
State of Minnesota

**SAINT PAUL COLLEGE, A
COMMUNITY & TECHNICAL
COLLEGE**

Affirmative Action Plan

August 2014 – August 2016

235 Marshall Ave.
St. Paul, MN 55102

This document can be made available upon request in alternative formats by contacting Gretchen Michienzi at gretchen.michienzi@saintpaul.edu or 651-846-1348

SAINT PAUL COLLEGE
2014 – 2016 Affirmative Action Plan

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I. EXECUTIVE SUMMARY

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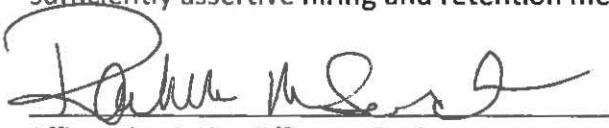
Review revealed underutilization of the following protected group(s) in the following job categories:

Table 1. Underutilization Analysis of Protected Groups

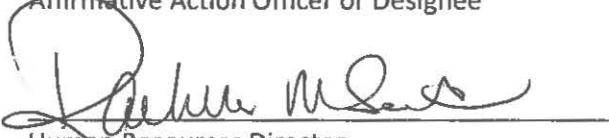
Job Categories	PROTECTED GROUPS			
	Women	Racial/Ethnic Minorities	Indiv. With Disabilities	Veterans
Officials/Administrators				XX
Professionals			XX	XX
Faculty		XX		XX
Office/Clerical				XX
Technicians				
Skilled Craft				
Service Maintenance	XX			XX

Once approved, information about how to obtain or view a copy of this plan will be provided to every employee of Saint Paul College. Our intention is that every employee is aware of Saint Paul College's commitments to affirmative action and equal employment opportunity. The plan will also be posted on the college website and maintained in the Human Resources Office.

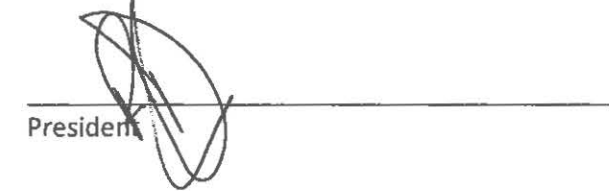
This Affirmative Action Plan meets the requirements as set forth by Minnesota Management and Budget, and contains affirmative action goals and timetables, as well as reasonable and sufficiently assertive hiring and retention methods for achieving these goals.


Affirmative Action Officer or Designee

7/31/14
July 31, 2014


Human Resources Director

7/31/14
July 31, 2014


President

7/31/2014
July 31, 2014

II. STATEMENT OF COMMITMENT

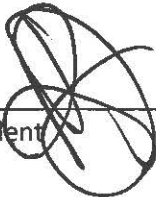
This statement reaffirms Saint Paul College is committed to Minnesota's statewide affirmative action efforts and providing equal employment opportunity to all employees and applicants in accordance with equal opportunity and affirmative action laws.

I affirm my personal and official support of these policies which provide that:

- No individual shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or membership or activity in a local human rights commission.
- This college is committed to the implementation of the affirmative action policies, programs, and procedures included in this plan to ensure that employment practices are free from discrimination. Employment practices include, but are not limited to the following: hiring, promotion, demotion, transfer, recruitment or recruitment advertising, layoff, disciplinary action, termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. We will provide reasonable accommodation to employees and applicants with disabilities.
- This college will continue to actively promote a program of affirmative action, wherever minorities, women, individuals with disabilities, and veterans are underrepresented in the workforce, and work to retain all qualified, talented employees, including protected group employees.
- This college will evaluate its efforts, including those of its directors, managers, and supervisors, in promoting equal opportunity and achieving affirmative action objectives contained herein. In addition, the college will expect all employees to perform their job duties in a manner that promotes equal opportunity for all.

It is the College's policy to provide an employment environment free of any form of discriminatory harassment as prohibited by federal, state, and local human rights laws. I strongly encourage suggestions as to how we may improve. We strive to provide equal employment opportunities and the best possible service to all Minnesotans.

President



7/31/2014

July 31, 2014

III. INDIVIDUALS RESPONSIBLE FOR DIRECTING/IMPLEMENTING THE AFFIRMATIVE ACTION PLAN

A. College President:
Rassoul Dastmozd

Responsibilities:

The President is responsible for the establishment of an Affirmative Action Plan that complies with all federal and state laws and regulations.

Duties:

The duties of the President shall include, but are not limited to the following:

- Appoint the Affirmative Action Officer or designee and include accountability for the administration of the college's Affirmative Action Plan in his or her position description;
- Take action, if needed, on complaints of discrimination and harassment;
- Ensure the Affirmative Action Plan is effectively communicated to all employees on an annual basis;
- Make decisions and changes in policy, procedures, or accommodations as needed to facilitate effective affirmative action and equal employment opportunity;
- Actively promote equal opportunity employment; and
- Require all college directors, managers, and supervisors include responsibility statements for supporting affirmative action, equal opportunity, diversity, and/or cultural responsiveness in their position descriptions and annual objectives.

Accountability:

The President is accountable directly to the Chancellor and indirectly to the Minnesota Management and Budget Commissioner on matters pertaining to equal opportunity and affirmative action.

B. Affirmative Action Officer:
Rachelle Schmidt, Chief Human Resources Officer

Responsibilities:

The Affirmative Action Officer or designee is responsible for implementation of the college's affirmative action and equal opportunity program, and oversight of the college's compliance with equal opportunity and affirmative action laws.

Duties:

The duties of the Affirmative Action Officer or designee shall include, but are not limited to the following:

- Prepare and oversee the Affirmative Action Plan, including development and setting of college-wide goals;
- Monitor the compliance and fulfill all affirmative action reporting requirements;
- Inform the President of progress in affirmative action and equal opportunity and report potential concerns;
- Review the Affirmative Action Plan at least annually and provide updates as appropriate;
- Provide a college-wide perspective on issues relating to affirmative action and equal opportunity and assist in the identification and development of effective solutions in problem areas related to affirmative action and equal opportunity;
- Identify opportunities for infusing affirmative action and equal opportunity into the college's considerations, policies, and practices;
- Participate in and/or develop strategies to recruit individuals in protected groups for employment, promotion, and training opportunities;
- Stay current on changes to equal opportunity and affirmative action laws and interpretation of the laws;
- Provide consultation, technical guidance, and/or training to directors, managers, supervisors, and staff regarding best practices in recruitment, selection, and retention, progress on hiring goals, reasonable accommodations, and other opportunities for improvement; and
- Serve as the college liaison with Minnesota Management and Budget's Office of Equal Opportunity and Diversity and enforcement agencies.

Accountability:

The Affirmative Action Officer is accountable directly to the President on matters pertaining to affirmative action and equal opportunity.

C. Americans with Disabilities Act Coordinator:

Rachelle Schmidt, Chief Human Resources Officer

Responsibilities:

The Americans with Disabilities Act Coordinator or designee is responsible for the oversight of the college's compliance with the Americans with Disabilities Act Title I – Employment and Title II – Public Services, in accordance with the Americans with Disabilities Act - as amended, the Minnesota Human Rights Act, and Executive Order 96-09.

Duties:

The duties of the Americans with Disabilities Act Coordinator shall include, but not limited to the following:

- Provide guidance, coordination, and direction to college management with regard to the Americans with Disabilities Act in the development and implementation of the college's policy, procedures, practices, and programs to ensure they are accessible and nondiscriminatory;
- Provide consultation, technical guidance, and/or training to directors, managers, supervisors, and staff regarding best practices in recruitment, selection, and retention of individuals with disabilities, provisions of reasonable accommodations for employees and applicants, and other opportunities for improvement; and
- Track and facilitate requests for reasonable accommodations for employees and applicants, as well as members of the public accessing the college's services, and reports reasonable accommodations annually to Minnesota Management and Budget.

Accountability:

The Americans with Disabilities Act Coordinator reports directly to the President.

D. Human Resources Director:

Rachelle Schmidt, Chief Human Resources Officer

Responsibilities:

The Human Resources Director is responsible for ensuring equitable and uniform administration of all personnel policies including taking action to remove barriers to equal employment opportunity with the college.

