRATIVE ASSEMBLY
The Administrative Assembly brings together monthly all administrative staff to discuss and address administrative issues of concern to the college. It makes policy recommendations to the Lead Campus Administrator through the Executive Council on administrative matters. The Administrative Assembly addresses fiscal, budget, human resources, facilities, space allocation, safety, hazard mitigation, security, and information technology. The Assembly facilitates communication between the Executive Council and the administrative staff. The Administrative Assembly may establish committees and task forces as needed to conduct its work.

ADMINISTRATIVE ASSEMBLY LEADERSHIP
Chair (two-year terms)
Chair-Elect (one-year term, to be served during the second year of the chair’s term)
Recorder (two-year term)
Liaison, Academic Assembly
Liaison, Student Services Assembly

ADMINISTRATIVE ASSEMBLY MEMBERSHIP
Dean of Administration (ex-officio, non-voting)
Associate Dean of Development
Information Technology
Finance
Human Resources
Maintenance
2 Liaisons from other Assemblies (1 from each of the other Assemblies; non-voting)

ADMINISTRATIVE ASSEMBLY COMMITTEES
Formed as needed by recommendation of Executive Council

ADMINISTRATIVE ASSEMBLY PRODUCTS
The Administrative Assembly will act on all action items brought to the Assembly and forward the Action Item to the Executive Council with its recommendation or return it to the Originator if changes are needed before a decision can be made.
Minutes and records of all meetings and decisions
Semester Report

ADMINISTRATIVE ASSEMBLY REPORTING RELATIONSHIPS
The Administrative Assembly reports to the Executive Council.

ADMINISTRATIVE ASSEMBLY MEETING SCHEDULE
Monthly throughout the calendar year on the second Thursday of every month (except in September and March when the meeting will be held in the third week). Meetings are mandatory.
STUDENT SERVICES ASSEMBLY
The Student Services Assembly brings together all student services staff to discuss and address student service issues of concern to the college. It makes policy recommendations to the Lead Campus Administrator through the Executive Council on all student service matters. The Student Services Assembly addresses student recruitment and retention, enrollment management, academic advising, student orientation, graduation, student activities, Title IX, disability support services, and counseling. The Student Services Assembly facilitates communication between the Executive Council and the student services staff. The Student Services Assembly may establish committees and task forces as needed to conduct its work.

STUDENT SERVICES ASSEMBLY LEADERSHIP
Chair (two-year term)
Chair-Elect (one-year term, to be served during the second year of the chair’s term)
Recorder (two-year term)
Liaison, Administrative Assembly
Liaison, Academic Assembly

STUDENT SERVICES ASSEMBLY MEMBERSHIP
Dean of Student Services (ex-officio, non-voting)
Enrollment Services
Advising
Retention
Disability Services
Financial Aid
2 Liaisons from other Assemblies (1 from each of the other Assemblies; non-voting)

STUDENT SERVICES ASSEMBLY COMMITTEES
Formed as needed by recommendation of Executive Council

STUDENT SERVICES ASSEMBLY PRODUCTS
The Student Services Assembly will act on all action items brought to the Assembly and forward the Action Item to the Executive Council with its recommendation or return it to the Originator if changes are needed before a decision can be made.
Minutes and records of all meetings and decisions
Semester Report

STUDENT SERVICES ASSEMBLY REPORTING RELATIONSHIPS
The Student Services Assembly reports to the Executive Council

STUDENT SERVICES ASSEMBLY MEETING SCHEDULE
Monthly throughout the calendar year on the second Tuesday of every month (except in September and March when the meeting will be held in the third week). Meetings are mandatory.
CURRICULUM COMMITTEE
The Curriculum Committee will review proposals and make recommendations to the Academic Assembly on new and revised programs and courses, academic calendar, academic standing, graduation requirements, grading policy, course substitution, waivers, withdrawal, prior learning assessments, and independent study.

