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10/16/2017

TO: Legislative Reference Library
Attention: Acquisitions Department
645 State Office Building
St. Paul, MN 55155-1050

FROM: Peggy Strand
Minnesota Board of Peace Officer Standards and Training

SUBJECT: 1997 Minn. Laws Chap.239 Art.1, Sec. 9 Report on Recruitment Information and Enrollment Statistics from Schools that provide the Professional Peace Officer Education Program

Cite: Minn. Stat.; 1997 Minn. Laws Chap. 239 Art. 1 Sec. 9

Topic: Report on information provided to the board on recruitment information and enrollment statistics from MNSCU institutions that provide the Professional Peace Officer Education Program

Due date: July 01, 2018

Attached is a copy of the report referenced above along with the supporting documentation.

Two printed copies will be mailed shortly.

Please contact me if you have any questions at 651-201-7782 or by email at peggy.strand@state.mn.us.

Affirmative Action Worksheet - Data Summary 2017

NOTE: One POST Board Certified School, Fond Du Lac Tribal and Community College, submitted a full report and plan in lieu of submitting the worksheet with the permission of Peggy Strand, Education Coordinator. That school's information is not included in the data listed below.

Affirmative Action Area	Strategy	Report		Plan
		Was this strategy applied during the past year?	If yes, was this strategy applied at the level of:	
1. Affirmative Action Designated Staff	A. Employ an affirmative action coordinator (i.e. Minority Affairs Coordinator, Multicultural Director)	Yes <u>28</u> No <u>1</u> No Response <u>0</u>	The School <u>21</u> PPOE Program <u>0</u> Both <u>6</u> No Response <u>2</u>	Yes <u>26</u> No <u>1</u> No Response <u>2</u>
	B. Have an affirmative action committee, (i.e. Diversity Taskforce, Racial Tolerance and Discrimination Committee, Community Relations Committee, etc.)	Yes <u>28</u> No <u>1</u> No Response <u>0</u>	The School <u>22</u> PPOE Program <u>0</u> Both <u>6</u> No Response <u>1</u>	Yes <u>27</u> No <u>1</u> No Response <u>1</u>
2. Faculty	A. Recruit diverse faculty	Yes <u>29</u> No <u>0</u> No Response <u>0</u>	The School <u>13</u> PPOE Program <u>0</u> Both <u>16</u> No Response <u>0</u>	Yes <u>27</u> No <u>0</u> No Response <u>2</u>
	B. Provide diversity training for faculty	Yes <u>28</u> No <u>0</u> No Response <u>1</u>	The School <u>13</u> PPOE Program <u>0</u> Both <u>16</u> No Response <u>0</u>	Yes <u>28</u> No <u>0</u> No Response <u>1</u>
3. Outreach	A. Participate in recruitment fairs in MN (i.e. Law Enforcement Opportunities, LEO)	Yes <u>28</u> No <u>1</u> No Response <u>0</u>	The School <u>8</u> PPOE Program <u>2</u> Both <u>18</u> No Response <u>1</u>	Yes <u>26</u> No <u>2</u> No Response <u>1</u>
	B. Recruit at high schools in Minnesota	Yes <u>29</u> No <u>0</u>	The School <u>14</u> PPOE Program <u>0</u>	Yes <u>27</u> No <u>0</u>

*According to Minnesota Rules, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."

		No Response 0	Both No Response	15 0	No Response 2
	C. Recruit students at high schools and fairs outside of Minnesota	Yes 24 No 5 No Response 0	The School PPOE Program Both No Response	16 1 5 7	Yes 22 No 4 No Response 3
	A. Form a partnership with one or more MN law enforcement agencies	Yes 26 No 1 No Response 2	The School PPOE Program Both No Response	2 12 12 3	Yes 26 No 1 No Response 2
	B. Form partnerships with colleges and universities that have a high population of minority students and/or women	Yes 27 No 1 No Response 1	The School PPOE Program Both No Response	8 3 16 2	Yes 29 No 0 No Response 0
	C. Form partnerships with law enforcement groups from outside of Minnesota	Yes 17 No 11 No Response 1	The School PPOE Program Both No Response	3 11 3 12	Yes 18 No 9 No Response 2
	Provide celebrations, speakers, or other events that promote diversity	Yes 29 No 0 No Response 0	The School PPOE Program Both No Response	12 0 17 0	Yes 29 No 0 No Response 0
5. Diversity Events	Support minority students and women through mentorship programs	Yes 25 No 4 No Response 0	The School PPOE Program Both No Response	15 1 2 4	Yes 28 No 1 No Response 0
6. Mentorship Programs	A. Distribute information on the school, mentorship programs and/or scholarship opportunities to minority students and women.	Yes 29 No 0 No Response 0	The School PPOE Program Both No Response	12 4 13 0	Yes 29 No 0 No Response 0
7. Distribution of information					

*According to Minnesota Rules, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."

	B. Use recruitment ads and publications that show a diverse student population	Yes No No Response	<u>29</u> <u>0</u> <u>0</u>	The School PPOE Program Both No Response	<u>11</u> <u>0</u> <u>17</u> <u>1</u>	Yes No No Response	<u>29</u> <u>0</u> <u>0</u>
8. On-Campus Support	Provide a supportive campus environment for minority students and women through special services, clubs, and/or orientation events	Yes No No Response	<u>29</u> <u>0</u> <u>0</u>	The School PPOE Program Both No Response	<u>11</u> <u>0</u> <u>18</u> <u>0</u>	Yes No No Response	<u>28</u> <u>0</u> <u>1</u>
9. Courses, Curriculum and Resources	A. Review the curriculum to include diversity education in all parts of the law enforcement education	Yes No No Response	<u>28</u> <u>1</u> <u>0</u>	The School PPOE Program Both No Response	<u>1</u> <u>10</u> <u>17</u> <u>1</u>	Yes No No Response	<u>28</u> <u>1</u> <u>0</u>
	B. Include the historical and contemporary issues of minorities and women in policing in courses	Yes No No Response	<u>29</u> <u>0</u> <u>0</u>	The School PPOE Program Both No Response	<u>1</u> <u>19</u> <u>9</u> <u>0</u>	Yes No No Response	<u>29</u> <u>0</u> <u>0</u>
	C. Expand library resources to give special attention to the acquisition of materials that represent diverse perspectives on criminal justice and public safety	Yes No No Response	<u>26</u> <u>3</u> <u>0</u>	The School PPOE Program Both No Response	<u>7</u> <u>5</u> <u>13</u> <u>4</u>	Yes No No Response	<u>27</u> <u>2</u> <u>0</u>
	D. Offer developmental courses and academic support services to help minority students and women transition into college	Yes No No Response	<u>29</u> <u>0</u> <u>0</u>	The School PPOE Program Both No Response	<u>13</u> <u>1</u> <u>14</u> <u>1</u>	Yes No No Response	<u>29</u> <u>0</u> <u>0</u>
	E. Offer post-secondary educational opportunity courses in high schools with high minority enrollment	Yes No No Response	<u>17</u> <u>12</u> <u>0</u>	The School PPOE Program Both No Response	<u>10</u> <u>0</u> <u>7</u> <u>12</u>	Yes No No Response	<u>19</u> <u>8</u> <u>2</u>
	F. Offer law enforcement related post-secondary educational opportunity courses in high schools with high enrollments of minority	Yes No	<u>12</u> <u>17</u>	The School PPOE Program	<u>4</u> <u>2</u>	Yes No	<u>11</u> <u>14</u>

*According to Minnesota Rules, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."

	students and/or women	No Response	Both No Response	No Response	No Response
10. Diversity Tracking Efforts	A. Collect voluntary information about gender and ethnicity in an attempt to track progress towards parity in higher education for minority students and women	Yes <u>27</u> No <u>1</u> No Response <u>1</u>	The School PPOE Program Both <u>14</u> No Response <u>1</u>	<u>4</u> <u>19</u>	Yes <u>27</u> No <u>2</u> No Response <u>0</u>
	B. Interview graduates to track student perceptions regarding the achievement of affirmative action goals	Yes <u>15</u> No <u>13</u> No Response <u>1</u>	The School PPOE Program Both <u>7</u> No Response <u>13</u>	<u>6</u> <u>3</u> <u>7</u> <u>13</u>	Yes <u>16</u> No <u>10</u> No Response <u>3</u>
11. Other Efforts	Additional information attached? Yes <u>9</u> No <u>21</u>				

*According to Minnesota Rules, 6700.0300, subpart 6, section C, "Minority student means a Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native person."