Duties:

The duties of the Human Resources Director include, but are not limited to the following:

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- Provide leadership to human resources staff and others to ensure personnel decision-making processes adhere to equal opportunity and affirmative action principles;
- Ensure, to the extent possible, development and utilization of selection criteria that is objective, uniform, and job-related;
- Initiate and report on specific program objectives contained in the Affirmative Action Plan;
- Ensure pre-hire review process is implemented and receives support from directors, managers, and supervisors;
- Include the Affirmative Action Officer in the decision-making process regarding personnel actions involving protected group members, including hiring, promotion, disciplinary actions, reallocation, transfer, termination, and department and division-wide classification studies;
- Include responsibility statements for supporting affirmative action, equal opportunity, diversity, and/or cultural responsiveness in position descriptions and annual objectives;
- Assist in recruitment and retention of individuals in protected groups, and notify directors, managers, and supervisors of existing disparities;
- Make available to the Affirmative Action Officer and Americans with Disabilities Act Coordinator or designee all necessary records and data necessary to perform duties related to equal opportunity and affirmative action.

Accountability:

The Human Resources Director is directly accountable to the President.

E. Directors, Managers, and Supervisors

Responsibilities:

Directors, Managers, and Supervisors are responsible for implementation of equal opportunity and affirmative action within their respective areas of supervision and compliance with the college's affirmative action programs and policies to ensure fair and equal treatment of all employees and applicants.

Duties:

The duties of directors, managers, and supervisors include, but are not limited to the following:

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- Assist the Affirmative Action Officer in identifying and resolving problems and eliminating barriers which inhibit equal employment opportunity;
- Communicate the college's affirmative action policy to assigned staff;
- Carry out supervisory responsibilities in accordance with the equal employment opportunity and affirmative action policies embodied in this plan;
- Maintain a consistent standard within the workforce so that employees are evaluated, recognized, developed, and rewarded on a fair and equitable basis;
- Include responsibility statements for supporting affirmative action, equal opportunity, diversity, and/or cultural responsiveness in staff position descriptions and annual objectives;
- To provide a positive and inclusive work environment; and
- To refer complaints of discrimination and harassment to the appropriate parties.

Accountability:

Directors, managers, and supervisors are accountable directly to their designated supervisor and indirectly to the college President.

F. All Employees

Responsibilities:

All employees are responsible for conducting themselves in accordance with the college's equal opportunity and Affirmative Action Plan and policies.

Duties:

The duties of all employees shall include, but are not limited to the following:

- Exhibit an attitude of respect, courtesy, and cooperation towards fellow employees and the public; and
- Refrain from any actions that would adversely affect the performance of a coworker with respect to their race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or membership or activity in a local human rights commission.

Accountability:

Employees are accountable to their designated supervisor and indirectly to the college President.

IV. COMMUNICATION OF THE AFFIRMATIVE ACTION PLAN

The following information describes the methods that the college takes to communicate the Affirmative Action Plan to employees and the general public:

A. Internal Methods of Communication

- A memorandum detailing the location of the Affirmative Action Plan and the responsibility to read, understand, support, and implement equal opportunity and affirmative action will be sent from the college's leadership or alternatively, the Affirmative Action Officer, to all staff on an annual basis.
- The college's Affirmative Action Plan is available to all employees on the college's external website at <http://www.saintpaul.edu/aboutus/Pages/Diversity.aspx> or in print copy to anyone who requests it. As requested, the college will make the plan available in alternative formats.
- Nondiscrimination and equal opportunity statements and posters are prominently displayed and available in areas frequented and accessible to employees.

B. External Methods of Communication

- The college's Affirmative Action Plan is available on the college's external website at <http://www.saintpaul.edu/aboutus/Pages/Diversity.aspx> or in print copy to anyone who requests it. As requested, the college will make the plan available in alternative formats.
- The college's website homepage, letterhead, publications, and all job postings, will include the statement "an equal opportunity employer and educator."
- Nondiscrimination and equal opportunity statements and posters are prominently displayed and available in areas frequented by and accessible to members of the public. Examples of posters displayed include: Equal Employment Opportunity is the law, Employee Rights Under the Fair Labor Standards Act, and the Americans with Disabilities Act Notice to the Public.

V. MnSCU'S EQUAL OPPORTUNITY AND NONDISCRIMINATION IN EMPLOYMENT AND EDUCATION POLICY

Part 1. Policy Statement.

Subpart A. Equal opportunity for students and employees. Minnesota State Colleges and Universities has an enduring commitment to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees. To help effectuate these goals, Minnesota State Colleges and Universities is committed to a policy of equal opportunity and nondiscrimination in employment and education.

Subpart B. Nondiscrimination. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited.

Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination /harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Minnesota State Colleges and Universities will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.

The system office, colleges, and universities shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.

This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but not limited to its students, employees, applicants, volunteers, agents, and Board of Trustees, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action. This policy supersedes all existing system, college, and university equal opportunity and nondiscrimination policies.

Part 2. Definitions.

Subpart A. Consensual Relationship. Consensual relationship means a sexual or romantic relationship between two persons who voluntarily enter into such a relationship. Employees who are members of the same household should also refer to the Board Policy 4.10, of Trustees Nepotism policy 4.10.

Subpart B. Discrimination. Discrimination means conduct that is directed at an individual because of his or her protected class and that subjects the individual to different treatment by agents or employees so as to interfere with or limit the ability of the individual to participate in, or benefit from, the services, activities, or privileges provided by the system or colleges and universities or otherwise adversely affects the individual's employment or education.

Subpart C. Discriminatory harassment. Discriminatory harassment means verbal or physical conduct that is directed at an individual because of his or her protected class, and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment.

As required by law, Minnesota State Colleges and Universities further defines sexual harassment as a form of sexual discrimination which is prohibited by state and federal law. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, evaluation of a student's academic performance, or term or condition of participation in student activities or in other events or activities sanctioned by the college or university; or
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions or other decisions about participation in student activities or other events or activities sanctioned by the college or university; or
- Such conduct has the purpose or effect of threatening an individual's employment; interfering with an individual's work or academic performance; or creating an intimidating, hostile, or offensive work or educational environment.

Subpart D. Employee. Employee means any individual employed by Minnesota State Colleges and Universities, including all faculty, staff, administrators, teaching assistants, graduate assistants, residence directors and student employees.

Subpart E. Protected class. For purposes of this policy:

- Protected class includes race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender

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identity, or gender expression. In addition, membership or activity in a local human rights commission is a protected class in employment.

- This policy prohibits use of protected class status as a factor in decisions affecting 96 education and employment where prohibited by federal or state law.

Subpart F. Retaliation. Retaliation includes, but is not limited to, intentionally engaging in any form of intimidation, reprisal or harassment against an individual because he or she:

- Made a complaint under this policy;
- Assisted or participated in any manner in an investigation, or process under this policy, regardless of whether a claim of discrimination or harassment is substantiated;
- Associated with a person or group of persons who are disabled or are of a different race, color, creed, religion, sexual orientation, gender identity, gender expression, or national origin; or
- Made a complaint or assisted or participated in any manner in an investigation or process with the Equal Employment Opportunity Commission, the U.S. Department of Education Office for Civil Rights, the Minnesota Department of Human Rights or other enforcement agencies, under any federal or state nondiscrimination law, including the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; the Minnesota Human Rights Act, Minn. Stat. Ch. 363A, and their amendments.

Retaliation may occur whether or not there is a power or authority differential between the individuals involved.

Subpart G. Sexual harassment and violence as sexual abuse. Under certain circumstances, sexual harassment or violence may constitute sexual abuse according to Minnesota law. In such situations, the system office and colleges and universities shall comply with the reporting requirements in Minnesota Statutes Section 626.556 (reporting of maltreatment of minors) and Minnesota Statutes Section 626.557 (Vulnerable Adult Protection Act). Nothing in this policy will prohibit any college or university or the system office from taking immediate action to protect victims of alleged sexual abuse. Board Policy 1B.3 Sexual Violence addresses sexual violence.

Subpart H. Student. For purposes of this policy, the term "student" includes all persons who:

- Are enrolled in one or more courses, either credit or non-credit, through a college or university;
- Withdraw, transfer or graduate, after an alleged violation of the student conduct code;

- Are not officially enrolled for a particular term but who have a continuing relationship with the college or university;
- Have been notified of their acceptance for admission or have initiated the process of application for admission or financial aid; or
- Are living in a college or university residence hall although not enrolled in, or employed by, the institution.

Part 3. Consensual Relationships. An employee of Minnesota State Colleges and Universities shall not enter into a consensual relationship with a student or an employee over whom he or she exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority or influence. In the event a relationship already exists, each college and university and system office shall develop a procedure to reassign evaluative authority as may be possible to avoid violations of this policy. This prohibition does not limit the right of an employee to make a recommendation on personnel matters concerning a family or household member where the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or compensation plan.

