
STATE OF MINNESOTA

ALEXANDRIA TECHNICAL AND COMMUNITY COLLEGE

Affirmative Action Plan

August 2014 – August 2016

1601 Jefferson Street
Alexandria, MN 56308

This document can be made available upon request in alternative formats by contacting

Shari Maloney at sharim@alextech.edu or 320-762-4466.

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AFFIRMATIVE ACTION PLAN 2014-2016

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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

PROTECTED GROUPS				
Job Categories	Women	Racial/Ethnic Minorities	Individuals with Disabilities	Veterans
Officials/Administrators	XX	XX		
Professionals		XX	XX	XX
Faculty	XX	XX	XX	
Protected Services: Sworn				
Protected Services: Non-sworn				
Office/Clerical		XX	XX	XX
Technicians		XX	XX	XX
Skilled Craft				
Service Maintenance	XX	XX	XX	XX

Once approved, information about how to obtain or view a copy of this plan will be provided to every employee of the College. Our intention is that every employee to is aware of Alexandria Technical and Community College’s commitments to affirmative action and equal employment opportunity. The plan will also be posted on the College’s website and maintained in the Human Resources/Affirmative Action 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/Designee Signature: Shari Maloy Date: 8-7-14

HR Director/Designee Signature: Shari Maloy Date: 8-7-14

President Signature: [Signature] Date: 8-7-14


II. STATEMENT OF COMMITMENT

This statement reaffirms Alexandria Technical and Community 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, sexual orientation, gender identity, gender expression, disability, marital status, familial status, status with regard to public assistance, 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, and individuals with disabilities 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, this 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 Signature: 

Date: 8-7-14

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

A. College President

Dr. Laura Urban

Responsibilities:

The college 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 college 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 college 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 or Designee

Shari Maloney, Chief Human Resources Officer/Affirmative Action 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.

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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 college 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 president on matters pertaining to affirmative action and equal opportunity.

C. Americans with Disabilities Act Coordinator or Designee

Mary Ackerman, Director of Support Services (Students)

Shari Maloney, Chief Human Resources Officer/Affirmative Action Officer (Employees)

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 Senior Dean of Academic Affairs and College President.

D. Human Resources Director or Designee

Shari Maloney, Chief Human Resources Officer/Affirmative Action 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 College 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:

- 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;

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- 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's 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, familial 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's 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 website at www.alextech.edu/AffirmativeActionPlan 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 website at www.alextech.edu/AffirmativeActionPlan 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."

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.

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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:

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- Protected class includes 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, 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 with a disability 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;

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- 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/COMPAINT 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.

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

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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.

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,

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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 College.

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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 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

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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;
 - 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:

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- 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;
 - 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

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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 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.

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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.
- **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;

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- 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. College action. The College 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 corrective or disciplinary action. Complainants are encouraged to report any subsequent conduct that violates Board Policy 1B.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

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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 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.

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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.

- 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.

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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. 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

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- 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:

- 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

Directors, managers, and supervisors should review the emergency evacuation procedures with staff, including informing them that, if additional assistance may be needed, individuals with disabilities should contact the Director of Safety and Security below to request the type of assistance they may need. The supervisor, or designee, will be responsible for coordination of evacuation processes for these individuals.

In the case of a fire or building evacuation, the Alexandria Fire Department will be responsible for evacuating people within the buildings. Additionally, at the beginning of each semester, faculty are asked to report to the Director of Safety and Security the names of any students having a disability that prohibits them from moving down stairwells. The Director of Safety and Security will provide such student with an evacuation plan specific to their needs. The Director of Safety and Security will be responsible for coordination of this specific plan with the Alexandria Fire and Police Departments.