2017 AFFIRMATIVE ACTION DATA SPREADSHEET

	Question 1A										Question 1B										Question 2A	
	Yes	No	1	2	3	NA	Yes	No	NA		Yes	No	1	2	3	NA	Yes	No	NA		Yes	No
Alex TCC	X		X				X				X						X				X	
BSU	X				X			X			X						X				X	
CLC	X		X				X				X						X				X	
Century College	X					X		X			X						X				X	
Concordia	X		X				X				X						X				X	
FDLTCC																						
Hamline	X		X				X				X						X				X	
Henn TC	X				X		X				X						X				X	
Hibbing	X		X				X				X						X				X	
IHCC	X		X				X				X						X				X	
LLTC		X				X			X			X						X				X
Metro SU	X		X				X				X						X				X	
MN St Mkto	X		X				X				X						X				X	
MN St Mrhd	X		X				X				X						X				X	
MN West	X				X		X				X						X				X	
MNST CTC	X		X				X				X						X				X	
Mpls CTC	X				X		X				X						X				X	
Northland	X		X				X				X						X				X	
Northwestern	X		X				X				X						X				X	
Rasmussen	X				X		X				X						X				X	
Ridgewater	X		X				X				X						X				X	
Riverland	X		X				X				X						X				X	
Roch CTC	X		X				X				X						X				X	
SCSU	X		X				X				X						X				X	
St Thomas	X		X				X				X						X				X	
St. Mary (U of)	X				X		X				X						X				X	
SW MN SU	X		X				X				X						X				X	
U MN Crookston	X		X				X				X						X				X	
Vermilion	X		X				X				X						X				X	
Winona SU	X		X				X				X						X				X	
	28	1	21	0	6	2	26	1	2	28	1	22	0	6	1	27	1	1	29	0		
		29				29			29		29				29				29			29

		Question 9A							Question 9B							Question 9C						
2	3	Yes	No	NA	Yes	No	1	2	3	NA	Yes	No	Yes	No	1	2	3	Yes	No	Yes	No	
	X	X			X				X		X		X				X	X		X		
	X	X			X				X		X		X			X		X	X	X		
	X	X			X				X		X		X				X	X		X		
	X	X			X				X		X		X					X	X	X		
	X	X			X			X			X		X					X	X	X		
0	18	28	0	1	28	1	1	10	17	1	28	1	28	1	1	19	9	29	0	26	3	
	29			29		29				29		29					29		29			29

Strand, Peggy (DPS)

From: Mary Vukelich <Mary.Vukelich@century.edu>
Sent: Tuesday, October 3, 2017 12:05 PM
To: Strand, Peggy (DPS)
Subject: Some supporting documentation
Attachments: Law Enforcement Education Fair Flyer SP17.pdf; Women in Law Enforcement Breakfast Flyer F17 (002).pdf

Here are two events that demonstrate the advertising piece and recruitment piece. In addition, our college has integrated a professional development opportunity for faculty titled the Institute for Culturally Responsive Pedagogy. I am one of the trained facilitators and we are encouraging all CJ/LE faculty to attend -- it is a 40 hour commitment spread over one semester.

In addition, we have our Law Enforcement Mentoring program (voluntary) targeting students who do not have established law enforcement networks and a program called Opportunity Community (college-wide) that provides mentors for students (voluntary) while at Century and beyond to help them to complete their goals.

Let me know if you have questions. Take care.

Mary



Women in Law Enforcement Breakfast

Is a career in law enforcement in your future?

Join us for breakfast and listen to our panel of successful women in law enforcement.

Panel of Experts include:

Chief Julie Swanson, White Bear Lake Police Department, Host
Commissioner Mona Dohman, Department of Public Safety
Sergeant Pam Barragan, St. Paul Police Department
Trooper Azzaya Williams, Minnesota State Patrol
Chief Laura Eastman, Bayport Police Department

OCTOBER 12 • 8-9:30 AM
EAST CAMPUS, LINCOLN MALL
century.edu/lawenforcement

Funded by Perkins IV

CENTURY
COLLEGE



Must register before October 1 for the event by emailing
lawenforcement@century.edu. Limited seating.

Century College is a member of Minnesota State. We are an affirmative action, equal opportunity employer and educator. This document can be available in alternative formats to individuals with disabilities by calling 651.779.3354 or 1.800.228.1978 x 3354.



Law Enforcement Education & Employment Fair

century.edu/lawenforcement

MARCH 8 • 3-6 pm

EAST CAMPUS, LINCOLN MALL

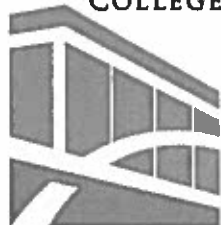
Participating Agencies:

- Lino Lakes Public Safety
- MN Asian Peace Officers Assoc.
- MN State Patrol
- New Brighton Public Safety
- Somali American Police Assoc.
- White Bear Lake Police
- Federal Reserve Police
- Washington Cty. Sheriff's Office
- Blaine Police
- Maplewood Police
- Mounds View Police
- Roseville Police
- St. Paul Police
- Woodbury Public Safety
- Columbia Heights Police
along with others.

For those attending,
the \$20 Century College
application fee will be
waived!

Drawings for fantastic prizes every 30 minutes!

**CENTURY
COLLEGE**



For more information, visit century.edu/lawenforcement

Century College is a member of Minnesota State. We are an affirmative action, equal opportunity employer and educator. This document can be available in alternative formats to individuals with disabilities by calling 651.779.3354 or 1.800.228.1978 x 3354.

FROM: Concordia University – Professor Elizabeth Glynn Chambers

Affirmative Action Worksheet – Attachment – CSP

For question 10, Part B under the “Plan” column, neither yes nor no is marked as no plans have been made at this time to address this strategy.

For question 11:

- Concordia University, Saint Paul’s C.A.R.E. (Coalition for Acceptance, Respect & Equity) Committee is annually involved in new student orientations, faculty/staff development, and campus-wide awareness events.

From: Hanson, Ghlee J
To: [Strand, Peggy \(DPS\)](#)
Subject: Affirmative Action Worksheet
Date: Tuesday, September 26, 2017 3:20:25 PM
Attachments: [Affirmative Action Worksheet.doc](#)

Hi, Peggy,

For all the graduates we had this past school year, we filled those empty desks with newcomers! Our numbers are surprisingly the same. Our school continues to hold diversity training monthly, and faculty are expected to attend. These sessions include guest speakers, workshops, small group discussions, etc. Our ActSix program, which focuses of low income minority students, was renewed for another year.

As of today, my numbers are 47 in the total program (both tracks), 26 in the Law Enforcement Track, which includes 5 women, and 3 of the 26 are racial minorities. We hired Booker Hodges to be our lead instructor for the Law Enforcement classes. He is a minority who has a PHD, and works as an administrator in the Ramsey County Sheriff's office. We're fortunate to have him on our adjunct staff, and students "love" him as an instructor.

That's all that's new with the program. See you in November!

Ghlee

Leech Lake Tribal College – Additional Info to go with Affirmative Action Plan and Report

- 2A – Target recruitment of specific candidates who meet minority needs.
- 2B – Faculty in service provided training on Obijwe Language, culture trauma, and other related topics
- 3A – created an onsite career fair from agencies in MN/ND
- 3B – High School Recruitment Events
 - Bagley High School
 - Clearbrook Gonvick High School
 - Cass Lake High School
 - Park Rapids High School
 - Northland Schools (Remer) Indian Education
 - Bemidji High School Indian Education
 - BUG School
 - Deer River High School
- 4A. Partnerships with local Leech Lake Tribal Police, White Earth Tribal Police, association with Grand Forks Police Department, and Ninth District Federal Reserve Police – Specific targeted recruitment of minority students
- 4B. Reestablished articulation agreement with Concordia St. Paul, sustained (reworking one with Metro State), articulation agreement currently in final stages with United Tribes North Dakota (UTTE) (Bachelors Degree Program)
- 4C. Develop relationship with FLETC Rural Training Spec., and working on collaborative effort with FLETC/BIA/OLE
- 5A. Tribal College Pow-Wow, Monday Drum, Tribal Judges, Tribal Law Enforcement Officers, and other traditional/non-traditional Tribal Events on campus.
- 6A. Campus population is small all students are provided as appropriate 1:1 mentoring
- 7A. See above
- 7B. The school has a limited budget for recruitment, efforts include local marketing via Tribal Radio, and local movie theater. Also via the Tribal Newspaper.
- 8A. Wellness center, and other culture support groups
- 9A. Curriculum is currently under programmatic review, as well as complying with the MN POST PPOE LO. New data and information from NALEA is updated, as well as information from BIA, and other DOJ websites. Local events DALP is used as discussion points, on techniques, tactics as well as preservation of rights.
- 9B. See above
- 9D. The college offers development or foundations courses
- 9E. Looking to expand to PSEO
- 9F. See above

Minnesota West Community College
Addendum to Affirmative Action Worksheet 2017

#1A – Each campus has Student Services Advisors who are charged with working with students of diversity (under-represented populations), students with documented disabilities, and students in programs where equity is a concern.

#4A – Law Enforcement agencies are part of our Advisory groups

#4C – Working with Law Enforcement agencies in Southeastern South Dakota on training, educational and development programs.

#5A – Law Enforcement students developed and presented a workshop for a multi-cultural audience on the requirements and responsibilities of getting a license to drive.

Law Enforcement students developed and presented an event (partnered with a local service organization) to fingerprint children as part of a Nationwide effort to help with child safety and identification.

#6 Minnesota West CTC has advisors who work as mentors with various minority and non-traditional groups.

#9 A Law Enforcement students take a 2-credit Conversational Spanish for Law Enforcement (using the Command Spanish Curriculum) which includes appropriate, profession-specific cultural information

#9 D, A study table was created this fall of 2016 for all law enforcement students. This is a scheduled one hour block each day where students meet in the LARC with LE instructors, to help the students with questions, homework or set up tutors.

#10 A -- Students are tracked through the Minnesota State ISRS system for equity and parity.

#11 Faculty and students attended Marnita's Table model of Intentional Social Interaction course in Worthington and acted as ambassadors during the dinner.

The college holds a multi-cultural event/fair every year at the Worthington campus through the multicultural center.