Part 4. Retaliation. Retaliation as defined in this policy is prohibited in the system office, colleges and universities. Any individual subject to this policy who intentionally engages in retaliation shall be subject to disciplinary or other corrective action as appropriate.

Part 5. Policies and procedures. The chancellor shall establish procedures to implement this policy. The equal opportunity and nondiscrimination in employment and education policy and procedures of colleges and universities shall comply with Board Policy 1B.1 and Procedure 1B.1.1.

VI. MnSCU'S REPORT/COMPLAINT OF DISCRIMINATION/HARASSMENT INVESTIGATION AND RESOLUTION PROCEDURE

Part 1. Purpose and applicability.

Subpart A. Purpose. This procedure is designed to further implement Minnesota State Colleges and Universities policies relating to nondiscrimination by providing a process through which individuals alleging violation of Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education may pursue a complaint. This includes allegations of retaliation, or discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, gender identity, gender expression, marital status, or status with regard to public assistance. In addition, discrimination in employment based on membership or activity in a local human rights commission as defined by law is prohibited.

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Subpart B. Applicability. This procedure shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including its students, employees, and applicants for employment, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation/reprisal. Individuals who violate this procedure shall be subject to disciplinary or other corrective action.

A single act of discrimination or harassment may be based on more than one protected class status. For example, discrimination based on anti-Semitism may relate to religion, national origin, or both; discrimination against a pregnant woman might be based on sex, marital status, or both; discrimination against a transgender or transsexual individual might be based on sex or sexual orientation.

Not every act that may be offensive to an individual or group constitutes discrimination or harassment. Harassment includes action beyond the mere expression of views, words, symbols or thoughts that another individual finds offensive. To constitute a violation of Board Policy 1B.1, conduct must be considered sufficiently serious to deny or limit a student's or employee's ability to participate in or benefit from the services, activities, or privileges provided by Minnesota State Colleges and Universities.

Subpart C. Scope. This procedure is not applicable to allegations of sexual violence; allegations of sexual violence are handled pursuant to Board Policy 1B.3 Sexual Violence and System Procedure 1B.3.1. In addition, harassment and discrimination complaints not arising from alleged violations of Board Policy 1B.1, are to be addressed under other appropriate policies and established practices.

Part 2. Definitions. The definitions in Board Policy 1B.1 also apply to this procedure.

Subpart A. Designated officer. Designated officer means an individual designated by the president or chancellor to be primarily responsible for conducting an initial inquiry, determining whether to proceed with an investigation under this procedure, and investigating or coordinating the investigation of reports and complaints of discrimination/harassment in accordance with this procedure.

Prior to serving as the designated officer, the individual must complete investigator training provided by the system office.

Subpart B. Decisionmaker. Decisionmaker means a high level administrator designated by the president or chancellor to review investigative reports, to make findings whether Board Policy 1B.1 has been violated based upon the investigation, and to determine the appropriate action for the institution to take based upon the findings.

Prior to serving as a decisionmaker for complaints under this procedure, administrators must complete decisionmaker training provided by the system office.

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Subpart C. Retaliation. Retaliation is as defined in Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education policy

Part 3. Consensual relationships. Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education prohibits consensual relationships between an employee and a student or another employee over whom he or she exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority or influence, whether or not both parties appear to have consented to the relationship, except as noted.

Examples of prohibited consensual relationships include, but are not limited to:

- An employee and a student if the employee is in a position to evaluate or otherwise significantly influence the student's education, employment, housing, participation in athletics, or any other college or university activity (employee includes, for example, graduate assistants, administrators, coaches, advisors, program directors, counselors and residence life staff);
- A faculty member and a student who is enrolled in the faculty member's course, who is an advisee of the faculty member, or whose academic work is supervised or evaluated by the faculty member; and
- A supervisor and an employee under the person's supervision.

A faculty member or other employee is prohibited from undertaking a romantic or sexual relationship or permitting one to develop with a student or supervisee who is enrolled in the person's class or is subject to that person's supervision or evaluation.

If a consensual, romantic or sexual relationship exists between an employee and another individual and subsequent events create a supervisor/supervisee, faculty/student or similar relationship between them, the person with evaluative or supervisory authority is required to report the relationship to his or her supervisor so that evaluative functions can be reassigned if possible.

This procedure does not cover consensual relationships between individuals that do not require one to exercise direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority or influence over the other.

This prohibition does not limit the right of an employee to make a recommendation on personnel matters concerning a person with whom they have a consensual relationship where the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or compensation plan.

Part 4. Reporting incidents of discrimination/harassment.

Subpart A. Reporting an incident. Any individual who believes she or he has been or is being subjected to conduct prohibited by Board Policy 1B.1 is encouraged to report the incident to the designated officer. The report/complaint should be brought as soon as possible after an incident occurs.

Any student, faculty member or employee who knows of, receives information about or receives a complaint of discrimination/harassment is strongly encouraged to report the information or complaint to the designated officer of the system office, college, or university.

Subpart B. Duty to report. Administrators and supervisors shall refer allegations of conduct that they reasonably believe may constitute discrimination or harassment under Board Policy 1B.1 to the designated officer, or in consultation with the designated officer may inquire into and resolve such matters.

Subpart C. Reports against a president. A report/complaint against a president of a college or university shall be filed with the system office. However, complaints against a president shall be processed by the college or university if the president's role in the alleged incident was limited to a decision on a recommendation made by another administrator, such as tenure, promotion or non-renewal, and the president had no other substantial involvement in the matter.

Subpart D. Reports against system office employees or Board of Trustees. For reports/complaints that involve allegations against system office employees, the responsibilities identified in this procedure as those of the president are the responsibilities of the chancellor. Reports/complaints that involve allegations against the chancellor or a member of the Board of Trustees shall be referred to the chair or vice chair of the Board for processing. Such reports/complaints may be assigned to appropriate system personnel or outside investigatory assistance may be designated.

Subpart E. False statements prohibited. Any individual who is determined to have provided false information in filing a discrimination report/complaint or during the investigation of such a report/complaint may be subject to disciplinary or corrective action.

Subpart F. Withdrawn complaints. If a complainant no longer desires to pursue a complaint, the system office, colleges, and universities reserve the right to investigate and take appropriate action.

Part 5. Right to representation. In accordance with federal law and applicable collective bargaining agreement and personnel plan language, represented employees may have the right to request and receive union representation during an investigatory meeting.

Nothing in this procedure is intended to expand, diminish or alter in any manner whatsoever any right or remedy available under a collective bargaining agreement, personnel plan or law. Any disciplinary action imposed as a result of an investigation conducted under this procedure

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will be processed in accordance with the applicable collective bargaining agreement or personnel plan.

Part 6. Investigation and Resolution. The system office, college or university has an affirmative duty to take timely and appropriate action to stop behavior prohibited by Board Policy 1B.1, conduct investigations and take appropriate action to prevent recurring misconduct.

Subpart A. Personal resolution. This procedure neither prevents nor requires the use of informal resolution by an individual who believes he or she has been subject to conduct in violation of Board Policy 1B.1. In such a situation, the individual should clearly explain to the alleged offender as soon as possible after the incident that the behavior is objectionable and must stop. If the behavior does not stop or if the individual believes retaliation may result from the discussion, the individual should report to the designated officer. Under no circumstance shall an individual be required to use personal resolution to address prohibited behaviors.

Subpart B. Information privacy. Confidentiality of information obtained during an investigation cannot be guaranteed; such information, however, will be handled in accordance with applicable federal and state data privacy laws.

Subpart C. Processing the complaint. The designated officer must be contacted in order to initiate a report/complaint under this procedure. The scope of the process used in each complaint/report shall be determined by the designated officer based on the complexity of the allegations, the number and relationship of individuals involved, and other pertinent factors.