A copy of the College's weather and emergency evacuation plans can be found at:
<http://www.alextech.edu/en/AboutATC/Policies/Chapter3-EducationalPolicies/HealthandSafetyPolicy/FireEvacuationPlan.aspx>, and
<http://www.alextech.edu/en/AboutATC/Policies/Chapter3-EducationalPolicies/HealthandSafetyPolicy/TornadoandSevereWeatherPlan.aspx>

College Contact: Tamzin Bukowski, Director of Safety and Security, 320-762-4415,
tamzinb@alextech.edu

Evacuation Options:

Individuals with disabilities have four basic, possibly five, evacuation options:

- Horizontal evacuation: Using building exits to the outside ground level or going into unaffected wings of multi-building complexes;
- Stairway evacuation: Using steps to reach ground level exits from building;
- Shelter in place: Unless danger is imminent, remain in a room with an exterior window, a telephone, and a solid or fire resistant door. If the individual requiring special evacuation assistance remains in place, they should dial 911 immediately and report their location to emergency services, who will in turn relay that information to on-site responders. The shelter in place approach may be more appropriate for sprinkler protected buildings where an area of

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refuge is not nearby or available. It may be more appropriate for an individual who is alone when the alarm sounds;

- Area of rescue assistance: Identified areas that can be used as a means of egress for individuals with disabilities. These areas, located on floors above or below the building's exits, can be used by individuals with disabilities until rescue can be facilitated by emergency responders.

Evacuation Procedures for Individuals with Mobility, Hearing, and Visual Disabilities:

Individuals with disabilities should follow the following procedures:

- Mobility disabilities (individuals who use wheelchairs or other personal mobility devices ("PMDs")): Individuals using wheelchairs should be accompanied to an area of rescue assistance by an employee or shelter in place when the alarm sounds. The safety and security staff will respond to each of the areas of rescue assistance every time a building evacuation is initiated to identify the individuals in these areas and notify to emergency responders how many individuals need assistance to safely evacuate.
- Mobility disabilities (individuals who do not use wheelchairs): Individuals with mobility disabilities, who are able to walk independently, may be able to negotiate stairs in an emergency with minor assistance. If danger is imminent, the individual should wait until the heavy traffic has cleared before attempting the stairs. If there is no immediate danger (detectable smoke, fire, or unusual odor), the individual with a disability may choose to wait at the area of rescue assistance until emergency responders arrive to assist them.
- Hearing disabilities: The College's buildings are equipped with fire alarm horns/strobes that sound the alarm and flash strobe lights. The strobe lights are for individuals with who are deaf and/or hard of hearing. Individuals with hearing disabilities may not notice or hear emergency alarms and will need to be alerted of emergency situations.
- Visual disabilities: The College's buildings are equipped with fire alarm horn/strobes that sound the alarm and flash strobe lights. The horn will alert individuals who are blind or have visual disabilities of the need to evacuate. Most individuals with visual disabilities will be familiar with their immediate surroundings and frequently traveled routes. Since the emergency evacuation route is likely different from the common traveled route, individuals with visual disabilities may need assistance in evacuating. The assistant should offer assistance, and if accepted, guide the individual with a visual disability through the evacuation route.

Severe Weather Evacuation Options:

Individuals with disabilities or who are in need of assistance during an evacuation have three evacuation options based on their location in their building:

- Horizontal evacuation: If located on the ground or basement floor, severe weather shelter areas are located throughout each floor;

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- Elevator evacuation: If there are no safe areas above the ground floor, the elevator may be used to evacuate to the ground or basement levels; and/or
- Shelter in Place: Seeking shelter in a designated severe weather shelter and remaining there until the all clear is used.

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).

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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	1	1			1	1		
Professionals		1	2	1		1	1	1
Faculty	1	13	3		1	2	1	
Office/Clerical		2	1	2		1	1	1
Technicians		1	1	1		1	1	1
Skilled Craft								
Service Maintenance	2	2	1	1	1	1	1	1

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Availability:

The college determined the recruitment area to be statewide for all job categories, with the exception of officials/administrators. For this category we utilized nationwide recruitment. In conducting its underutilization analysis, the college used the one-factor analysis for all of the categories except the officials/administrators, faculty, and professionals. The two factor analysis was used for these three categories because of the internal availability for these positions. Internal pools of current faculty may apply for an administrator position and temporary part-time faculty may apply for an unlimited faculty vacancy. For the professional group, there could be internal pools of other professionals or employees from the office/clerical group that may apply for these positions.