Hennepin Technical College

Diversity Plan

2014-2018



Hennepin Technical College

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INTRODUCTION

Hennepin Technical College (HTC) was founded in 1972 and is Minnesota's largest technical college. The College serves students at campuses in Brooklyn Park (BPC) and Eden Prairie (EPC). HTC is a member of the Minnesota State Colleges and Universities system (MnSCU), which is comprised of 31 institutions including 24 two-year colleges and 7 state universities. HTC provides affordable tuition, quality instruction, and hands-on training in outstanding facilities with state-of-the-art equipment. The College embraces quality and innovation in career and technical education, workforce development and lifelong learning.

COLLEGE'S COMMITMENT TO DIVERSITY

Hennepin Technical College recognizes, respects, and honors diversity existing in society due to an individual's age, ethnicity, national origin, race, color, sex, sexual orientation, gender identity, gender expression, disability, marital status, familial status, religious beliefs, creeds, and socioeconomic status. The college is committed, through its programs and policies, to embracing diversity, fostering inclusiveness, and advancing equity in creating a work and educational environment that empowers individuals to live and work productively in an ever-changing global society. Hennepin Technical College's commitment to diversity compels it to confront prejudicial, discriminatory behaviors and policies. The college supports aggressive steps and programs intended to remedy the historical underrepresentation of persons of color, women, veterans, and persons with disabilities in the workforce, and in ensuring a learning environment that is inclusive and equitable for all.

DEVELOPMENT & SCOPE OF DIVERSITY PLAN

Initial development of the Diversity Plan began in summer 2013 by the Office of Diversity & Affirmative Action, Diversity Committee, Office of the President, and Office of Institutional Research. A final draft was completed by the end of spring 2014. Feedback from campus stakeholders occurred in fall 2014 (President's Advisory Council) and spring 2015 (Shared Governance, and Student Senates). In fall 2015, the college was charged to "develop a campus diversity plan, integrated into the college overall Student Success plan, as part of MnSCU's Charting the Future Initiative 1.3.1. The outcome is this comprehensive diversity plan which includes guiding principles from HTC's Vision 2020, Strategic Enrollment Management Plan (SEM), and Affirmative Action Plan (AAP), as well as MnSCU's Charting the Future – Diversity & Equity, and Diversity & Equity Work Plan.

COLLEGE MISSION STATEMENT

To provide excellence in career and technical education for employment and advancement in an ever-changing global environment.

COLLEGE VISION

Embracing quality and innovation in career and technical education, workforce development, and lifelong learning.

COLLEGE VALUES

Collaboration, Continuous Improvement, Diversity, Innovation, Integrity, Passion, Pride, Respect, and Trust that fosters Employee Engagement, Quality Service, and Student Success

HTC LEARNER OUTCOMES

Skills and competencies for successful employment that are demonstrated by all HTC students at the time of graduation: Oral and Written Communication, Critical Thinking and Problem Solving, Technological Literacy, and Mathematical and Scientific Reasoning

HTC LEARNER VALUES

Values and attitudes that help make successful employees: Professionalism, Cultural and Global Awareness, Safety & Environmental Responsibilities, Leadership and Self-Direction, Creativity and Innovation, and Ethical and Social Responsibility

GUIDING PRINCIPLES

MINNESOTA STATE COLLEGES & UNIVERSITIES CHARTING THE FUTURE – DIVERSITY AND EQUITY

Dramatically increase the success of all learners, especially those in diverse populations traditionally underserved by higher education.

- 1.3.1 Develop campus diversity plans, integrated into each college/university overall Student Success plan
- 1.3.2 Diversity mapping and assessment of diversity and equity
- 1.3.3 Efforts to improve the recruitment and retention of diverse faculty and staff
- 1.3.4 Professional development to increase faculty and staff intercultural and global competency and increase understanding and use of culturally relevant pedagogy (also included in Academic and Student Affairs)

MINNESOTA STATE COLLEGES & UNIVERSITIES DIVERSITY AND EQUITY DIVISION WORK PLAN

- Goal 1: Reduce and eliminate the achievement gap
- Goal 2: Increase Diversity of our Students
- Goal 3: Increase and retain Diversity in faculty and staff

- Goal 4: Partnership with diverse communities
- Goal 5: Ensure welcoming, supportive environment
- Goal 6: Diversity of our vendors and suppliers

HENNEPIN TECHNICAL COLLEGE VISION 2020

- Strategic Direction 3: Enhance student retention and success through comprehensive student support services and increased engagement of students.
- Strategic Direction 5: Provide a working environment that promotes engagement, development, and retention of all employees.

HENNEPIN TECHNICAL COLLEGE STRATEGIC ENROLLMENT MANAGEMENT PLAN (SEM)

- Drive Enrollment: Increase New Student Enrollment
- Drive Student Success: Increase Student Persistence and Completion
- Drive Programs: Capitalize on Industry Growth and Maximize Program Opportunity

HENNEPIN TECHNICAL COLLEGE AFFIRMATIVE ACTION PLAN (AAP)

- Increase Employee Diversity – Employees of Color & Other Protected Class Groups
- Increase Employee Retention – Employees of Color & Other Protected Class Groups
- Increase Campus Diversity Climate

DIVERSITY METRICS

- INCREASE EMPLOYEE DIVERSITY: Increase employees of color as a % of total employees.
- INCREASE STUDENT DIVERSITY: Increase student of color credit students as a % of total credit headcount.
- IMPROVE STUDENT SUCCESS AND COMPLETION RATES: Increase the ratio of the student persistence and completion rate for students of color to white students.
- INCREASE CAMPUS DIVERSITY CLIMATE: Increase the extent to which the college promotes contact with and understanding of diverse populations, as measured by student and employee opinions.

GOAL #1 – INCREASE EMPLOYEE DIVERSITY

DESIRED OUTCOME(S)						
	<ul style="list-style-type: none"> • Increase employees of color as percent of total employees. • Increase number of Equal Employment Opportunity (EEO) job categories from “not improved” to “improved” with highest amount of underutilization. 					
ASSESSMENT						
	<ul style="list-style-type: none"> • MnSCU Accountability Dashboards FY14-18 (data provided by Office of Institutional Research) • HTC Affirmative Action Plans (AAP) 2014-18 (data provided by HR-HRIS) • See Appendix A for progress in FY16. 					
Employee Need	# Action Steps	Aligns With	Primary Stewards	Proposed Partners	Completion Target	
Training	1	Provide ongoing training for hiring supervisors and search committee members in searching for excellence and diversity in the search process.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ CHRO ○ HR Specialists 	<ul style="list-style-type: none"> ○ Hiring Supervisors ○ Diversity Committee 	Ongoing FY15 – FY18
	2	Target organizations that serve under-represented communities for online recruitment of vacancies.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ HR Assistant 	<ul style="list-style-type: none"> ○ Hiring Supervisors ○ Diversity Committee 	Ongoing FY16 – FY18
Recruitment	3	Promote vacancies through career fairs and outreach events that serve under-represented communities.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Outreach Staff 	Ongoing FY16-FY18
	4	Enhance social media efforts for effective HTC branding and promotion of vacancies.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ Marketing 	<ul style="list-style-type: none"> ○ Hiring Supervisors ○ Diversity Committee 	Ongoing FY15 – FY18
	5	Expand recruiting efforts to include alumni and graduate student networks.	<ul style="list-style-type: none"> ○ AAP 16-18 	<ul style="list-style-type: none"> ○ CDO/AAO ○ HR Assistant 	<ul style="list-style-type: none"> ○ Hiring Supervisors 	Ongoing FY17-FY18

Employee Need	#	Action Steps	Aligns With	Primary Stewards	Proposed Partners	Completion Target
Retention	6	Host "Coffee & Conversation with the President" listening sessions to solicit feedback for improving campus diversity climate.	<input type="checkbox"/> AAP 16-18 <input type="checkbox"/> Vision 2020 #5	<input type="checkbox"/> President <input type="checkbox"/> CDO/AAO	<input type="checkbox"/> Diversity Committee <input type="checkbox"/> Employees <input type="checkbox"/> Students	Ongoing FY16 – FY18
	7	Create disability awareness programming to assess more accurately the number and needs of our employees with disabilities.	<input type="checkbox"/> AAP 16-18 <input type="checkbox"/> Vision 2020 #5	<input type="checkbox"/> CDO/AAO <input type="checkbox"/> CHRO/ADA	<input type="checkbox"/> Disabilities Services <input type="checkbox"/> Directors <input type="checkbox"/> Diversity Committee	Ongoing FY17-FY18
	8	Enhance onboarding of new employees to include introduction to HTC history, values, and campus diversity climate for the purpose of creating community and connections with individuals in other departments.	<input type="checkbox"/> AAP 16-18 <input type="checkbox"/> Vision 2020 #5 <input type="checkbox"/> MnSCU D&E #3	<input type="checkbox"/> CDO/AAO <input type="checkbox"/> HR <input type="checkbox"/> Hiring Supervisors	<input type="checkbox"/> Diversity Committee <input type="checkbox"/> BTYR <input type="checkbox"/> Committee	Ongoing FY17- FY18
	9	Establish mentorship pathways within departments and across the college for employees of color and other protected class group members.	<input type="checkbox"/> AAP 16-18 <input type="checkbox"/> Vision 2020 #5 <input type="checkbox"/> MnSCU D&E #3	<input type="checkbox"/> CDO/AAO <input type="checkbox"/> HR <input type="checkbox"/> Hiring Supervisors	<input type="checkbox"/> Diversity Committee <input type="checkbox"/> BTYR <input type="checkbox"/> Committee	Ongoing FY17- FY18