- **Jurisdiction.** The designated officer shall determine whether the report/complaint is one which should be processed through another system office, college or university procedure available to the complainant; if appropriate, the designated officer shall direct the complainant to that procedure as soon as possible.
- **Conflicts.** The designated officer should identify to the president or chancellor/designee any real or perceived conflict of interest in proceeding as the designated officer for a specific complaint. If the president or chancellor/designee determines that a conflict exists, another designated officer shall be assigned.
- **Information provided to complainant.** At the time the report/complaint is made, the designated officer shall:
 - Inform the complainant of the provisions of the Board Policy 1B.1 and this procedure;
 - Provide a copy of or Web address for Board Policy 1B.1 and this procedure to the complainant;

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- Determine whether other individuals are permitted to accompany the complainant during investigatory interviews and the extent of their involvement; and
- Inform the complainant of the provisions of Board Policy 1B.1 prohibiting retaliation.
- Complaint documentation. The designated officer shall insure that the complaint is documented in writing. The designated officer may request, but not require the complainant to document the complaint in writing using the complaint form of the system office, college or university.
- Information provided to the respondent. At the time initial contact is made with the respondent, the designated officer shall inform the respondent in writing of the existence and general nature of the complaint and the provisions of the nondiscrimination policy. At the initial meeting with the respondent, the designated officer shall:
 - Provide a copy of or Web address for Board Policy 1B.1 and this procedure to the respondent;
 - Provide sufficient information to the respondent consistent with federal and state data privacy laws to allow the respondent to respond to the substance of the complaint;
 - Explain to the respondent that in addition to being interviewed by the designated officer, the respondent may provide a written response to the allegations;
 - Determine whether other individuals are permitted to accompany the respondent during investigative interviews and the extent of their involvement; and
 - Inform the respondent of the provisions of Board Policy 1B.1 prohibiting retaliation.
- Investigatory process. The designated officer shall:
 - Conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings;
 - Inform the witnesses and other involved individuals of the prohibition against retaliation;

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- Create, gather and maintain investigative documentation as appropriate;
- Disclose appropriate information to others only on a need to know basis consistent with state and federal law, and provide a data privacy notice in accordance with state law; and
- Handle all data in accordance with applicable federal and state privacy laws.
- Interim actions.
 - Employee reassignment or administrative leave. Under appropriate circumstances, the president or chancellor may, in consultation with system legal counsel and labor relations, reassign or place an employee on administrative leave at any point in time during the report/complaint process. In determining whether to place an employee on administrative leave or reassignment, consideration shall be given to the nature of the alleged behavior, the relationships between the parties, the context in which the alleged incidents occurred and other relevant factors. Any action taken must be consistent with the applicable collective bargaining agreement or personnel plan.
 - Student summary suspension or other action. Under appropriate circumstances, the president or designee may, in consultation with system legal counsel, summarily suspend a student at any point in time during the report/complaint process. A summary suspension may be imposed only in accordance with Board Policy 3.6 and associated system procedures. After the student has been summarily suspended, the report/complaint process should be completed within the shortest reasonable time period, not to exceed nine (9) class days. During the summary suspension, the student may not enter the campus or participate in any college or university activities without obtaining prior permission from the president or designee. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.
- No basis to proceed. At any point during the processing of the complaint, the designated officer may determine that there is no basis to proceed under Board Policy 1B.1. The designated officer shall refer the complaint as appropriate. The designated officer shall notify the complainant and respondent of the outcome as appropriate, in accordance with applicable data privacy laws.
- Timely Completion. Colleges, universities and the system office must provide resources sufficient to complete the investigative process and issue a written response within 60 days after a complaint is made, unless reasonable cause for delay exists. The designated officer shall notify the complainant and respondent if the written response is not expected to be issued within the 60 day period. The college, university or system office

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must meet any applicable shorter time periods, including those provided in the applicable collective bargaining agreement.

Subpart D. Resolution. After processing the complaint the designated officer may consider one or more of the following methods to resolve the complaint as appropriate:

- Conduct or coordinate education/training;
- Facilitate voluntary meetings between the parties;
- Recommend separation of the parties, after consultation with appropriate system office, college or university personnel;
- Other possible outcomes may include recommending changes in workplace assignments, enrollment in a different course or program, or other appropriate action;
- The system office, college or university may use alternative dispute resolution or mediation services as a method of resolving discrimination or harassment complaints. Alternative dispute resolution and mediation options require the voluntary participation of all parties to the complaint;
- Upon completion of the inquiry, the designated officer may dismiss or refer the complaint to others as appropriate.

Subpart E. Decision process. If the above methods have not resolved the complaint within a reasonable period of time to the satisfaction of the designated officer, or the designated officer feels additional steps should be taken, the procedures in this subpart shall be followed.

- **Designated officer.** The designated officer shall:
 - Prepare an investigation report and forward it to the decisionmaker for review and decision;
 - Take additional investigative measures as requested by the decisionmaker; and
 - Be responsible for coordinating responses to requests for information contained in an investigation report in accordance with the Minnesota Government Data Practices Act and other applicable law including, but not limited to the Family Educational Rights and Privacy Act (FERPA). In determining the appropriate response, the designated officer shall consult with the campus data practice compliance official and/or the Office of General Counsel.

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- **Decision maker.** After receiving the investigation report prepared by the designated officer, the decisionmaker shall:
 - Determine whether additional steps should be taken prior to making the decision. Additional steps may include:
 - A request that the designated officer conduct further investigative measures;
 - A meeting with the complainant, respondent or other involved individuals. If a meeting involving a represented employee is convened, the complainant or respondent may choose to be accompanied by the bargaining unit representative, in accordance with the applicable collective bargaining agreement and federal and state law; and
 - A request for additional information which may include a written response from the complainant or respondent relating to the allegations of the complaint.
 - Take other measures deemed necessary to determine whether a violation of Board Policy 1B.1 has been established;
 - When making the decision, take into account the totality of the circumstances, including the nature and extent of the behaviors, the relationship(s) between the parties, the context in which the alleged incident(s) occurred, and other relevant factors;
 - Determine the nature, scope and timing of disciplinary or corrective action and the process for implementation if a violation of the nondiscrimination policy occurs. This may include consultation with human resources or supervisory personnel to determine appropriate discipline;
 - As appropriate, consistent with applicable state and federal data privacy laws, report in writing to the complainant, respondent and the designated officer her or his findings, and the basis for those findings, as to whether Board policy 1B.1 has been violated; and
 - Conduct that is determined not to have violated Board policy 1B.1 shall be referred to another procedure for further action, if appropriate.

Part 7. System office, college, or university action. The system office, college, or university shall take the appropriate corrective action based on results of the investigation, and the designated officer shall make appropriate inquiries to ascertain the effectiveness of any

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corrective or disciplinary action. Complainants are encouraged to report any subsequent conduct that violates Board Policy 1B1.1, as well as allegations of retaliation.

Written notice to parties relating to discipline, resolutions, and/or final dispositions resulting from the report/complaint process is deemed to be official correspondence from the system office, college or university. In accordance with state law, the system office, college or university is responsible for filing the complaint disposition concerning complaints against employees with the Commissioner of Employee Relations within 30 days of final disposition.

Part 8. Appeal.

Subpart A. Filing an appeal. The complainant or the respondent may appeal the decision of the decisionmaker. An appeal must be filed in writing with the president or designee within ten (10) business days after notification of the decision. The appeal must state specific reasons why the complainant or respondent believes the decision was improper. In a complaint against a president or other official who reports directly to the chancellor, an appeal may be considered by the chancellor whether or not the chancellor served as the decisionmaker.

Subpart B. Effect of review. For employees represented by a collective bargaining agreement, an appeal under this procedure is separate and distinct from, and is not in any way related to, any contractual protections or procedures. During the pendency of the appeal disciplinary or corrective action taken as a result of the decision shall be enforced. In addition, in cases involving sanctions of suspension for ten (10) days or longer, students shall be informed of their right to a contested case hearing under Minnesota Statutes §14.

Subpart C. Appeal process. The president or designee shall review the record and determine whether to affirm or modify the decision. The president or designee may receive additional information if the president or designee believes such information would aid in the consideration of the appeal. The decision on appeal shall be made within a reasonable time and the complainant, respondent and designated officer shall be notified in writing of the decision, consistent with applicable state and federal data privacy laws. The decision on appeal exhausts the complainant's and respondent's administrative remedies under this procedure except as provided herein.

Part 9. Education and training. The system office, colleges and universities shall provide education and training programs to promote awareness and prevent discrimination/harassment, such as educational seminars, peer-to-peer counseling, operation of hotlines, self-defense courses, and informational resources. Education and training programs should include education about Board Policy 1B.1 and this procedure. All colleges and universities and the system office shall promote awareness of Board Policy 1B.1 and this procedure, and shall publicly identify the designated officer.

Part 10. Distribution of board policy 1B.1 and this procedure. Information regarding Board Policy 1B.1 and this procedure shall, at a minimum, be distributed to students at the time of

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registration and to employees at the beginning of employment. Distribution may be accomplished by posting on an internet website, provided all students and employees are directly notified of how to access the policy and procedure by an exact address, and that they may request a paper copy. Copies of the policy and procedure shall be conspicuously posted at appropriate locations at the system office and on college and university campuses at all times and shall include the designated officers' names, locations and telephone numbers.