Budget challenges have affected all groups of the college. Through layoffs and retirements where we have not rehired, we have less employees. Thus there is the challenge of reaching our hiring goals in all areas as we may not have the vacancies we have had in the past.

Women:

At the College, the population of women has improved in the faculty and technician job category and has not improved in the officials/administrators category. We were able to increase the number of women in the faculty group and were able to sustain the number of females in the service maintenance area even though we had a resignation and a retirement. We anticipate hiring in the officials/administrators group this year and in the next two years will have retirements in our faculty where we will have the opportunity to hire in this category and/or one of the other protected groups where we have a disparity.

Minorities:

At the college, the population of minorities has improved in the professionals job category and has not improved in the following job categories: officials/administrators, faculty, technicians, and service maintenance. We have been expanding our intercultural services area of the college and were able to increase the percentage of the position and hire on an unlimited basis an employee to work specifically with our underrepresented student populations. We have been broadening our recruitment, but still have difficulty drawing this group into our applicant pools. We had a retirement and a termination from employees in this population at the college. One of these positions was eliminated. In the next two years we anticipate hiring in the professionals, faculty, and possibly the office/clerical groups where we anticipate retirements. If the budget allows we will have the opportunity to hire in this category and/or one of the other protected groups where we have a disparity. We will continue to work with our System Office to expand our recruitment efforts in new areas with a goal of attracting diverse populations to central Minnesota.

Individuals with Disabilities:

The underutilization of individuals with disabilities has improved in most areas. This is not so much based on actual hiring as it is looking at our internal availability and doing the two-factor analysis, for the three groups referred to above. Our hope is to hire in the areas of faculty and technicians in the next two years.

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This should give us the opportunity to hire in this category and/or one of the other protected groups where we have a disparity. We continue to increase our outreach efforts, working with our System Office and our human resources director partners in order to attract additional diverse applicants.

Veterans:

This is the first year we have gathered this data on our employees. Our separation analysis shows that we had three veterans retire in the past two years and two were in the service maintenance group. We hope to hire in this group in the next two years as we have retirements where we will have the opportunity.

X. AFFIRMATIVE ACTION PROGRAM OBJECTIVES

1. Implement a coordinated and sustained program for recruiting, hiring, and retaining a diverse faculty, staff and student body.

Action Steps:

- Research best practices in employee recruitment strategies to help expand our pool of applicants.
- Review and adjust our search processes to ensure that diverse pools of applicants are able to apply for position without barriers.
- Create support systems for new employees to ensure they feel welcome at the college and in the community.
- Increase access to safe and supportive supervised housing for students through grant funded housing stipends for underrepresented students.
- Expand support for student peer mentoring and academic support to increase academic success of diverse students.
- Initiate a Native American Advisory Council and will provide institutional recognition of unique culture and needs of native students.
- Create inclusive campus environment to support success of underrepresented students by providing programs and services that help students succeed.
- Increase diversity in course curriculum.
- Create a specific "safe zone" for GLBT students.
- Create a meditation/spiritual/reflection room for students of any faith to utilize.
- Develop a mentorship program for freshman underrepresented students.

Evaluation:

This is an ongoing goal. We continue to look at a recruitment plan for each position as it becomes vacant and target our advertising to those areas where we can reach our hiring goals. Sometimes we see results and other times we do not. We will continue to look at additional opportunities.

As we review and adjust, we will measure our efforts in the number of diverse applicants we have in the pool.

We have an employee that is "Safe Zone" trained and is a resource for GLBT students.

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We have hired and increased the percentage of time for our Intercultural Program Specialist. We will track usage in both of these areas to measure our progress.