Additional Action Steps for Consideration

- Recommendations from Luoma Action Team available in July 2016

GOAL #2 – INCREASE STUDENT DIVERSITY

DESIRED OUTCOME(S)						
<ul style="list-style-type: none"> Increase student of color credit students as a percent of total headcount. Increase of diverse partnerships to immigrant populations, and communities of color. 						
ASSESSMENT						
<ul style="list-style-type: none"> MnSCU Accountability Dashboards FY14-18 (data provided by Office of Institutional Research) Inventory of partnerships (data provided by CDO/AAO) See Appendix A for progress in FY16. 						
Student Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Outreach	1	Promote language specific, community engagement.	<ul style="list-style-type: none"> SEM 1.1.3 MnSCU D&E #4 	<ul style="list-style-type: none"> Marketing Admissions & Outreach CDO/AAO 	<ul style="list-style-type: none"> Diversity Committee 	Ongoing FY17-FY18
	2	Promote diverse sponsorships, partnerships, & relationships.	<ul style="list-style-type: none"> SEM 1.1.4 MnSCU D&E #4 	<ul style="list-style-type: none"> Marketing Admissions & Outreach CDO/AAO 	<ul style="list-style-type: none"> Diversity Committee 	Ongoing FY17-FY18
	3	Develop and expand partnerships with community agencies that serve immigrant populations.	<ul style="list-style-type: none"> SEM 1.1.6 MnSCU D&E #4 	<ul style="list-style-type: none"> Faculty Admissions & Outreach CDO/AAO 	<ul style="list-style-type: none"> Diversity Committee 	Ongoing FY17-FY18
	4	Connect with leaders and elders in communities of color to build relationships.	<ul style="list-style-type: none"> SEM 1.1.7 MnSCU D&E #4 	<ul style="list-style-type: none"> Admissions & Outreach CDO/AAO 	<ul style="list-style-type: none"> Diversity Committee 	Ongoing FY17-FY18

Additional Action Steps for Consideration

- Recommendations from Strategic Enrollment Management Committee in FY17.

GOALS #3 & #4 – IMPROVE STUDENT SUCCESS & COMPLETION RATES

DESIRED OUTCOMES(S)

- Increase the ratio of the student persistence rate for students of color to white students.
- Increase the ratio of the student completion rate for students of color to white students.
- Increase in the number of course and co-curricular activities that include Cultural and Global Awareness.
- Increase in the number of student clubs that include HTC value Diversity in their charters and participate in activities with elements of HTC learner value Cultural and Global Awareness.

ASSESSMENT

- MnSCU Accountability Dashboards FY14-18 (*data provided by Office of Institutional Research*)
- Inventory of courses and co-curricular activities (*data provided by CDO/AAO*)
- See Appendixes A & B for progress in FY16.

Student Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Cultural & Global Awareness Courses and Co-Curricular Activities	1	Provide opportunities for faculty and staff to participate in trainings for Cultural and Global Awareness.	<ul style="list-style-type: none"> ○ Vision 2020 #5 ○ MnSCU D&E #1 	<ul style="list-style-type: none"> ○ CDO/AAO Diversity Committee 	<ul style="list-style-type: none"> ○ HR Professional Development Committee 	Ongoing FY15-FY18
	2	Provide guided opportunities for students to develop HTC learner value Cultural and Global Awareness.	<ul style="list-style-type: none"> ○ Vision 2020 #3 ○ MnSCU D&E #1 	<ul style="list-style-type: none"> ○ CDO/AAO Director of Student Life Diversity Committee 	<ul style="list-style-type: none"> ○ Student Life Coordinator ○ Student Experience & Club Leaders 	Ongoing FY15-FY18

Student Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Student Success and Persistence	3	Identify onboarding, ongoing training, and professional development needs and programming for advising	<ul style="list-style-type: none"> o SEM 2.4.7 o MnSCU D&E #1 	<ul style="list-style-type: none"> o Faculty Advisors o Enrollment Advisors o TRIO o Deans (members of Advising Taskforce) o CDO/AAO 	<ul style="list-style-type: none"> o Diversity Committee o Professional Development Committee 	Ongoing FY17-FY18

Additional Action Steps for Consideration

- o Recommendations from Persistence Committee in FY17.

GOALS #5 – IMPROVE CAMPUS DIVERSITY CLIMATE

DESIRED OUTCOMES)

- Increase the extent to which the college promotes contact with and understanding of diverse populations (student opinion).
- Increase the extent to which the college promotes contact with and understanding of diverse populations (employee opinion).
- Increase of campus engagement on how to better serve the needs of underrepresented students.

ASSESSMENT

- MnSCU Accountability Dashboards FY14-18 (data provided by Office of Institutional Research)
- CCSSE Student and PACE Employee Surveys (data provided by Office of Institutional Research)
- Inventory of campus engagement initiatives (data provided by Diversity Committee)
- OCR Voluntary Compliance Plan (data provided by CDO/AAO)
- See Appendixes A & B for progress in FY16.

CAMPUS NEED	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Sense of Belonging	1	Host Coffee & Conversation with the President Listening Sessions.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ Vision 2020 #3&5 	<ul style="list-style-type: none"> ○ President CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee ○ Employees ○ Students 	Ongoing FY16-FY18
	2	Conduct Student Focus groups.	<ul style="list-style-type: none"> ○ Vision 2020 #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ Student Senate Leaders 	<ul style="list-style-type: none"> ○ Diversity Committee ○ Students 	Ongoing FY17-FY18
	3	Increase the accessibility of campus facilities.	<ul style="list-style-type: none"> ○ OCR ○ MnSCU D&E #5 	<ul style="list-style-type: none"> ○ VP Finance & Operations ○ Assoc. VP Operations ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Disability Services ○ Directors/ADA Coordinator ○ Diversity Committee 	Ongoing FY15-FY18
Sense of Place & Safety						

CAMPUS NEED	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Intercultural Awareness	4	Increase the inclusivity of campus facilities.	<ul style="list-style-type: none"> o OCR o MnSCU D&E #5 	<ul style="list-style-type: none"> o VP Finance & Operations o Assoc. VP Operations o CDO/AAO 	<ul style="list-style-type: none"> o Facilities Committee o Diversity Committee o Facilities Committee 	Ongoing FY15-FY18
	5	Provide opportunities for training, growth, and dialogue to the campus on issues of diversity, equity, and inclusion.	<ul style="list-style-type: none"> o AAP 16-18 o MnSCU D&E #5 	<ul style="list-style-type: none"> o CDO/AAO o Diversity Committee 	<ul style="list-style-type: none"> o Faculty o Student Experience & Club Leaders 	Ongoing FY17-18
	6	Conduct professional development trainings on the ancient indigenous tradition of Circle dialogue to facilitate conversation about diversity, equity, and inclusion.	<ul style="list-style-type: none"> o AAP 16-18 o MnSCU D&E #5 	<ul style="list-style-type: none"> o CDO/AAO o Diversity Committee 	<ul style="list-style-type: none"> o Student Experience & Club Leaders o Professional Development Committee 	Ongoing FY17-FY18
	7	Provide cross-cultural experiential learning where employees are provided opportunities to learn with and from people and/or places of culture different from their own.	<ul style="list-style-type: none"> o AAP 16-18 o MnSCU D&E #5 	<ul style="list-style-type: none"> o CDO/AAO o Diversity Committee 	<ul style="list-style-type: none"> o Student Experience & Club Leaders o Professional Development Committee 	Ongoing FY17-FY18

Additional Action Steps for Consideration

- o Recommendations from Coffee & Conversations with the President and Student Focus groups in FY17.

ACRONYMS, KEY TERMS & DEFINITIONS

There may be many definitions of the words or phrases below, but the definitions provided indicate how Hennepin Technical College has defined them for the purposes of this document.

AAO – Affirmative Action Officer
AAP – Affirmative Action Plan
ADA – American Disabilities Act
BYRR – Beyond the Yellow Ribbon
CDO – Chief Diversity Officer
CHRO – Chief Human Resources Officer
CCSSE – Community College Survey of Student Engagement
D & E – Diversity and Equity
EEO – Equal Employment Opportunity
FY – Fiscal Year
HR – Human Resources
HRIS – Human Resources Information Systems
HTC – Hennepin Technical College
MnSCU – Minnesota State Colleges and Universities
OCR – Office of Civil Rights
PACE – Personal Assessment of the College Environment
SEM - Strategic Enrollment Management
VP – Vice President

ACHIEVEMENT GAP: refers to the disparity between the educational performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The achievement gap can be observed on a variety of measures including standardized test scores, grade point average, participation, completion and persistence rates. *(Dr. Damon Williams, "Strategic Diversity Leadership")*

AFFIRMATIVE ACTION: Specific actions in recruitment, hiring, upgrading and other areas designed and taken for the purpose of eliminating the present effects of past discrimination, or to prevent discrimination. It is one aspect of the federal government's efforts to ensure equal employment opportunity. Executive Order 11246 prohibits federal contractors from discriminating against employees on the basis of race, sex, religion, color, or national origin, and requires contractors to implement affirmative action plans to increase the participation of minorities and women in the workplace. Pursuant to federal regulations, affirmative action plans must consist of an equal opportunity policy statement, an analysis of the current work force, identification of problem areas, the establishment of goals and timetables for increasing employment opportunities, specific action-oriented programs to address problem areas, support for community action programs, and the establishment of an internal audit and reporting system. *(Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division)*