Designated officers also must be identified by name, location and phone number in informational publications such as student catalogs, student and employee handbooks, bulletin boards, campus websites and other appropriate public announcements.

Part 11. Maintenance of report/complaint procedure documentation. During and upon the completion of the complaint process, the complaint file shall be maintained in a secure location in the office of the designated officer for the system office, college or university in accordance with the applicable records retention schedule. Access to the data shall be in accordance with the respective collective bargaining agreement or personnel plan, the Minnesota Government Data Practices Act, the Family Educational Rights and Privacy Act or other applicable law.

VII. MNSCU'S REASONABLE ACCOMMODATIONS IN EMPLOYMENT POLICY

Part 1. Purpose. This procedure sets forth the process to be used for responding to requests for reasonable accommodations in employment based on an applicant's or employee's disability. The scope of this procedure is limited to reasonable accommodations, and is not intended to fully describe other provisions of the Americans with Disabilities Act or the Minnesota Human Rights Act.

Part 2. Reasonable Accommodations in Employment. It is the policy of MnSCU to encourage the employment and promotion of any qualified individual including qualified individuals with disabilities. The system office, college or university will not discriminate in providing reasonable accommodations to qualified individuals with a disability in regard to job application procedures, hiring, advancement, discharge, employee compensation, job training or other terms, conditions, and privileges of employment.

Part 3. Definitions. For purposes of this procedure, the following terms have the meaning given them:

Subpart A. Employer. The employer is the system office, college or university.

Subpart B. Essential Functions. Essential functions are the fundamental job duties of the position in question. The term does not include the marginal functions of the position.

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- A job function may be considered essential for any of several reasons, including but not limited to the following:
 - The function may be essential because the reason the position exists is to perform that function;
 - The function may be essential because of the limited number of employees available among whom the performance of that job function can be distributed; and/or
 - The function may be highly specialized so that the incumbent in the position is hired for his or her expertise or ability to perform the particular function.

- Evidence of whether a particular function is essential includes, but is not limited to:
 - The employer's judgment as to which functions are essential;
 - Written job descriptions;
 - The amount of time spent on the job performing the function;
 - The consequences of not requiring the incumbent to perform the function;
 - The terms of a collective bargaining agreement;
 - The work experience of past incumbents in the job; and/or
 - The current work experience of incumbents in similar jobs.

Subpart C. Individual with a Disability. An individual with a disability for the purposes of determining reasonable accommodations is any applicant, current employee, including student employees, or employees seeking promotion, who has a physical or mental impairment which substantially or materially limits one or more of such individual's major life activities. Generally, a disabling physical or mental condition which is expected to be temporary and from which the individual is expected to recover is not a disability under this procedure.

Subpart D. Qualified Individual with a Disability. A qualified individual with a disability is an individual with a disability who meets the requisite skill, education, experience and other job-related requirements of the job and who, with or without reasonable accommodation, can perform the essential functions of the job.

Subpart E. Reasonable Accommodations. A reasonable accommodation is a modification or adjustment to a job or employment practice or the work environment that enables a qualified individual with a disability to perform the essential functions of the job as identified at the time of the reasonable accommodation request and to access equal employment opportunities.

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Reasonable accommodations may also include those things which make a facility and its operations readily accessible to and usable by individuals with disabilities. Under the law, the employer has a responsibility to make reasonable accommodations for individuals with a disability only if the disability is known and it is not an undue hardship under Part 6, Subpart C.

Part 4. Identification of Assigned Staff Member. The system office, and each college and university shall assign and identify a staff member responsible for administering requests for reasonable accommodations.

Part 5. Right to Representation. In accordance with applicable collective bargaining agreement language, employees may have the right to request and receive union representation during the reasonable accommodations process.

Part 6. Providing Reasonable Accommodations.

Subpart A. Job Relatedness. Reasonable accommodations will be provided only for job-related needs of individuals with a disability. The primary factor in evaluating an accommodation's job relatedness is whether the accommodation specifically assists the individual to perform the essential functions of the job as identified at the time of the reasonable accommodation request. If the requested accommodation is primarily for the benefit of the individual with a disability to assist that individual in daily personal activities, the employer is not required to provide the accommodation. The appropriate reasonable accommodation is best determined through a flexible, interactive process that involves both the employer and the qualified individual with a disability; it may include the appropriate union representative as provided by the applicable collective bargaining agreement.

Subpart B. Essential Functions. The system office, college or university may deny employment or advancement in employment based on the inability of an individual with a disability to perform the essential functions of the job and may decline to make accommodations to the physical or mental needs of an employee or job applicant with a disability if:

- The accommodation would impose an undue hardship on the system office, college or university as provided under Subpart C.;
- The individual with a disability, with or without reasonable accommodations, is not qualified to perform the essential functions of that particular job; or
- Having the individual in the job would create a direct threat because of a significant risk to the health and safety of the individual or others and the risk cannot be eliminated by reasonable accommodation.

Subpart C. Undue Hardship. In determining whether providing a reasonable accommodation would impose an undue hardship on the employer, the factors to be considered include:

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- The nature and net cost of the accommodation needed;
- The overall financial resources of the employer involved in the provision of the reasonable accommodation, the number of persons employed, and the effect on expenses and resources;
- The overall financial resources of the employer, the overall size of the business of the employer with respect to the number of its employees, and the number, type and location of its facilities;
- The type of operation or operations of the employer, including the composition, structure and functions of the workforce, and the geographic separateness and administrative or fiscal relationship of the employer in question to the covered entity; and
- The impact of the accommodation upon the operation of the employer, including the impact on the ability of other employees to perform their duties and the impact on the employer's ability to conduct business.

Subpart D. Documentation. Documentation of a disability is required as part of the reasonable accommodation process unless the nature and extent of the disability is already known to the employer, or as a practical matter, the requested accommodation is minimal and the employer makes modifications for its convenience, regardless of whether the employee or applicant meets the requirements for a reasonable accommodation under this procedure.

Subpart E. Choice of Accommodations. The employer is not required to provide the specific accommodation requested by the individual and may choose an effective accommodation which is less expensive or easier to provide. Accommodations provided to the individual are the financial responsibility of the employer.

Subpart F. Request Process. The system office, colleges and universities are responsible for establishing a process for individuals with disabilities to make requests for reasonable accommodations in compliance with the Americans with Disabilities Act or the Minnesota Human Rights Act. Such process should include the following:

- MnSCU policy statement and definitions;
- Assignment and identification of a staff member responsible for administering requests for reasonable accommodations;
- Provide a process for appealing a reasonable accommodations decision.

Part 7. Application. Nothing in this procedure is intended to expand, diminish or alter the provisions of the Americans with Disabilities Act or the Minnesota Human Rights Act.

VIII. EVACUATION PROCEDURES FOR INDIVIDUALS WITH DISABILITIES

A copy of the college's weather and emergency evacuation plans can be found at:
<http://www.saintpaul.edu/aboutus/Documents/Emergency%20Procedures%20Guide.pdf> a
copy of the crisis intervention plan can be found at
<http://intranet.saintpaul.edu/Documents/SPCInterventionPlan.pdf>

Knowledge and preparation by both individuals needing assistance and those who don't is key to reducing the impact of emergencies. When developing a plan, safety needs should be determined on a case-by-case basis because it varies with each individual and building.

Everyone has a responsibility to develop their own personal emergency evacuation plans, this includes individuals with disabilities or individuals who will need assistance during evacuation. The Director of Public Safety has developed a plan and can be contacted by individuals that may need assistance when evacuations are necessary. The following guidelines are presented to assist with the evacuation of people with physical disabilities:

- If you are a person (employee or student) with a disability who may need assistance during a crisis. It is strongly recommended that you establish a plan now that assures you can respond appropriately in an emergency.
- In any emergency situation, if an individual wants to help a person with a disability, always ASK how you can help BEFORE giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.
- DO NOT use elevators, unless authorized to do so by a Public Safety officer, police or fire personnel. Never use elevators if there is fire or structural damage to the building.
- If the situation is life-threatening, contact Public Safety at 651.846.1322 (dial 1322 if using a campus phone) or call 911 (dial 9-911 if using a campus phone).
- While it is best to follow the individual's requests, in the event of an imminent life-threatening situation, **no one should hesitate to assist a person with a disability to evacuate a building, using whatever means possible.**

People in Wheelchairs

When the alarm is activated, people using wheelchairs should either Stay in Place (if already in a stairwell or safe area) or move to a safe place and wait for assistance from an Emergency Response Management Team (ERMT) member, the Saint Paul Fire Department, or other trained emergency personnel.