CURRICULUM COMMITTEE LEADERSHIP
Co-Chairs (2) one responsible for Gen. Ed. Assessment, the other for traditional responsibilities, (Co-Chairs to be elected to staggered terms for continuity).
Chair-Elect elected to staggered terms biannually.
A Recorder may be elected annually or designated on a monthly basis.

CURRICULUM COMMITTEE PRODUCTS
Minutes and records of all meetings and decisions
Semester Report
The Curriculum Committee will act on all proposals brought to the committee and forward the proposals to the Academic Assembly with its recommendation or return it to the Originator if changes are needed before a decision can be made.

CURRICULUM COMMITTEE REPORTING RELATIONSHIPS
The Curriculum Committee reports to the Academic Assembly.

CURRICULUM COMMITTEE MEETING SCHEDULE
Monthly throughout the calendar year on the first Tuesday of every month (except in September and March when the meeting will be held in the second week). Curriculum Committee will meet in person or electronically during months faculty are off contract ONLY if there is an unusual and time-sensitive need that must be processed through this Committee.

CURRICULUM COMMITTEE MEMBERSHIP
One Counselor (to be decided in conjunction with immediate Supervisor)
Associate Registrar
Librarian
Dean of Academic Affairs (or designee)
Academic Division Director, School of Allied Health, Business, and STEM
Academic Division Director, School of Arts & Media, Humanities, and Social Sciences
Three Full-Time Faculty, School of Allied Health, Business, and STEM
Three Full-Time Faculty, School of Arts & Media, Humanities, and Social Sciences
MxCC faculty liaison to the Framework Implementation Review Committee (FIRC)
GOVERNANCE EVALUATION COMMITTEE
The Governance Committee is responsible for ensuring the effectiveness of the Governance System by monitoring and evaluating the activities of the governing bodies, soliciting feedback from faculty and staff, and making recommendations to the Executive Council as needed to enhance the governance system.

GOVERNANCE EVALUATION COMMITTEE LEADERSHIP
Chair (two-year term)
Vice Chair (one-year term)
Recorder elected to biannual term

GOVERNANCE EVALUATION COMMITTEE MEMBERSHIP
Chair and Chair-elect, Academic Assembly
Chair and Chair-elect, Administrative Assembly
Chair and Chair-elect, Student Services Assembly
One Management Representative
Director of Institutional Research
Two members of Governance Implementation Task Force (during the initial test period 2015-16)

GOVERNANCE EVALUATION COMMITTEE PRODUCTS
Survey(s) of faculty and staff
Report and recommendations to the Executive Council
Response to any issues/concerns brought to the committee
Minutes and records of all meetings and decisions
Semester Report

GOVERNANCE EVALUATION COMMITTEE REPORTING RELATIONSHIPS
The Governance Evaluation Committee reports to the Executive Council.

GOVERNANCE EVALUATION COMMITTEE MEETING SCHEDULE
Monthly throughout the calendar year on the first Wednesday of every month (except in September when the meeting will be held in the second week).
The College has received notification that the 4C’s Professional Development Funds for 2016 – 2017 are $29,638 for full-time members; and $656.00 for part-time members. The Sabbatical and Professional Development Committee will convene to make a recommendation regarding individual allocations to President Wasescha.

Full-time and part-time 4C’s employees are to follow the guidelines outlined below in order to utilize these funds for professional development activities.

Please seek pre-approval from your supervisor in writing. Your request to your supervisor should include the name of the event, city and state, cost of the registration fee, estimated cost of flight, estimated cost of lodging, estimated cost of other incidentals, if you are including any “sight-seeing days” and, how this relates to your job. Understand that there is no guarantee that Professional Development funds will become available or that the employee will be entitled to reimbursement.