COMPLETION RATE: Percent of an entering cohort of full-time undergraduate regular and transfer students that has completed. Completion is measured as graduation or transfer by the end of the third spring after entry at the colleges. (*Accountability Dashboard Minnesota State Colleges and Universities' System Office Research*)

DIVERSITY: Minnesota State Colleges and Universities system recognizes and respects the importance of all similarities and differences among human beings. The system and its institutions are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance and respect in a multicultural society. Diversity includes but is not limited to, age, ethnic origin, national origin, race, color, sex, sexual orientation, familial status, marital status, disability, religious beliefs, creeds and income. Minnesota State Colleges and Universities system's commitment to diversity compels it to confront prejudicial, discriminatory or racist behaviors and policies. (*Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division*)

EQUITY: refers to the process of creating equivalent outcomes for members of historically underrepresented and oppressed individuals and groups. Equity is about ending systematic discrimination against people based on their identity or background. (*Dr. Damon Williams, "Strategic Diversity Leadership"*)

FIRST GENERATION MN: A first generation student is a student neither of whose parent received any postsecondary education. (*Definitions HTC Fort Book*)

INCLUSION: exists when traditionally marginalized individuals and groups feel a sense of belonging and are empowered to participate in majority culture as full and valued members of the community, shaping and redefining that culture in different ways. (*Dr. Damon Williams, "Strategic Diversity Leadership"*)

INDIVIDUAL WITH A DISABILITY: Any person who:

- 1) has a physical or mental impairment that substantially limits one or more major life activities; 2) has a record of such impairment; or 3) is regarded as having such an impairment. The following are general definitions as to the meaning of 'disability'
- a) Physical or Mental Impairment means i) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; muscles; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or ii) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The term 'physical or mental impairment' includes, but is not limited to, such diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, drug addiction and alcoholism.
- b) Major Life Activities: functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning & working.
- c) Has a Record of Such an Impairment means has a history of a mental or physical impairment that substantially limits one or more life activities.
- d) Is Regarded as Having an Impairment: i) a physical or mental impairment that does not substantially limit major life activities but that is treated by an employer as constituting such a limitation; ii) a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or iii) none of the impairments defined above but is treated by an employer as having such an impairment.
- e) Substantially Limits means the degree the impairment affects employability. A handicapped individual who is likely to experience difficulty in securing, retaining or advancing in employment will be considered substantially limited. (*Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division*)

OPPORTUNITY GAP: is the unconscionable disparity in access to the quality educational resources needed for all students to be academically successful. (*Dr. Damon Williams, "Strategic Diversity Leadership"*)

PROTECTED CLASSES: Groups identified in Executive Order 6 (minorities, women, persons with disabilities and Vietnam Era Veterans) that are specifically protected against employment discrimination. (*Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division*)

RACIAL/ETHNIC GROUPS: The four racial/ethnic groups protected by Federal equal employment opportunity laws are Blacks, Hispanics, Asians or Pacific Islanders, and American Indians or Alaskan Natives. Racial/ethnic groups are defined by the Federal Government as follows:

White (not of Hispanic origin): Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin): Persons having origins in any of the Black racial groups of Africa.

Hispanic: Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander: Persons having origins in any of the original peoples of the Far East, Southeast Asia (i.e., Cambodian, Hmong, Laotian, Thai, Vietnamese), the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native: Persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition. (*Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division*)

STUDENT PERSISTENCE AND COMPLETION: Percent of a fall entering cohort of full-time regular and transfer students who have been retained, graduated or transferred by the second fall term following original fall enrollment. (*Accountability Dashboard Minnesota State Colleges and Universities' System Office Research*)

UNDER REPRESENTED STUDENTS: This group includes underserved students (African Americans/Black, Asian, Hispanic, American Indian and multiracial) plus first generation students and low income students. (In specific instances, other groups of students may be considered underrepresented. For example, in a traditionally female discipline, males may be considered underrepresented.) (*Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division*)

UNDER SERVED STUDENTS: These are students who have been traditionally excluded from full participation in our society and its institutions. The basis of exclusion has primarily been race and color including African Americans/Black, Asian, Hispanic, American Indian and multiracial. (*Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division*)

UTILIZATION ANALYSIS: A comparison of the percentage of minority, women, persons with disabilities, and veteran employees actually in a job group with the percentage of minorities, women, persons with disabilities, and veterans in the relevant labor market. (*Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division*)

VETERAN: A person who served in the Armed Forces of the United States during a period specified and was honorably discharged or was released under honorable circumstances. Armed Forces is defined as the Army, Navy, Marine Corps, Air Force and Coast Guard, including all components thereof, and the National Guard when in the service of the United States pursuant to call as provided by law on a full-time active duty basis, which does not include active duty for training purposes. The specified periods of service are: 12/7/41 - 9/2/45, 6/26/50 - 1/31/55, and 1/1/63 - 5/7/75. (*Glossary of Terms Minnesota State Colleges and Universities' Diversity & Equity Division*)

VETERAN, RECENTLY SEPARATED: a veteran, as defined in section 197.447, who has served in active military service, at any time on or after September 11, 2001, and who has been honorably discharged from active service, as shown by the person's form DD-214. (*2015 Minnesota Statutes*)

DIVERSITY COMMITTEE MEMBERS 2015-16

Anna Poteryakhin	Enrollment Advisor
Brenna Hucka	Student Life Coordinator
Caren Abdelaal	Faculty - English Language Learners
Corey Young	Recruiter
Ebenezar Addy	Maintenance
Gloria Watkins	Student
Jean Kreutter	Director of Disability Services
Jean Maierhofer	Director of Diversity & Affirmative Action
Jeremy Clark	GEAR UP Advisor
Jessica Lauritsen	Director of Student Life
Jill Kirschner	Human Resources Assistant
Joe Martinez	Faculty - Emergency Medical Services
Lamia Jano	Faculty - Biology
Mary Vang	GEAR UP Director
Melissa Rach	Graduate Assistant for Student Life
Monica Erling	Faculty - Sociology
Monica Wigdahl	Library Technician
Monir Johnson	Director of Admissions
Niema Ahmed	Student
Nikole Brothen	Faculty - English Language Learners
Randy Roehrick	Director of Security & Emergency
Sharon Mohr	Director of Human Resources
Teresa Clark	Registration Support
Therese Salber	Academic Dean
Todd Carlton	Enrollment Advisor
Walid Safwat	Enrollment Advisor
Yolanda Martinez-Pineca	Recruiter

Affirmative Action Worksheet 2017 Supplement

In the last academic year our program has had several minority students included in our degree program. These students were from Saudi Arabia and have a unique perspective on law enforcement brought from their homeland. Their perspective is challenging but we share and exchange ideas on procedure and concepts of justice. Working with these students and learning they expect to take back to their country ideas to share and potentially initiate change in that country's system of criminal justice is rewarding.

Another notable learning experience is the influence of religion, centralized command structure and availability of funding. It is enjoyable being able to share the best of Minnesota high standards of policing with them.

Our program is working through the changes to the learning objectives and has added a Professor from the University of Massachusetts-Lowell with expertise in the areas of juvenile law, diversity and incarceration. Ms. Allison Butterfield replaces Dr. R. Anderson and will be handling the new course dealing with crisis intervention issues and diverse populations. We also are currently engaged in a search to locate a replacement for Professor Paul Munson, who will be leaving after the Fall 2017 semester. His legal coursework teaching duties will be assumed by Dr. Michelle Keller, an attorney and former prosecutor.

We continue to seek engagement with and from the student body and with the minority students. Recruiting minority students is challenging but we do see in the introductory courses an increase in interest with a criminal justice major, but more significantly our new minor. The minor seems to pair well with a number of other majors such as computer science, psychology, sociology and political science.

This last semester we also saw an increase in law enforcement agencies coming to recruit from our program. Both within the State but also from other states, agencies were looking to our students to fill vacancies. Students completing our 480 internship were also in high demand and often it was suggested if they were degree complete they would have a job with the internship agency.

As part of the revitalization/renewal of the PPOE learning objectives, several new policies were implemented in this program. New sign-offs were included in the PPOE handbook that notify students or require student candidates to fulfil requirements of fitness standards, background checks, and the new learning objectives. We continue to strive to prepare and provide the best candidates for agencies to select from.

James W. Parlow, WSU MN POST PPOE Coordinator



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August 28, 2017

Peggy Strand
Minnesota POST Board
1600 University Ave. Suite 200
St. Paul, MN 55104-3825

Dear Ms. Strand;

I am writing as required in POST rule 6700.0300 sub 6. (C) requiring an annual overview of Hibbing Community College's effort over the last year to recruit and retain people of color in our Law Enforcement Program.

I have included a copy of this year's Affirmative Action Plan for your review as required by POST rule 6700.0300 sub 6. (C).

Hibbing Community College is located in Hibbing, MN and is regionally set in Northeastern MN. Current demographics for our area establish approximately a 2.67% population of people of color in our region. American Indians make up the largest minority population in our region. A priority of our college is to recruit populations typically underrepresented on our campus. Specifically for our Law Enforcement Program, this means people of color and females. To assist with academic support and social adjustment by underrepresented populations, our college employs a Retention Specialist, as well as a Diversity Officer.