- Emergency personnel are trained to go to stairwells and designated safe areas to assist people with disabilities. If the person with a disability is alone, he/she should contact Public Safety at 651.846.1322 (dial 1322 if using a campus phone) or call 911 (dial 9-911 if using a campus phone). He/she should give the present location or Area of Refuge to

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which he/she is going. Elevators can be used only if authorized by emergency personnel, but may never be used in the event of fire or structural damage.

People who are Mobility Impaired (those who do not use a wheelchair)

People with mobility impairments who are able to walk independently may be able to negotiate stairs in an emergency with minor assistance. In an actual evacuation, these individuals may choose to wait until heavy traffic has cleared before attempting the stairs. If there is no imminent danger, the person with a disability may choose to stay in the building in a stairwell near an elevator until emergency personnel arrive or evacuate to a safe location outside of the building. Elevators can be used only if authorized by emergency personnel, but may never be used in the event of fire or structural damage.

People who are Deaf or Hard of Hearing

Most areas and rooms at the College are equipped with fire bells and strobe lights that simultaneously sound an alarm (auditory) and flash strobe lights (visual). Although this system is intended to alert deaf and hard of hearing individuals, they may not notice or hear emergency alarms and may need to be alerted to emergency situations.

The College has made The Seeker paging system available to staff and faculty identified as Deaf or Hard of Hearing. These pagers may be checked out from the Department of Public Safety while on campus. Prior to utilizing the pager, training of the device will be provided by a designated Public Safety employee if desired.

Public Safety personnel or a designated College employee will send messages to those utilizing The Seeker in the event of an identifiable campus emergency. In addition to the Seeker paging system, the College also utilizes Blackboard Connect to send out emergency messages via phone and email.

All other Deaf/Hard of Hearing guests and students may not perceive emergency alarms and an alternative warning technique is required. Two methods of warning are:

- Write a note telling what the emergency is and the nearest evacuation route.
- Turn the light switch on and off. Then indicate through gestures or writing what is happening and what to do.

People who are Blind/Visually Impaired

Most areas and rooms at the College are equipped with fire bells and strobe lights that simultaneously sound an alarm (auditory) and flash strobe lights (visual). People who are blind/visually impaired are generally familiar with their immediate surroundings and frequently traveled routes. Nonetheless, because the emergency evacuation route might be different from commonly traveled routes, they should be assisted to exit the building.

People who are Deaf and Blind/Visually Impaired

People who are deaf and blind/visually impaired will need to be alerted to emergency

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situations. They may be familiar with their immediate surroundings and frequently traveled routes. Nonetheless, since the emergency evacuation route might be different from commonly traveled routes, they should be assisted to exit the building.

SEEKER PAGING SYSTEM

Saint Paul College provides all deaf and/or hearing impaired employees with the ability to utilize the Seeker paging system for on-campus notification of emergency events. These pagers are available for use and can be checked out at the Public Safety Department front desk. The pagers are to be worn while at the College and should be returned before departing the campus.

New employees who would like to use the pagers can arrange for a time to meet with a Public Safety staff member to receive general use instructions. These pagers are meant to provide an additional means of communication during designated emergencies. The College Emergency Notification System (Blackboard Connect) is still the official notification system used to send urgent messages to email and voicemail accounts on file of students and employees registered with the College. The College Emergency Notification System provides additional details and instructions related to the emergency not already included in the Seeker message.

The following messages have been pre-set in the Seeker pagers:

- **Fire** - fire to building, wildfires, local community or industry that endangers campus (Evacuate).
- **Tornado** – watch or warning issued by national weather service (Seek shelter).
- **Bomb Threat** – based on information that indicates the threat is credible (Evacuate).
- **Hazmat** – dangerous or hazardous material incident that may pose a risk to the college community (Information Only).
- **Power Outage** – loss of power in the building, neighborhood or city (Information Only)
- **Intruder** – situations that include use of weapons, violence, active shooter or hostage situation (Lockdown in classroom/office).
- **Evacuate** – situations deemed unsafe to remain in the building due to threat of personal safety (Evacuate).
- **All Clear** – emergency situation has been resolved and it is safe to resume normal College functions (Return to normal operations).

There will be times when a Seeker pager message is sent and the College Emergency Notification System is not activated. In the event that no College Emergency Notification System message is sent, staff members using a Seeker pager should follow the College Emergency Operations Plan for the event described in the message. An “All Clear” message will be sent once the emergency has been resolved and it has been deemed safe to return to normal business operations by the Emergency Management Response Team or appropriate designee.

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Directors, managers, and supervisors should review the emergency evacuation procedures with staff, including informing all staff that if additional assistance may be needed, and individuals with disabilities should contact the college contact below to request the type of assistance they may need.

Thomas Bergs

Director of Public Safety

651/846-1676

Thomas.bergs@saintpaul.edu

Caidin Riley

Director of Disability Services

651/846-1547

Caidin.riley@saintpaul.edu

Rachelle Schmidt

Chief Human Resources Officer

651/846-1348

Rachelle.schmidt@saintpaul.edu

IX. GOALS AND TIMETABLES

Through the utilization analysis, the college has determined which job categories are underutilized for women, minorities, individuals with disabilities, and veterans within the college and has set the following hiring goals for the next two years (Reference Table 2).

Table 2. Underutilization Analysis and Hiring Goals for 2014-2016

Job Categories	UNDERUTILIZATION – # OF INDIVIDUALS				HIRING GOALS FOR 2014-2016			
	Women	Racial/ Ethnic Minorities	Individuals With Disabilities	Veterans	Women	Racial/ Ethnic Minorities	Individuals With Disabilities	Veterans
Officials/Administrators	0	0	0	<10				
Professionals	0	0	<10	<10			2	2
Faculty	0	15	0	<10		2		2
Office/Clerical	0	0	0	<10				1
Technicians	0	0	0	0				
Skilled Craft	0	0	0	0				
Service Maintenance	<10	0	0	<10	2			1

Availability:

The college determined the recruitment area to be statewide for all job categories except for faculty and officials/administrators for which a national availability was used. In conducting its underutilization analysis, the college used a one factor analysis. The college determined it was best to use this type of analysis because when utilizing an internal availability, the underutilization drops significantly for minorities, veterans, and individuals with disabilities within the faculty job category and drops in veterans and individuals with disabilities for all other job categories.

Underutilization Analysis worksheets are attached in the appendix. Numbers less than 10 are indicated with "<10" in accordance with Minnesota Management and Budget's guidance on data privacy.

Women:

At the college or university, the population of women has improved in the following job categories: Technicians and has not improved in the following job categories: service maintenance. The college improved due to offering a promotional opportunity in the technician category. The service area has a high number of retirements, in the service area with the majority being women, this contributed to the college not improving its population of women within the service unit. The college was successful in increasing its population in individuals with a disability when replacing individuals within the service unit. We anticipate up to two opportunities to increase the number of women in the service area, which will not afford an opportunity for the college to fully eliminate its underutilization number.

Minorities:

In the college's previous plans the job categories of professional and faculty were examined as one and the college met the availability numbers in all job categories. For the 2014-2016 plan, we have broken out the two categories. As a result, the faculty job category is not improved and the college continues to meet the availability in each of the remaining six job categories. The overall percentage of minorities employed at the college has increased 6.7% in 6 years to an overall percentage of 19.2%. Through the 2013-14 academic year, the college was fortunate to experience positive enrollment growth and increased our ability to hire additional full-time faculty members and increase the number of faculty of color. Going forward the college will continue to focus its efforts on recruiting faculty of color to apply for our positions. However, student enrollment is currently decreasing and the number of opportunities to hire full-time faculty is diminishing. The college will continue to increase the number of diverse faculty within our adjunct pool with the intent of increasing the diversity of our pools for full-time faculty positions. We anticipate up to two opportunities to increase our faculty of color and up to 3 opportunities to increase the number of veterans. However, the number of full-time positions available may also decrease due to enrollment trends.

Individuals with Disabilities:

At the college, the population of individuals with disabilities has improved in the following job categories: Officials and managers and has not improved in the following job categories:

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professionals. The college distributed an affirmative action information survey requesting employees to voluntarily complete and return. The willingness of employees to complete and return, which in some cases contained changed information, assisted in our underutilization improving or maintaining over the previous bi-annual plan. We continue to meet availability goals in each of the remaining five job categories. We anticipate up to four opportunities to increase our number of individuals with disabilities in the professional category and veterans.