2. Continue to provide leadership and broad participation in the college/community Inclusion Network (IN). This group continues to expand its efforts to bring together college and community in a joint effort to strengthen community understanding and appreciation of diversity and cultural differences.

Action Steps:

- Continue to host IN monthly community conversations to foster open communication about activities/opportunities in our community and provide a learning component to create awareness among participants.
- Participate in the implementation of a community anti-bullying initiative that is made possible by an Otto Bremer Grant the Inclusion Network received. The project will have education, community and workplace components.
- Provide facilitation/training services through a partnership of the Inclusion Network Training Team with the Alexandria Technical and Community College Customized Training Center to the following:
 - The community at large
 - Local and regional businesses
 - College classes as requested by faculty

Evaluation:

The Inclusion Network is an ongoing effort that is in its 11th year of existence. We continue to make progress as the college and the community work together to make the Alexandria area a great place to live and work.

Measurements will include tracking numbers of participants at community conversations and anti-bullying initiative events. Our hope is that our numbers would increase by at least ten percent (10%). Evaluation of our facilitations/training services will be shown by an increase of ten percent (10%) in our contracts through ATCC Customized Training.

3. Provide development opportunities for faculty, staff and students to enhance their knowledge about intercultural difference in communication, relationship and learning styles.

Action Steps:

- Initiate training and processes in compliance with the Violence Against Women Act and Campus Sexual Violence Elimination Act to increase student awareness of both prevention and response to sexual violence.
- Grow and expand the ATCC Student Intercultural Center and Intercultural Club.
 - Both employees and students benefit from the Center and activities of the Club.
 - Broaden the horizons and perspective of members of the Intercultural Club.

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- Encourage participation on all employees at Intercultural events at the college.
- Offer college-wide employee presentations to include topics such as:
 - Reauthorization of Violence Against Women Act
 - Veterans' Integration into college/workforce
 - Fostering an inclusive environment for employees/students
- Provide learning and discussion opportunities for our supervisory group to broaden the scope of understanding of our diverse employee, student, and stakeholder population.

Evaluation:

This is a continuing goal for the College. There were a number of intercultural events sponsored by the Intercultural Club, along with "Survive and Thrive" sessions sponsored by the Student Activities Department of the College. The college and the Inclusion Network has partnered on some activities as well, such as Mixed Blood Theatre events. Success will be measured by increase in participant numbers. A growth of 10% per year would be expected.

4. Review and monitor college employee climate and engagement.

Action Steps:

- Conduct the Personal Assessment of College Environment (PACE) survey with all employees in Spring 2016.
- Create a plan of action based on analysis of results.

Evaluation:

The College did the PACE survey in 2013. Results were analyzed and shared with the college community and shared with other like institutions for comparison. We plan to do the survey again during the 2014-2016 timeframe to continue to monitor our college environment. We will compare the results with the survey done in 2013. We will also compare results with other MnSCU institutions and like institutions nationwide.

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 and the Affirmative Action Officer 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

The college submits the following compliance reports to Minnesota Management and Budget as part of the efforts to evaluate the college's 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).

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The college also evaluates the Affirmative Action Plan, annually, in the following ways (specify timelines and what corrective actions are taken if necessary):

- 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 the college's recruitment programs are publicly marketed, attract, and obtain qualified applicants, enhance the image of state employment, and to assist in meeting the affirmative action goals to achieve a diverse workforce.

Recruitment costs incurred during the 2012-2014 plan year total: \$20,000.

Below are various recruitment methods or strategies utilized by the College during the past year and plans for the upcoming plan years 2014-2016.

A. Advertising Sources

The college advertises through the MnSCU Career Opportunities bulletin for most positions. This bulletin feeds to DiversityMN.com and also the Higher Education Recruitment Consortium (HERC) website. That includes the following advertising:

Minorities

African Assistance Program (AAP)
African Community Service (ACS)
African Development Center
American Indian OIC - Career Development Center
Asian American Chamber of Commerce of Minnesota
Black Data Processing Associates - Southern Minnesota
Black Data Processing Associates-Twin Cities Chapter
Casa de Esperanza
Center for Asian & Pacific Islanders (CAPI)
Centro Cultural Chicano, Inc.