Make all registration, travel, and accommodation arrangements. Employees must personally pay these expenses up front.
Upon returning from your professional development travel, complete a Reimbursement Form. Attach all receipts (except for meals, since you are entitled to the State allocation), sign the form and seek your supervisor’s signature. The Reimbursement form is on the P drive and in Blackboard Faculty Central under Policies. Forward the packet to Lil Baruffi. Reimbursement amounts will be based on individual allocation determined by the Professional Development Committee, approval of the President, and availability of PD funds for the current fiscal year. They will be processed on a first-come, first-served basis.

Timely Submission of Business Travel Paperwork
If a Travel packet is not in place before the trip, including all signatures and supportive documentation, the employee is not authorized to attend the event; the business trip may not be covered or reimbursable; the employee is in violation of College policy; and the College would not be liable for the person for any such reason while they are on the trip. Failure to adhere to this policy will result in the employee taking full responsibility for all expenses and logistics incurred.

Thank you,
Anastasia Pych

Anastasia Pych
Director of Human Resources
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
860-343-5870 (fax)
860-343-5751 (ph)
4C's Members Only - Notification of Available Professional Development Funds

PA Pych, Anastasia
Thu 11/2/2017, 10:55 AM
MX-Employees

You forwarded this message on 11/21/2017 11:48 AM

TA & Reimbursement fo... MxCC Travel Authorizati...
88 KB 69 KB

Show all 2 attachments (157 KB) Download all Save all to OneDrive - CSCU

Action Items

Dear Colleagues:

The College has received notification of the allotted 4C's Professional Development Funds for 2017 – 2018. Full time members have been allocated a total of $99,615; and part-time members have been allocated a total of $758.00. The Sabbatical and Professional Development Committee will convene to make a recommendation regarding individual allocations to Dr. Steve Minkler. I will communicate the individual allocation amounts once finalized. Funds not expended by June 30, 2018 will revert back to the BOR.

Full-time and part-time 4C's employees are to follow the guidelines outlined below in order to utilize these funds for professional development activities.

1. Please seek pre-approval from your supervisor in writing. Your request to your supervisor should include the name of the event, city and state, cost of the registration fee, estimated cost of flight, estimated cost of lodging, estimated cost of other incidentals, if you are including any "sight-seeing days" and, how this relates to your job. Understand that reimbursement is on a first-come, first-served basis and there is no guarantee that the employee will be entitled to reimbursement.

2. Make all registration, travel, and accommodation arrangements. Employees must personally pay these expenses up front.

3. Completed Travel Authorization packets, with the employee’s signature and supervisor’s signature, must be submitted to the travel liaison, Lil Baruffi, at least one month prior to the trip. Attach conference flyer, conference agenda, registration confirmation, flight confirmation, hotel confirmation, etc. The TA should be coded to Professional Development funds. Please remember a Travel Authorization is required for all out of state travel regardless of cost, and for any in-state travel costing more than $25.

4. Upon returning from your professional development travel, complete a Reimbursement Form and seek your supervisor’s signature. Attach all receipts, including receipts for any meals. New contract language authorizes reimbursement for the actual amount spent on meals, not to exceed $100 per day. Forward the packet to Lil Baruffi. Reimbursement amounts will be based on individual allocation determined by the Professional Development Committee, approval of the President, and availability of PD funds for the current fiscal year. Reimbursements will be processed on a first-come, first-served basis.

Timely Submission of Business Travel Paperwork
convenience. If a travel packet is not in place before the trip, including all signatures and supportive documentation, the employee is not authorized to attend the event; the business trip may not be covered or reimbursable; the employee is in violation of College policy; and the College would not be liable for the person for any such reason while they are on the trip. Failure to adhere to this policy will result in the employee taking full responsibility for all expenses and logistics incurred.