Veterans:

Effective March of 2013, the Office of the Federal Contract Compliance Program ("OFCCP") included veterans in affirmative action. Going forward, this college will track the hiring and underutilization of veterans in accordance with the OFCCP regulations.

X. AFFIRMATIVE ACTION PROGRAM OBJECTIVES

In pursuing the college's commitment to affirmative action, the college will take the following actions during 2014-2016:

Objective #1: To ensure that all managers and supervisors have responsibility and accountability for equal employment opportunity and affirmative action built into their positions descriptions.

Action Steps: Distribute sample affirmative action responsibility statement to supervisors/managers with instructions to include it in their positions description. Include the affirmative action statement on the supervisory position description template.

Evaluation: Human resources staff will monitor positions descriptions that are submitted to ensure that they include a responsibility statement for affirmative action, when appropriate.

Objective #2: To increase awareness and efforts to recruit and select qualified female candidates, candidates from diverse ethnic backgrounds, and candidates with disabilities. Additionally, retain such candidates and provide career development opportunities to include managerial/supervisory options.

Action Steps: Actively discuss alternative recruitment methods with selection committees to target qualified female candidates, candidates from diverse ethnic backgrounds, candidates with disabilities, and veteran candidates. Recruitment advertising efforts will include publications/web pages targeted toward such groups. Establish relationships with agencies/organizations that serve such groups and give these agencies/organizations a reasonable amount of time to locate and refer applicants. Actively encourage current female employees, employees from diverse ethnic backgrounds, and employees with disabilities to recruit such candidates. Ensure all qualifications and interview questions are job-related by review of the Affirmative Action Officer and the Human Resources Department. Provide opportunities for growth and development during an employee's term of employment with the College. This will include training programs leading to possible promotions for current female

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employees, employees from diverse ethnic backgrounds, and employees with disabilities. When vacant managerial/supervisory positions become available, appropriate steps will be taken to actively encourage current female employees, employees from diverse ethnic backgrounds, and employees with disabilities. Develop and implement record-keeping mechanisms to track recruitment, hiring, and retention efforts. This will occur during the required "Monitoring the Hiring Process Quarterly Report."

Evaluation: Maintain records with each vacancy notice indicating recruitment methods used. Develop and implement fiscal year report identifying the number of vacancies, the total number of qualified candidates, the number of qualified candidates within protected groups, and the number of vacancies filled by a member of a protected group. Develop and implement fiscal year report analyzing turnover. This is a continuing goal. The college was successful in promoting six employees over the past two years that met at least of the underrepresented groups.

Objective #3: To increase awareness of diversity, harassment, and discrimination issues among employees of Saint Paul College.

Action Steps: Provide opportunities for internal training and development. Encourage employees to participate in development opportunities offered outside of the College. Implement training as a routine segment of New Employee Orientation.

Evaluation: Maintain and evaluate records of training and development activities offered, number of attendees, and evaluations provided by participants.

XI. METHODS OF AUDITING, EVALUATING AND REPORTING PROGRAM SUCCESS

A. Pre-Employment Review Procedure/Monitoring the Hiring Process

The college will evaluate its selection process to determine if its requirements unnecessarily screen out a disproportionate number of women, minorities, individuals with disabilities, or veterans. The college will use the monitoring the hiring process form for every hire to track the number of women, minorities, individuals with disabilities, and veterans in each stage of the selection process. Directors, managers, and supervisors will work closely with human resources staff in reviewing the requirements for the position, posting the position, and interviewing and selection to ensure that equal opportunity and affirmative action is carried out. Directors, managers, and supervisors will be asked to document their hiring decisions and equal opportunity professionals will review for bias.

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Any time the college cannot justify a hire, the college takes a missed opportunity. College leadership will be asked to authorize the missed opportunity. The college will report the number of affirmative and nonaffirmative hires as well as missed opportunities to Minnesota Management and Budget on a quarterly basis.

When candidates are offered interviews, employees scheduling interviews will describe the interview format to the candidate and provide an invitation to request a reasonable accommodation for individuals with disabilities to allow the candidate equal opportunity to participate in the interview process. For example, describe if interview questions are offered ahead of time or what technology may be used during the interview process. This allows for an individual with a disability to determine if they may need a reasonable accommodation in advance of the interview.

All personnel involved in the selection process will be trained and accountable for the college's commitment to equal opportunity and the affirmative action program and its implementation.

B. Pre-Review Procedure for Layoff Decisions

The Affirmative Action Officer/Chief Human Resources Officer shall be responsible for reviewing all pending layoffs to determine their effect on the college's affirmative action goals and timetables.

If it is determined that there is an adverse impact on protected groups, the college will document the reasons why the layoff is occurring, such as positions targeted for layoff, applicable personnel policies or collective bargaining agreement provisions, or other relevant reasons. The college will determine if other alternatives are available to minimize the impact on protected groups.

C. Other Methods of Program Evaluation

Our college submits the following compliance reports to Minnesota Management and Budget as part of our efforts to evaluate our affirmative action program:

- Quarterly Monitoring the Hiring Process Reports;
- Biannual Affirmative Action Plan;
- Annual Americans with Disabilities Act Report;
- Annual Internal Complaint Report; and
- Disposition of Internal Complaint (within 30 days of final disposition).

Our college also evaluates our Affirmative Action Plan in the following ways:

- Monitors progress toward stated goals by job category;
- Analyzes employment activity (hires, promotions, and terminations) by job category to determine if there is adverse impact;
- Analyzes compensation program to determine if there are patterns of discrimination;
- Reviews the accessibility of online systems, websites, and ensures that reasonable accommodations can be easily requested; and
- Discusses progress with college leadership on a periodic basis and makes recommendations for improvement.

XII. RECRUITMENT PLAN

The objective of this recruitment plan is to ensure our college recruitment programs are publicly marketed, attract, and obtain qualified applicants, enhance the image of state employment, and to assist in meeting our college affirmative action goals to achieve a diverse workforce.

Recruitment costs incurred during the 2014-2016 plan year total \$10,588. Our recruiting budget will remain flat at the \$10,000 level. If we have specialized positions or position in which we have been unsuccessful in recruiting adequate numbers, we may adjust for additional advertising as necessary and available.

Below are various recruitment methods or strategies utilized by the college during the past year.

A. Advertising Sources

Minneapolis Star Tribune
St. Paul Pioneer Press
HigherEdJobs.com
State of Minnesota Internet Job Listing
MnDiversity.com (over 300 agencies and organizations)
Higher Education Recruitment Consortium (HERCjobs.org)
MnSCU Job Opportunities Bulletin and MnSCU Job Opportunities webpage
Chronicles of Higher Education
Community College Times
Word of Mouth Recruiting

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College and University Placement Offices
MN Health Information Management Association

B. Job and Community Fairs

The college sends its student recruiters to multiple community and job fairs throughout the year. Their attendance increases the college's visibility. The college also hosts a job fair on-site. We will continue to attend community fairs and host a job fair.

C. College and University Recruitment Events

The college did not use university events other than its own job fair to recruit. We do post all of our positions in a location where all of our students are able to view. Our full-time faculty members recruit applicants through their college and industry contacts.

D. Recruitment for Individuals with Disabilities

The college utilized Minnesotadiversity.com advertising to reach over 125 organizations that recruit individuals with disabilities including vocational rehabilitation agencies throughout the state of Minnesota.

E. Relationship Building and Outreach

The college is constantly building relationships with community based organizations including Goodwill Easter Seals, International Institute of Minnesota, Summit AOIC, YWCA, Neighborhood House, Jeremiah Program to list a few, in addition to working with the St. Paul Public Schools, St. Mary's University, the University of Minnesota, St. Scholastica, Metropolitan State University and numerous other colleges within the metropolitan area. These relationships have provided additional grant opportunities and the ability to increase our number of employees to fill new programs. We will continue to build on our existing relationships and look for additional partners.

F. Internships

The college did not utilize internships during the previous two years, we will re-evaluate to determine if internships are a viable option for the college

G. Supported Employment (M.S. 43A.191, Subd. 2(d))

This college supports the employment of individuals with disabilities and will review vacant positions to determine if job tasks can be performed by a supported employment workers. We will work with community organizations that provide employment services to individuals with disabilities to recruit for these positions.

XIII. RETENTION PLAN

Our college is committed to not just the recruitment of women, minorities, individuals with disabilities, and veterans, but also to the retention of these protected groups.