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Chicano Latino Affairs Council
CLUES - Comunidades Latinas Unidas En Servicio
Council on Black Minnesotans
Hispanic Chamber of Commerce of Minnesota
Hmong American Partnership
Hmong Cultural and Resource Center of Minnesota
INROADS Twin Cities
Intercultural Mutual Assistance Association
Japan America Society of Minnesota
Lao Family Community of Minnesota
Latino Economic Development Center
Lincoln Adult Education Center - Institute For New Americans
Minnesota American Indian Chamber of Commerce
Minnesota Black Chamber of Commerce
Minnesota Indonesia Society
MultiCultural Development Center
NAACP - Minneapolis
National Black MBA Association, Inc - Twin Cities Chapter
New Americans Community Services
Oromo Community of Minnesota
SEARCH, SE Asian Refugee Community Home
Somali Mai Community of Minnesota
St. Paul Urban League
University of Minnesota - Multicultural Center for Academic Excellence
Vietnamese American Business Association
Vietnamese Social Services of Minnesota

People with Disabilities

Access to Employment
Accessibility Inc
Achieve! Minneapolis
Arc Greater Twin Cities
Arc Northland
Central Minnesota Works - St. Cloud
CHOICE, Unlimited
Chrysalis
Complete Career Services
Courage Center
East Range Developmental Achievement Center
Employment Innovations
Goodwill Easter Seals
Guild Incorporated
Hearing Loss Association of America
HIRED

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Independence Center Inc.
Lifeworks Services
Midwest Specialists Services, Inc.
Minnesota Assistance Council for Veterans
Minnesota Department of Employment and Economic Development (DEED)
Minnesota Resource Center
National Federation of the Blind of Minnesota
National Organization of Blind Educators
Opportunity Partners (SEE Minnetonka)
Partnership Resources, Inc.
PossAbilities of Southern Minnesota
Resource, Inc. - Employment Action Center
Rise
Twin Cities RISE!
United Cerebral Palsy of Central Minnesota
United Cerebral Palsy of Minnesota

Professional/Technical Groups

Asian American Journalists Association - Minneapolis
Associated General Contractors of Minnesota - Twin Cities
Impower
National Association of African Americans in Human Resources (NAAAHR) - Minneapolis
Quorum - Twin Cities GLBTA Chamber of Commerce

State Workforce Agencies

Albert Lea - MN Workforce Center
Alexandria - MN Workforce Center
Dakota County - Western Area MN Workforce
Duluth - MN Workforce Center
Minneapolis Workforce Center South
Minnesota Workforce Center - Fergus Falls
Minnesota Workforce Center - Minneapolis North
Ramsey County - St. Paul Workforce Center
St. Cloud MN Workforce Center

Universities and Colleges

Alexandria Technical and Community College
Anoka Technical College
Argosy University - Twin Cities
Augsburg College
Bemidji State University
Bethany Lutheran College
Bethel University
Brown College

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Capella University
Carleton College
Carlson School of Management at the University of Minnesota
College of Saint Benedict
College of St. Catherine
College of St. Scholastica
Crown College
DeVry University
Dunwoody College of Technology
Everest Institute
Globe University Minnesota School of Business Brooklyn Center
Gustavus Adolphus College
Keller Graduate School of Management
Macalester College
Metropolitan State University
Minneapolis Business College
Minneapolis College of Art and Design
Minneapolis Community & Technical College
Minnesota Paralegal Institute
Minnesota State University - Mankato
Minnesota State University - Morehead
National American University - Bloomington
North Hennepin Community College
Northland Community & Technical College
Northwest Technical Institute
Northwestern College
PC ProSchools - Minnetonka Campus
Rasmussen College - Mankato
Rasmussen College - St. Cloud Campus
South Central College
South Central College (MNSCU) - North Mankato Campus
Southwest Minnesota State University
St. Mary's University
St. Mary's University of Minnesota
St. Olaf College
St. Paul College
TechSkills
University of Minnesota (Hubert F. Humphrey Institute of Public Affairs)
University of Minnesota - Duluth
University of Minnesota Career Center for Science and Engineering
University of St. Thomas
University of St. Thomas Graduate Career Services
Winona State University