Our various recruitment and retention efforts have resulted in 9 % (2016) of the college population being of a diverse background, and 51 % (2016) female. As of August 28, 2017, these figures show 12 % of the college population being of a diverse background, and 54 % female. Our Law Enforcement Program enrollment for 2017 indicates that 6% (4/58) of our Cadets are people of a diverse culture, which is above the 3.3 % of our local community. In addition, enrollment of females currently in the program is 22 % (13/58).

Our staff attended special events located in our Region; such events included direct recruitment at the various regional high schools that have a significant Indian population. Our goal to inform these students and other people of color about our college and our Law Enforcement program has been and will continue to be a priority for our college. We have consistently achieved successful recruitment of people of color. This would equate to double the regional percentage of people of color that reside in our area.

When comparing the history of our Law Enforcement program and specifically the percentage of protective classes of people in our Law Enforcement program, we have consistently had more percentage of people of color in our program than the statistical percentage living in our region of Minnesota.

Our Law Enforcement program continues to take part in recruitment at the Law Enforcement Explorer Conference, and we believe these efforts have made a difference in communicating to those people of color in our state that the law enforcement profession is seeking qualified persons of color to serve the people of Minnesota as professional peace officers.

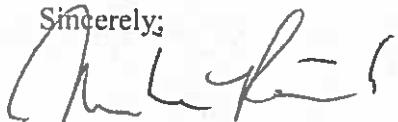
We realize the importance of having a diverse pool of candidates available for hire by our states law enforcement agencies and we will continue to recruit people of color for our law enforcement program.

Our efforts in retention continue to improve as we identify students having difficulty with the program. We intervene early and offer a wide variety of options for our students such as one on one tutoring, organized study groups, peer mentoring and other means of assisting our students to be successful. Our goal to retain our students in our college programs is important and the success of our graduates has assisted us in recruitment of new students.

Our Law Enforcement program has a very active and supportive advisory board, we have members from departments in the metro, as well as out-state, who assist us with both issues of recruitment of people of color and retention efforts for students having difficulty in the program.

I look forward to letting you know the outcome of this year's efforts.
If you have any questions regarding this issue, please contact me directly at 218-262-6702 or e-mail michaelraich@hibbing.edu

Sincerely;



Dr. Mike Raich
Provost
Hibbing Community College

State of Minnesota

FOND DU LAC TRIBAL AND COMMUNITY COLLEGE

2016-2018
Affirmative Action Plan



2101 14th Street
Cloquet, Minnesota 55720

This document can be made available in alternative formats upon request by contacting Marisa Haggy at mhaggy@fdltcc.edu or (218) 879-0879.

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I. EXECUTIVE SUMMARY

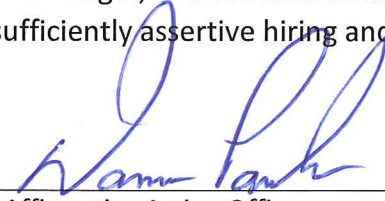
Review revealed underutilization of the following protected group(s) in the following job categories:

Table 1: UNDERUTILIZATION ANALYSIS OF PROTECTED GROUPS

Job Categories	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans
Administrators				
Professionals				X
Office/Clerical		X		X
Technicians		X		
Service Maintenance	X			
Faculty			X	

Once approved, information about how to obtain or view a copy of this plan will be provided to every employee of Fond du Lac Tribal and Community College (herein referred to as FDLTCC, or the College). Our intention is that every employee is aware of Fond du Lac Tribal 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.

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

8/30-2016

Date Signed



Human Resources Director

08/30/2016

Date Signed



President, Fond du Lac Tribal and Community College

8/30/16

Date Signed

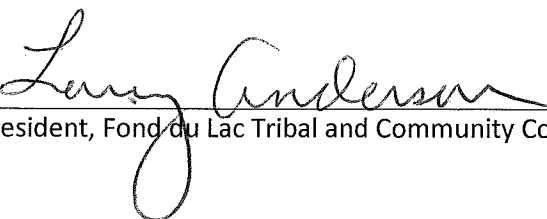
II. STATEMENT OF COMMITMENT

This statement reaffirms Fond du Lac Tribal 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, disability, marital 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, Fond du Lac Tribal and Community College

8/30/14

Date Signed

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

A. College President

Larry Anderson, President

Responsibilities:

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

Duties:

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

- Appoint the Affirmative Action Officer 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 FDLTCC directors, managers, and supervisors include responsibility statements for supporting affirmative action, equal opportunity, diversity, and/or cultural responsiveness in their position descriptions and annual objectives.

Accountability:

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

B. Affirmative Action Officer

Damien Paulson, Coordinator of Placement and College in the Schools

Responsibilities:

The Affirmative Action Officer is responsible for implementation of the policy's contained in the College's affirmative action plan, and oversight of the College's compliance with equal opportunity and affirmative action laws.

Duties:

The duties of the Affirmative Action Officer 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 the Dean of Student Services and indirectly to the College President on matters pertaining to affirmative action and equal opportunity.

C. Americans with Disabilities Act (ADA) Coordinator

Marisa Haggy, Human Resources Director

Responsibilities:

The Americans with Disabilities Act (ADA) Coordinator 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 ADA 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 ADA Coordinator reports directly to the Vice President of Administration and Finance.

D. Human Resources Director

Marisa Haggy, Human Resources Director

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:

- Provide leadership 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 ADA Coordinator all necessary records and data necessary to perform duties related to equal opportunity and affirmative action.

Accountability:

The Human Resources Director is directly accountable to the Vice President of Administration and Finance.

E. Directors, Managers, and Supervisors

Responsibilities:

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

Duties:

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

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

Accountability:

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

F. All Employees

Responsibilities:

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

Duties:

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

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

Accountability:

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

IV. COMMUNICATION OF THE AFFIRMATIVE ACTION PLAN

The following information describes the methods that Fond du Lac Tribal and Community 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.fdlccc.edu or in print copy to anyone who requests it. As requested, the Human Resources office 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.fdlccc.edu or in print copy to anyone who requests it. As requested, the Human Resources office 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. FOND DU LAC TRIBAL AND COMMUNITY COLLEGE'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, familial 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, familial 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.

Fond du Lac Tribal and Community College 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 the College, including but not limited to its students, employees, applicants, volunteers, and agents, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as

to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.

This policy supersedes all existing College 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, FDLTCC 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
- 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
- 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 Fond du Lac Tribal and Community College, including all faculty, staff, administrators, teaching assistants, graduate assistants, residence directors, and student employees.

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

- Protected class includes race, sex, color, creed, religion, age, national origin, disability, marital status, familial 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, Fond du Lac Tribal and Community College 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 FDLTCC;
- Withdraw, transfer, or graduate, after an alleged violation of the student conduct code;
- Are not officially enrolled for a particular term but who have a continuing relationship with FDLTCC;
- Have been notified of their acceptance for admission or have initiated the process of application for admission or financial aid; or
- Are living in an FDLTCC residence hall although not enrolled in, or employed by, the institution.

Part 3. Consensual Relationships. An employee of Fond du Lac Tribal and Community College 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, the College 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 College. 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 the College shall comply with Board Policy 1B.1 and Procedure 1B.1.1.

VI. FOND DU LAC TRIBAL AND COMMUNITY COLLEGE'S REPORT/COMPLAINT OF DISCRIMINATION/HARASSMENT INVESTIGATION AND RESOLUTION PROCEDURE

Part 1. Purpose and applicability.

Subpart A. Purpose. This procedure is designed to further implement FDLTCC 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, familial 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 FDLTCC, including its students, employees, and applicants for employment, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation/reprisal. Individuals who violate this procedure shall be subject to disciplinary or other corrective action.

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

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

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 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. Decision maker. Decision maker means a high level administrator designated by the President 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 decision maker for complaints under this procedure, administrators must complete decision maker 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, 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.

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 the College shall be filed with the System Office. However, complaints against a president shall be processed by the College 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 College 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 Colle has an affirmative duty to take timely and appropriate action to stop behavior prohibited by Board Policy 1B.1, conduct investigations, and take appropriate action to prevent recurring misconduct.

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

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

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

- Jurisdiction. The designated officer shall determine whether the report/complaint is one which should be processed through another College 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 any real or perceived conflict of interest in proceeding as the designated officer for a specific complaint. If the President 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 College.
- 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 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 may, in consultation with System Legal Counsel, summarily suspend a student at any point in time during the report/complaint process. A summary suspension may be imposed only in accordance with Board Policy 3.6 and associated system procedures. After the student has been summarily suspended, the report/complaint process should be completed within the shortest reasonable time period, not to exceed nine (9) class days. During the summary suspension, the student may not enter the campus or participate in any College 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. FDLTCC 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 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 College personnel;
- Other possible outcomes may include recommending changes in workplace assignments, enrollment in a different course or program, or other appropriate action;
- The College may use alternative dispute resolution or mediation services as a method of resolving discrimination or harassment complaints. Alternative dispute resolution and mediation options require the voluntary participation of all parties to the complaint;

- Upon completion of the inquiry, the designated officer may dismiss or refer the complaint to others as appropriate.