A. Individual Responsible for College's Retention Program/Activities

Rachelle Schmidt
Chief Human Resources Officer
651-846-1348
Rachelle.schmidt@saintpaul.edu

B. Separation and Retention Analysis by Protected Groups

The Separation and Retention Analysis report is included in the appendix.

C. Methods of Retention of Protected Groups

Our retention strategy is a multi-faceted approach including various activities in place throughout the College. These activities include an employee recognition program, new employee onboarding program, performance management, committee participation, individual development planning, staff development opportunities, and health and wellness initiatives.

Employee Recognition Program

The Human Resource Committee has developed and utilized an employee recognition program. The recognition program includes recognition for years of service (signified with a pin, certificate, and gift for each five years of service), along with recognition of our retirees (signified with a plaque and gift). In addition, the Committee recognizes the contributions of employees during their employment. We currently have two recognition awards: an Employee Excellence Award and a Team Excellence Award. Employees are nominated by their peers, students, or industry for contributions that go above and beyond their normal work responsibilities or for improving or creating a process/program that impacts the bottom line or significantly improves customer service.

New Employee Orientation

Saint Paul College utilizes a consistent new employee orientation program for all permanent new hires. Each new-hire participates in a one-on-one orientation with a human resources representative during the first day or week of employment. All new hires are directed to the an online Employee Handbook during orientation. New permanent faculty hires are provided an intensive 3-day orientation, which includes information related to teaching and learning, academic policies and procedures, online teaching and student advising. New faculty hires in addition to the Employee Handbook receive an Academic Handbook. During the orientation, employees complete on-line training on the Code of Conduct, Security Awareness, and Sexual Harassment.

Performance Management

Performance appraisals for all non-faculty employees are completed on an annual basis. All supervisors are required to complete performance appraisals and update position descriptions as needed. Position descriptions are reviewed and updated every three

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years. The faculty have a separate evaluation form and process, which includes classroom observations each year during their three-year probationary period.

Committee Participation

Employees from various representative groups participate on several committees and workgroups throughout the campus. These committees and workgroups are designed to encourage employee involvement in a variety of campus activities such as Academic Affairs, Finance, Facilities, Human Resources, Technology, Marketing, Professional Development, Safety, and Shared Governance.

Individual Development Plans (IDP)

Each employee is encouraged to complete the IDP form, which identifies short- and long-term development goals and potential methods/activities of achieving these goals. The IDP is reviewed by the supervisor with the employee to create discussion and provide feedback. The IDP form is not required by all employees. However, employees requesting funding from Staff Development funds must have a current IDP on file in order to receive funds.

Staff Development Opportunities

Employees of the College have access to a variety of staff development opportunities. The College provides in-service for a minimum of five days per academic year. In addition, staff employees may request funding up to \$500/year to fund educational studies, professional development activities, memberships, etc. Additional funds have been designated for college-wide or departmental training needs (i.e. computer systems, software applications, customer service, leadership development, health and wellness activities, diversity training). Faculty members are encouraged to pursue higher degrees and are rewarded through salary increases. Staff employees who have been employed for three or more years may utilize a tuition waiver benefit for up to 16 semester credits at any MnSCU community or technical college. Faculty may utilize tuition waiver at any MnSCU two-year college or State University beginning their first year of employment.

APPENDIX

A. Complaint of Harassment/Discrimination Form

The form is found on the next two pages.

Complaint of Harassment/Discrimination Form

Saint Paul College
235 Marshall Ave
St. Paul, MN 55102
651/846-1348

PLEASE READ BEFORE COMPLETION OF FORM

Any complaint of harassment/discrimination is considered confidential data under Minnesota Statute 13.39, Subd. 1 and 2. This information is being collected for the purpose of determining whether harassment/discrimination has occurred. You are not legally required to provide this information, but without it, an investigation cannot be conducted. This information may only be released to the Affirmative Action Officer designee, the complainant, the respondent, and appropriate personnel.

Complainant (You)

Complainant (You)		
Name	Job Title	
Work Address	City, State, Zip Code	Telephone ()
College or University	Division	Manager

Respondent (Individual Who Discriminated Against/Harassed You)

Respondent (Individual Who Discriminated Against/Harassed You)		
Name	Job Title	
Work Address	City, State, Zip Code	Telephone ()
College or University	Division	Manager

The Complaint

The Complaint		
Basis of Complaint ("X" all that apply):		
<input type="checkbox"/> Race	<input type="checkbox"/> Disability	<input type="checkbox"/> Sexual Orientation
<input type="checkbox"/> Sex	<input type="checkbox"/> Marital Status	<input type="checkbox"/> Status with Regard to Public Assistance
<input type="checkbox"/> Age	<input type="checkbox"/> National Origin	<input type="checkbox"/> Membership or Activity in a Local Human Rights Commission
<input type="checkbox"/> Gender Identity	<input type="checkbox"/> Gender Expression	<input type="checkbox"/> Religion

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<input type="checkbox"/> Creed <input type="checkbox"/> Color	
Date most recent act of discrimination/ harassment took place:	If you filed this complaint with another college or university, give the name of that college or university:
Describe how you believe that you have been discriminated/harassed against (names, dates, places, etc.). Use a separate sheet of paper if needed and attach to this form.	

Information on Witnesses Who Can Support Your Case		
Name	Work Address	Work Telephone
1.		()
2.		()
3.		()

Additional witnesses may be listed in "Additional Information" or on a separate sheet attached to this form.

<p>This complaint is being filed on my honest belief that the State of Minnesota has discriminated against/harassed me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.</p>	
Complainant Signature	Date
Affirmative Action Officer Signature	Date

B. Employee/Applicant Request for ADA Reasonable Accommodation Form



**State of Minnesota – Saint Paul College
Employee/Applicant Request for ADA Reasonable Accommodation Form**

The State of Minnesota is committed to complying with the Americans with Disabilities Act (“ADA”) and the Minnesota Human Rights Act (“MHRA”). To be eligible for an ADA accommodation, you must be 1) qualified to perform the essential functions of your position and 2) have a disability that limits a major life activity or function. The ADA Coordinator/Designee will review each request on an individualized case-by-case basis to determine whether or not an accommodation can be made.

Employee Name: _____ Job Title: _____

Work Location: _____

Data Privacy Statement: This information may be used by your system office, college, or university human resources representative, ADA Coordinator or designee, your system office, college, or university legal counsel, or any other individual who is authorized by your system office, college, or university to receive medical information for purposes of providing reasonable accommodations under the ADA and MHRA. This information is necessary to determine whether you have a disability as defined by the ADA or MHRA, and to determine whether any reasonable accommodation can be made. The provision of this information is strictly voluntary; however, if you refuse to provide it, your system office, college, or university may refuse to provide a reasonable accommodation.

Questions to clarify accommodation requested.

1. What specific accommodation are you requesting?
2. If you are not sure what accommodation is needed, do you have any suggestions about what options we can explore.
 - a. If yes, please explain.

Questions to document the reason for the accommodation request (please attach additional pages if necessary).

1. What, if any job function are you having difficulty performing?
2. What, if any employment benefit are you having difficulty accessing?

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Reasonable Accommodation Request Form, Page 2

3. What limitation as result of your physical or mental impairment is interfering with your ability to perform your job or access an employment benefit?
4. If you are requesting a specific accommodation, how will that accommodation be effective in allowing you to perform the functions of your job?

Information Pertaining to Medical Documentation

In the context of assessing an accommodation request, medical documentation may be needed to determine if the employee has a disability covered by the ADA and to assist in identifying an effective accommodation.

The ADA Coordinator/Designee in each college or university is tasked with collecting necessary medical documentation. In the event that medical documentation is needed, the employee will be provided with the appropriate forms to submit to their medical provider. The employee has the responsibility to ensure that the medical provider follows through on requests for medical information.

Genetic Information Nondiscrimination Act of 2008 Disclosure: This authorization does not cover, and the information to be disclosed should not contain, genetic information. **“Genetic Information”** includes: Information about an individual’s genetic tests; information about genetic tests of an individual’s family members; information about the manifestation of a disease or disorder in an individual’s family members (family medical history); an individual’s request for, or receipt of, genetic services, or the participation in clinical research that includes genetic services by the individual or a family member of the individual; and genetic information of a fetus carried by an individual or by a pregnant woman who is a family member of the individual and the genetic information of any embryo legally held by the individual or family member using an assisted reproductive technology.

Employee Signature: _____ Date: _____

C. Underutilization Analysis Worksheets

Charts are on file.

D. Separation and Retention Report by Protected Groups

Charts are on file.