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Veterans

DFL Veterans Caucus
Disabled Veterans Rest Camp
Duluth Vet Center
Employment Action Center - Jobs For Veterans
Minnesota Assistance Council for Veterans
Minnesota Department of Veterans Affairs
Minnesota Veterans Homes - Minneapolis
Minnesota WorkForce Center - Fergus Falls
Minnesota Workforce Center - Hennepin South
Minnesota WorkForce Center - Rochester
Positively Minnesota
St. Paul Veterans Resource Center
Veterans For Peace - Minnesota

Women

Asian Women United of Minnesota
Association for the Advancement of Hmong Women in Minnesota
Career Solutions, Inc.
Career Transitions for Women
Casa Bella Plaza Latina
International Self-Reliance Agency for Women (ISAW)
The Jeremiah Program
Women Achieving New Directions
Women's Advocates, Inc.
Women's Foundatioin of Minnesota
WomenVenture
YWCA St. Paul

Other advertising for the past two-year timeframe includes the following:

ST CLOUD TIMES
ECHO PRESS & JOBS HQ
FERGUS FALLS DAILY JOURNAL
FORUM, The - Fargo, ND & Moorhead, MN
MORRIS SUN TRIBUNE
LINKED IN
CAREERBUILDER.COM
CHRONICLE OF HIGHER ED
JOB DIG.COM
MINNESOTAJOBS.COM
CHRONICLE FOR HIGHER EDUCATION
COMMUNITYCOLLEGEJOBS.COM
CRAIGSLIST.COM
HIGHEREDJOBS.COM

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POPE COUNTY TRIBUNE
DAIRYLAND PEACH
SAUK CENTRE HERALD
LA VOZ LIBRE (LONG PRAIRIE)
MINNEAPOLIS STAR TRIBUNE
MINNESOTAJOBS.COM
MINNESOTAWORKS.NET

B. Job and Community Fairs

Because of the limited vacancies at Alexandria Technical and Community College (ATCC), we participate in one community job fair: Alexandria Area Community Job Fair - Alexandria, MN. At this fair we share information about ATCC positions if applicable. We also share general employment resources and processes regarding employment opportunities with MnSCU and the State of Minnesota.

C. College and University Recruitment Events

The Alexandria Community Job Fair is an annual event held at the college gymnasium. Here we visit with many current and graduating students. Because much of the time we have no vacancies, we give out general information about MnSCU and the State of MN employment. We also utilize some area four-year college job placement or employment offices to post our positions if it seems applicable.

We have done a mailing to ATCC alumni in a program to publicize a faculty vacancy. For example, we sent the Truck Driving and Diesel Mechanics Instructor openings to graduates of the program that would have been out of college 4 or 5 years and would meet the experience requirement for those positions. We had good response from utilizing this method.

D. Recruitment for Individuals with Disabilities

The college will continue to make every effort to recruit persons with disabilities for all applicable positions by advertising in the disability focused publication and sites indicated previously under recruitment sources. Additional efforts include:

1) Self-Identification

- a. At the time of application and once a year, our college will communicate to our employees that we collect summary data related to the number of individuals who have applied for positions and who are in our workforce. We will inform employees that we collect this summary data to make determinations about where we need to improve in terms of recruitment, selection, or retention of individuals with disabilities.

2) Reasonable Accommodations

- a. We will prominently display on our career site that we will provide reasonable accommodation to qualified individuals with a disability who apply for our positions

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where needed. Once hired, we will educate employees, supervisors, and managers on accommodating employees in the workplace.