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

- **Designated officer.** The designated officer shall:
 - Prepare an investigation report and forward it to the decision maker for review and decision;
 - Take additional investigative measures as requested by the decision maker; 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 decision maker shall:
 - Determine whether additional steps should be taken prior to making the decision. Additional steps may include:
 - A request that the designated officer conduct further investigative measures;
 - A meeting with the complainant, respondent, or other involved individuals. If a meeting involving a represented employee is convened, the complainant or respondent may choose to be accompanied by the bargaining unit representative, in accordance with the applicable collective bargaining agreement and federal and state law; and
 - A request for additional information which may include a written response from the complainant or respondent relating to the allegations of the complaint.
 - Take other measures deemed necessary to determine whether a violation of Board Policy 1B.1 has been established;
 - When making the decision, take into account the totality of the circumstances, including the nature and extent of the behaviors, the relationship(s) between the

parties, the context in which the alleged incident(s) occurred, and other relevant factors;

- Determine the nature, scope and timing of disciplinary or corrective action and the process for implementation if a violation of the nondiscrimination policy occurs. This may include consultation with human resources or supervisory personnel to determine appropriate discipline;
- As appropriate, consistent with applicable state and federal data privacy laws, report in writing to the complainant, respondent and the designated officer her or his findings, and the basis for those findings, as to whether Board policy 1B.1 has been violated; and
- Conduct that is determined not to have violated Board policy 1B.1 shall be referred to another procedure for further action, if appropriate.

Part 7. 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 1B1.1, as well as allegations of retaliation.

Written notice to parties relating to discipline, resolutions, and/or final dispositions resulting from the report/complaint process is deemed to be official correspondence from the College. In accordance with state law, the College 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 decision maker. An appeal must be filed in writing with the President 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 the President, an appeal may be considered by the Chancellor whether or not the Chancellor served as the decision maker.

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

Part 9. Education and training. The College 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. FDLTCC 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 College campus 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 College 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. REASONABLE ACCOMODATION IN EMPLOYMENT POLICY

Fond du Lac Tribal and Community College complies with all state and federal laws that prohibit discrimination against qualified individuals with disabilities in all employment practices. The College provides reasonable accommodations to qualified applicants and employees with disabilities unless to do so would cause an undue hardship or pose a direct threat.

Definitions

Applicant - A person who expresses interest in employment and satisfies the minimum requirements for application established by the job posting and job description.

Direct Threat - A significant risk of substantial harm to the health or safety of the individual or others that cannot be eliminated or reduced by reasonable accommodation.

The determination that an individual poses a direct threat shall be based on an individualized assessment of the individual's present ability to safely perform the essential functions of the job.

Essential Functions - Duties so fundamental that the individual cannot do the job without being able to perform them. A function can be essential if:

- The job exists specifically to perform the function(s); or
- There are a limited number of other employees who could perform the function(s); or
- The function(s) is/are specialized and the individual is hired based on the employee's expertise.

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.

Individual with a Disability - An individual who:

- Has a physical, sensory, or mental impairment that substantially limits one or more major life activities; or
- Has a record or history of such impairment; or
- Is regarded as having such impairment.

Qualified Individual with a Disability - An individual who:

- Satisfies the requisite skill, experience, education, and other job-related requirements of the job that the individual holds or desires; and
- Can perform the essential functions of the position with or without reasonable accommodation.

Major Life Activities - May include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Medical Documentation - Information from the requestor's treating provider which is sufficient to enable the employer to determine whether an individual has a disability and whether and what type of reasonable accommodation is needed when the disability or the need for accommodation is not obvious. Medical documentation is requested using the standardized Letter Requesting Documentation for Determining ADA Eligibility from a Medical Provider.

Reasonable Accommodation - An adjustment or alteration that enables a qualified individual with a disability to apply for a job, perform job duties, or enjoy the benefits and privileges of employment. Reasonable accommodations may include:

- Modifications or adjustments to a job application process to permit a qualified individual with a disability to be considered for a job; or
- Modifications or adjustments to enable a qualified individual with a disability to perform the essential functions of the job; or
- Modifications or adjustments that enable qualified employees with disabilities to enjoy equal benefits and privileges of employment.

Undue Hardship - A specific reasonable accommodation would require significant difficulty or expense. Undue hardship is always determined on a case-by-case basis considering factors that include the nature and cost of the accommodation requested and the impact of the accommodation on the operations of the College. Fond du Lac Tribal and Community College is not required to provide accommodations that would impose an undue hardship on the operation of the College.

General Standards and Expectations

Individuals who may request a reasonable accommodation include

- Any qualified applicant with a disability who needs assistance with the job application procedure or the interview or selection process; or
- Any qualified FDLTCC employee with a disability who needs a reasonable accommodation to perform the essential functions of the position; or
- A third party, such as a family member, friend, health professional or other representative, on behalf of a qualified applicant or employee with a disability, when the applicant or employee is unable to make the request for reasonable accommodation. The College will contact the applicant or employee to confirm that the accommodation is wanted. The applicant or employee has the discretion to accept or reject the proposed accommodation.

How to request a reasonable accommodation

An FDLTCC applicant or employee may make a reasonable accommodation request to any or all of the following:

- Immediate supervisor or manager in the employee's chain of command;
- Affirmative Action Officer;
- ADA Coordinator/Human Resources Office;
- Any FDLTCC official with whom the applicant has contact during the application, interview and/or selection process.

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.

Form of the request

The applicant or employee is responsible for requesting a reasonable accommodation or providing sufficient notice to the College that an accommodation is needed.

An initial request for accommodation may be made in any manner (e.g., writing, electronically, in person, or orally).

When a supervisor or manager observes or receives information indicating that an employee is experiencing difficulty performing the job due to a medical condition or disability, further inquiry may be required. Supervisors or managers should consult with the ADA Coordinator for advice on how to proceed.

Analysis for processing requests

Before approving or denying a request for accommodation, the ADA Coordinator will:

1. Determine if the requestor is a qualified individual with a disability;
2. Determine if the accommodation is needed to:
 - Enable a qualified applicant with a disability to be considered for the position the individual desires;
 - Enable a qualified employee with a disability to perform the essential functions of the position; or
 - Enable a qualified employee with a disability to enjoy equal benefits or privileges of employment as similarly situated employees without disabilities;
3. Determine whether the requested accommodation is reasonable;
4. Determine whether there is a reasonable accommodation that will be effective for the requestor and the College; and
5. Determine whether the reasonable accommodation will impose an undue hardship on the College's operations.

An employee's accommodation preference is always seriously considered, but FDLTCC is not obligated to provide the requestor's accommodation of choice, so long as it offers an effective accommodation, or determines that accommodation would cause an undue hardship.

Obtaining medical documentation in connection with a request for reasonable accommodation

If a requestor's disability and/or need for reasonable accommodation are not obvious or already known, the ADA Coordinator may require medical information showing that the

requestor has a covered disability that requires accommodation. The ADA Coordinator may request medical information in certain other circumstances. For example when:

- The information submitted by the requestor is insufficient to document the disability or the need for the accommodation;
- A question exists as to whether an individual is able to perform the essential functions of the position, with or without reasonable accommodation; or
- A question exists as to whether the employee will pose a direct threat to himself/herself or others.

Where medical documentation is necessary, the ADA Coordinator will make the request using the Letter Requesting Documentation for Determining ADA Eligibility from a Medical Provider form. The ADA Coordinator will also obtain the requestor's completed and signed Authorization for Release of Medical Information form.

Only medical documentation specifically related to the employee's request for accommodation and ability to perform the essential functions of the position will be requested. When medical documentation or information is appropriately requested, an employee must provide it in a timely manner, or the College may deny the reasonable accommodation request. Agencies must not request medical records; medical records are not appropriate documentation and cannot be accepted. **Supervisors and managers *must not* request medical information or documentation from an applicant or employee seeking an accommodation.** Such a request will be made by the ADA Coordinator, if appropriate.

Confidentiality requirements

Medical Information

Medical information obtained in connection with the reasonable accommodation process must be kept confidential. Generally, medical documentation obtained in connection with the reasonable accommodation process should only be reviewed by the ADA Coordinator.

The ADA Coordinator may disclose medical information obtained in connection with the reasonable accommodation process to the following:

- Supervisors or managers who have a need to know may be told about the necessary work restrictions and about the accommodations necessary to perform the employee's duties. However, information about the employee's medical condition should only be disclosed if strictly necessary, such as for safety reasons;
- First aid and safety personnel may be informed, when appropriate, if the employee may require emergency treatment or assistance in an emergency evacuation;

- To consult with the State ADA Coordinator or Employment Law Counsel at MMB, or the Attorney General's Office about accommodation requests, denial of accommodation requests or purchasing of specific assistive technology or other resources; or
- Government officials assigned to investigate college compliance with the ADA.

Whenever medical information is appropriately disclosed as described above, the recipients of the information must comply with all confidentiality requirements.

Accommodation Information

The fact that an individual is receiving an accommodation because of a disability is confidential and may only be shared with those individuals who have a need to know for purposes of implementing the accommodation, such as the requestor's supervisor and the ADA Coordinator.

General Information

General summary information regarding an employee's or applicant's status as an individual with a disability may be collected by College equal opportunity officials to maintain records and evaluate and report on the College's performance in hiring, retention, and processing reasonable accommodation requests.

Approval of requests for reasonable accommodation

When the decision is made that a reasonable accommodation will be provided, the ADA Coordinator will process the request and provide the reasonable accommodation in as short of a timeframe as possible. The time necessary to process a request will depend on the nature of the accommodation requested and whether it is necessary to obtain supporting information. If an approved accommodation cannot be provided within a reasonable time, the decision maker will inform the requestor of the status of the request before the end of 30 days.

Denial of requests for reasonable accommodation

The College may deny a request for reasonable accommodation where:

- The individual is not a qualified individual with a disability;
- The reasonable accommodation results in undue hardship or the individual poses a direct threat to the individual or others; or
- Where no reasonable accommodation will enable the employee to perform all the essential functions of the job.