Thank you,
Anastasia Pych

Anastasia Pych
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4C's Members Only - Promotion Process 2017-2018

PA Pych, Anastasia
Thu 1/9/2017, 1:29 PM
MX-Employees

Sent items

Schedule B Qualification... promotion application...
89 KB 28 KB

promotion application f...
30 KB

Show all 3 attachments (147 KB)  Download all  Save all to OneDrive - CSCU

Dear Colleagues,

I wanted to provide an update regarding the annual promotion process. Typically, by this time, a list of employees eligible for promotion has been disseminated. However, this practice will no longer continue as a result of the tentative agreement between the parties. In addition, the deadline to apply for promotion has been moved to the first day of the Spring semester (January 16, 2018). The tentative agreement also implements a new “intent to apply” deadline of the last day of the Fall semester. While this is not a requirement, employees who will be applying for promotion are encouraged to notify me of their intent to apply by the last day of the Fall semester (December 23, 2017). Particularly for faculty, this will allow me the ability to ensure you meet the minimum qualifications of the next higher rank (as noted in Schedule B, attached) in time for the promotion committee to begin their work early in the Spring semester.

The normal expectation for promotion eligibility is after three years of service since the previous promotion or original appointment to the bargaining unit, whichever is more recent. However, employees who do not meet that criteria are permitted to apply. I have attached promotion applications for your convenience.

If there are any questions, feel free to contact me.

Thanks,
Anastasia

Anastasia Pych
Director of Human Resources
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
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860-343-5751 (ph)

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Please see the attached notice which lists employees who are eligible to apply for promotion. We will forward promotion applications to the identified staff shortly.

If your name does not appear on this list, but you are interested in applying, please contact Noreen Wilson for an application. Please note, Faculty who are interested in applying must meet the minimum qualifications of the next higher rank as outlined in the attached Schedule B in order to be considered.

Feel free to contact me with any questions.

Thank you,
Anastasia

Anastasia Pych
Director of Human Resources/Labor Relations
Middlesex Community College
100 Training Hill Rd.
Middletown, CT 06457
860-343-5751 (ph)
860-343-5870 (fax)
I have reviewed this Affirmative Action Plan for the reporting period of January 1, 2016 to December 31, 2017. To the best of my knowledge and belief, its contents are true and correct.

I acknowledge that the ultimate responsibility for promoting and enforcing Affirmative Action at Middlesex Community College rests with me, and I will make every effort, along with the College Community at large, to achieve the objectives, goals and timetables set forth in this plan.

We realize that Affirmative Action is necessary throughout the employment process and we continue to examine our employment processes from beginning to end with the goal of discovering and removing barriers to access. In addition, we will continue to be vigilant in ensuring that all terms, conditions and privileges (including upward and lateral mobility) are equitably administered.

At Middlesex Community College we are committed to reducing and wherever possible, eliminating actual and apparent under representation of minorities and protected groups in our workforce. We are equally dedicated to removing any barriers to access for persons with disabilities and to older persons. This past reporting period, we made every good faith effort to achieve the objectives set forth in our plan. Our efforts indicate that we are doing many of the right things. This is particularly evident in the fact that the College has met a hiring goal in 50% of its searches during this reporting period. The diversification of our workforce is important and this could not have been achieved without the guidance of our Affirmative Action Officer/Human Resources Director; the commitment of our current faculty and staff who have worked tirelessly to serve on search committees and implement the affirmative action “charge” received from the Affirmative Action Officer/Human Resources Director; and my own commitment to having a workforce that is diverse and representative of the students and community we serve. Affirmative Action is more than just meeting a hiring goal, however and I am equally proud at the progress that has been made with respect to internal and external communications, and innovative programs aimed at keeping affirmative action at the forefront in all that we do. There is much work yet to be done. I am committed to continuing these efforts, along with our Affirmative Action Officer who reports directly to me.

We will continue to strive for a diverse workforce and commit to spending more time internally on training and strengthening our commitment to devoting available resources to promote affirmative action and equal employment opportunity activities and programs at the college.

I hereby attest to my continued investment in the furtherance of Affirmative Action at Middlesex Community College

Dr. Steven Minkler
Lead Campus Administrator/Dean of Academics

4/30/18