3) Self-Analysis

- a. Our college will conduct periodic self-checks to determine if our systems or documents are accessible, language in our job postings is inclusive, and reasonable accommodations have been provided and staff have been trained on how to provide reasonable accommodations.

4) Reporting

- a. Our college will conduct a quarterly analysis of the number of individuals with disabilities who have applied for positions and the number of individuals with disabilities hired.

E. Relationship Building and Outreach

College employees participate in a broad range of volunteer opportunities, community wide. This creates the opportunity to build relationships with other public and private enterprises and civic organizations. When we have openings, we advertise with all employees and ask that they pass along the information to others that may be interested in the position.

F. Internships

We have not utilized internships in this way. College-wide and in the community ATCC students are employed through the federal and state work-study programs and a non-work-study student employment program is also operated with current college students. These opportunities for current students will continue to be offered. These vacancies are posted and advertised through our student employment page of our student intranet. We recommend that supervisors go through a hiring process similar to the college process when hiring the student workers/workstudy students.

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

The 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.

H. Additional Recruitment Activities

The additional venues we have utilized in the past two years include

- focusing on area Spanish-speaking newspapers in order to recruit in the service maintenance area;
- targeting ATCC alumni in our technical faculty vacancies;
- recruiting through industry specific professional organizations for faculty and/or administrators

These have been successful and we will continue to individualize our recruitment plans as vacancies occur. We will add to our list of recruitment sources the American Indian Higher Education Consortium.

XIII. RETENTION PLAN

The 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(s) Responsible for the College's Retention Program/Activities

Shari Maloney, Chief Human Resources Officer/Affirmative Action Officer, 320-762-4466;
sharim@alextech.edu.

B. Separation Analysis by Protected Groups

The College had 33 separations over the last reporting period.

Of the 33 separations: 57.6% were women

6% were minorities

0% were individuals with disabilities

9% were veterans

Twenty-two of these (over 65%) were retirements and/or early retirement incentives.

Of the 22 that were retirements or early retirements:

41% were women

.05% were minorities

14% were veterans

Of the remaining 11 separations, 8 were resignations and 3 were layoffs or terminations.

Of the 8 resignations, 37.5% were women (none in the rest of the protected groups).

Of the 3 lay-offs or terminations – 33% were women and 33% were minorities

These numbers are very similar to our past report. They show the trend of retirements as we have a great deal of long term employees. It is important to keep a pulse on these numbers to be sure as we replace workers, we are looking to advance our numbers of protected group members. This, again, is a challenge as a number of these separations were not replaced due to needed budget efficiencies.

C. Methods of Retention of Protected Groups

Retention efforts include the follow practices that create a welcoming, supportive environment for all employees.

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- Employee recognition efforts include: annual Years of Service recognition, kudos awards, movie pass drawings, Outstanding Support Staff Employee of the Year, Outstanding Educator of the Year, and Fall Workshop breakfasts and picnic.
- Engaging employees by being involved in teams and in decision making; examples of some of the ATCC teams are:
 - Finance
 - CASA (Combined Academic and Student Affairs)
 - Scholastic
 - Safety
 - Health Promotion
 - Recognition
 - Emergency Preparedness
 - Staff Development
 - Facilities Management and Operations
 - Strategic Facilities (Long Range)
 - Intercultural/Diversity
- Professional development is encouraged in all areas. According to the 2014 MnSCU Staff Development survey results, 78% of respondents reported attending one or more professional/staff development activities in the past year and 96% responded that the activity they attended was on our campus and 19% attended training through the system office.
- Employees have a tuition waiver benefit available to them through the work agreements and some units also have the option to apply to the appointing authority for an individual preapproved degree plan with 75% - 100% reimbursement of expenses.
- The “Kudos” recognition program allows employees to request a “kudos” award for other employees who in their opinion have gone above and beyond in helping others or helping the college succeed. They get a personal recognition by getting a certificate and token award and these individuals are recognized quarterly at personnel meetings.
- Mentor program in place for new faculty.
- Individual development plan as a part of Employee Growth Assessment process. According to the 2014 MnSCU Staff Development survey results, 97% of respondents received a performance evaluation in the last twelve months and 82% indicated that they have an individual development plan that they have discussed with their supervisor.
- An exit survey is mailed to all resigning or transferring employees, in order to collect input for purposes of continuous improvement.
- Continue to improve communication within the college to include:
 - periodic personnel meetings,

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- campus conversation meetings,
 - annual “program conversations” conducted jointly by President and President of Faculty Association,
 - President meets regularly with Student Senate,
 - Leadership Council (administrators) meet weekly,
 - quarterly “Connections” newsletter generated by the President,
 - quarterly newsletters generated by Human Resources,
 - one-on-one visits with Faculty Association (MSCF) President, and
 - open-door policy and continuous email updates.
-
- “Employee Spotlight” activity. This is an internal publication with the purpose of getting to know members of our ATCC family on a more personal level.
 - Will be conducting a climate survey in spring 2016 and will compare results with previous surveys and benchmark with other MnSCU institutions to identify best practices.
 - Continue to make improvements to faculty and staff orientation process.
 - Demonstrate administration’s commitment to recruiting, promoting and retaining employees from diverse backgrounds by supporting the development of new and innovative recruitment efforts and training initiatives.
 - Increase communication and participation of employees in processes such as hiring/interviewing, strategic planning and visioning sessions.
 - Continue to expand the reach of the Intercultural Center to be a welcome gathering place and resource center for all employees/students.
 - Use input from employees (via survey) and the college Staff Development Team to create a staff development plan that makes available learning opportunities for all employees that foster an inclusive environment.
 - Ensure accessibility of electronic systems, physical office spaces, and other aspects of the employment experience.
 - Provide learning and discussion opportunities for our supervisory group to broaden the scope of understanding of our diverse employee, student, and stakeholder population.

APPENDIX

A. Complaint of Discrimination/Harassment Form



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)		
Name	Job Title	
Work Address	City, State, Zip Code	Telephone()
Agency	Division	Manager
Respondent (Person Who Harassed/Discriminated Against You)		
Name	Job Title	
Work Address	City, State, Zip Code	Telephone ()
Agency	Division	Manager

The Complaint
Basis of Complaint ("X" all that apply): <input type="checkbox"/> Race <input type="checkbox"/> Color <input type="checkbox"/> Disability <input type="checkbox"/> Sexual Orientation

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<input type="checkbox"/> Sex	<input type="checkbox"/> Creed	<input type="checkbox"/> Marital Status	<input type="checkbox"/> Status with Regard to Public Assistance
<input type="checkbox"/> Age	<input type="checkbox"/> Religion	<input type="checkbox"/> National Origin	<input type="checkbox"/> Membership or Activity in a Local Human Rights Commission

Date most recent act of harassment/discrimination took place:	If you filed this complaint with another agency, give the name of that agency:
---	--

Describe how you believe that you have been harassed/discriminated 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.

This complaint is being filed on my honest belief that the State of Minnesota has harassed/discriminated against 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.	
Complainant Signature	Date

Affirmative Action Officer Signature	Date
--------------------------------------	------

APPENDIX B: Employee/Applicant Request for ADA Reasonable Accommodation Form



**State of Minnesota – Alexandria Technical and Community 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 agency Human Resources representative, ADA coordinator/designee, your agency legal counsel or any other person who is authorized by your agency 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 agency may refuse to provide 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 as necessary).

1. What, if any job function are you having difficulty performing?

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2. What, if any employment benefit are you having difficulty accessing?

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 agency 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: _____

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B. College Profile and Organizational Chart

C. Underutilization Analysis Worksheets

D. Separation Analysis by Protected Groups Worksheets

E. Other Relevant College Information, Policies, or Documents

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Administrative Organizational Chart
2014-2015