Determining direct threat

The determination that an individual poses a “direct threat,” (i.e., a significant risk of substantial harm to the health or safety of the individual or others) which cannot be eliminated or reduced by a reasonable accommodation, must be based on an individualized assessment of the individual's present ability to safely perform the essential functions of the job with or without reasonable accommodation.

In determining whether an individual poses a direct threat, the factors to be considered include:

- Duration of the risk;
- Nature and severity of the potential harm;
- Likelihood that the potential harm will occur; and
- Imminence of the potential harm.

Appeals process in the event of denial

In the event of denial, the requestor has the statutory right to appeal the decision.

VIII. EVACUATION PROCEDURES FOR INDIVIDUALS WITH DISABILITIES

A copy of Fond du Lac Tribal and Community College’s weather and emergency evacuation plans can be found at: fdltcc.edu/about-us/policies-reports. A copy of the Emergency Response and Evacuation Plan can be obtained from the administration office.

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

- | | | |
|--|----------------|----------------------|
| • Keith Turner, Dean of Student Services | (218) 879-0805 | kturner@fdltcc.edu |
| • Anna Felleggy, Vice President of Academics | (218) 879-0878 | afelleggy@fdltcc.edu |
| • Larry Anderson, President | (218) 879-0804 | larrya@fdltcc.edu |

Evacuation Procedure:

- Exit building using nearest safe exit. Do not use elevators.
- Assemble at least three hundred (300) feet from the building at your predetermined meeting place.
- Wait for the all-clear signal to reenter the building.

The Emergency Evacuation Coordination Team will ensure all employees and students are safely evacuated from the building in emergencies requiring evacuation. All persons who have been evacuated because of fire, tornado, or other emergency may return to the appropriate work areas only upon issuance of an all-clear signal issued by an Emergency Evacuation Coordination Team member.

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

Employees with mobility, hearing, or visual impairment should voluntarily inform their supervisor of any special needs that they may have in the event of an emergency evacuation. The supervisor, with input from the Affirmative Action Officer, will discuss special needs with the employee in relation to the specific job, including the extent of the impairment and what special needs the employee may have in the event of an emergency. The supervisor or Emergency Coordinator shall also maintain a system of accountability for those persons with physical impairments that include the known locations of the individuals and their impairment. The supervisor or Emergency Coordinator should have a specific evacuation plan for employees, students, or visitors with impairments.

Evacuation of people with disabilities who are otherwise ambulatory, such as vision or hearing impaired, should take place normally with other building occupants. They can benefit from an escort and should be provided one from within the work area by the supervisor.

Evacuation of those who are dependent on mechanical equipment for their mobility should not be evacuated by elevator unless authorized or directed by Fire Department personnel. For individuals with mobility impairments, stairs are often difficult, if not impossible to traverse. These individual must be protected in place while awaiting arrival of the Fire Department. Individuals who cannot evacuate the building independently must be escorted to the nearest safe stairway. Prior arrangements for an able-bodied escort should be made by the supervisor or the person in charge of the classroom at the time of an alarm. The escort and assisted individual should enter the stairway landing and remain there only after the area is clear of other evacuating people. The stairway will protect escort(s) and sheltered individual(s) for more than two hours or until firefighters or police officers arrive to evacuate them. This is why it is crucial the workplace supervisor and Emergency Evacuation Coordination Team be advised as to work location and planned evacuation route of all individuals. Once outside the building, supervisors and the Emergency Evacuation Coordination Team should consult each other and notify arriving firefighters or police officers as to the location of persons with mobility impairments and their escorts within the involved building. Fire and/or police personnel will assist with evacuating them.

If the stairwell becomes smoke filled or unsafe before the fire department's arrival, persons with mobility impairments and their escort should attempt to move back into the building and proceed to another safe, usable stairway. As a last resort, if no safe stairway refuge can be

found, they should attempt to find a room that is reasonably safe, close the door and call 911 to give their new location and ask for assistance.

Severe Weather Evacuation Options:

Severe weather watch means atmospheric conditions favor development of severe weather. Severe weather warning means severe weather has been sighted or reported in the local area. A weather emergency radio with warning indicators/alarms is located in the office of the Dean of Student Services.

- Inform the emergency evacuation coordinator or supervisor of the emergency.
- Take shelter in the basement, stay away from windows.
- Wait for the all-clear signal before returning to work area.
- If you are on the top floor of a building, use interior stairwell to move down to the basement.
- If you are outside, take shelter indoors immediately.

IX. GOALS AND TIMETABLES

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

Table 2. Underutilization Analysis and Hiring Goals for 2016-2018

Job Categories	Underutilization - # of Individuals				Hiring Goals for 2016-2018			
	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans
Officials/Administrators	0	0	0	0	0	0	0	0
Professionals	0	0	0	2	0	0	0	2
Faculty	0	0	2	0	0	0	2	0
Office/Clerical	0	2	0	1	0	2	0	1
Technicians	0	1	0	0	0	1	0	0
Service Maintenance	2	0	0	0	1	0	0	0

Availability:

Fond du Lac Tribal and Community College determined the recruitment area to be statewide for all job categories. In conducting its underutilization analysis, the College used the Minnesota Statewide Labor Force Availability factor analysis from the American Fact Finder, by the U.S.

Census Bureau. The College determined it was best to use this type of analysis because the base would reflect a larger pool of candidates and would reflect a rural community rather than statistics in the metropolitan area. A one-factor analysis was used because FDLTCC is a small college and this would best reflect demographics in the area. Due to uncertainties regarding future economic and budget concerns, the College may experience fewer hiring opportunities than previous reporting periods which may impact the ability to affirmatively hire women, minorities, individuals with disabilities, and veterans.

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

Women:

At the College, the population of women has improved in the following job categories: remained the same; and has not improved in the following job categories: Service Maintenance.

Minorities:

At the College, the population of minorities has improved in the following job categories: remained the same; and has not improved in the following job categories: Technicians and Office/Clerical.

Individuals with Disabilities:

At the College, the population of individuals with disabilities has improved in the following job categories: remained the same; and has not improved in the following job categories: Faculty.

Veterans:

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

X. AFFIRMATIVE ACTION PROGRAM OBJECTIVES

Although no disparities exist for the categories relating to minorities, due to the College's mission of a "Union of Cultures", the College has the on-going commitment to recruit minorities for future open positions.

In pursuing the College's commitment to affirmative action, the FDLTCC will take the following actions during 2016-2018:

Objective #1: To develop diversity awareness and intercultural competence within the college and community.

Action Steps:

1. Plan and implement events and activities to increase cultural awareness and intercultural competence on campus.
2. Promote disability awareness and workplace accessibility among employees and students.
3. Work with employees in promoting the integration of diversity initiatives into curriculum and student life activities.
4. Encourage the integration of students with the local population through service-learning projects and interaction with area schools.

Evaluation:

Fond du Lac Tribal and Community College has a commitment to the "Union of Cultures". Events are opened with drumming and pipe ceremonies. There are demonstrations of native dances and customs. The College has events such as winter celebrations, feasts, and opportunities for students, staff, and community members to participate in learning native customs such as making birch bark canoes, traditional medicinal healing, gardening, and other customs.

Objective #2: Provide training opportunities to increase understanding around issues of diversity and harassment in the workplace/classroom.

Action Steps:

1. Provide training for employees in the following areas:
 - a. Affirmative Action Plan
 - b. Role of the Affirmative Action Officer
 - c. Complaint Process
 - d. Anti-Harassment/Anti-Discrimination
 - e. Diversity and Intercultural Competence
 - f. Respect/Civility in the Workplace
 - g. Conflict Resolution/Mediation
 - h. Disabilities and Access
2. Continue including diversity and harassment information and training in the new employee orientation provided for all employees.
3. Attend State and MnSCU sponsored workshops and seminars as offered.

Evaluation:

There has been a campus-wide effort in having a "Respect" campaign and video made at Fond du Lac Tribal and Community College. An Anishinaabe Resource Center has been developed on campus with language resources, books, and native artwork. Indian elders will be filmed to tell the story of their heritage. Administrators and supervisors have attended Investigator training. Opportunities are provided by the System Office for legal webinars on a variety of topics.

Objective #3: Increase the recruitment and retention of protected class employees, individuals with disabilities, and veterans in compliance with the goals of MnSCU and of the College.

Action Steps:

1. Update job posting list to include organizations that work with protected class persons as well as individuals with disabilities.
2. Develop a mentoring/leadership program emphasizing new faculty/staff hires and retention of protected class persons and individuals with disabilities.
3. Work closely with multi-cultural centers and disabilities coordinators to foster a welcoming, safe, and comfortable environment.
4. Strengthen connections with MnSCU, ODEO, and other schools to encourage recruitment and retention.

Evaluation:

Due to retirements and resignations, minorities are needed in our Office/Clerical grouping. We were able to increase the number of disabled workers by sending out an opportunity for employees to self-select a disability. As our workforce is reaching retirement age, some have now declared disabilities, and this is tracked with every new hire. The College will need to make an effort to hire veterans. This is the first year that veteran numbers have been reported, and numbers in this class need to be increased.

XI. METHODS OF AUDITING, EVALUATING, AND REPORTING PROGRAM SUCCESS

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

Fond du Lac Tribal and Community 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 NeoGov online application system 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.

Any time FDLTCC cannot justify a hire, the College takes a missed opportunity. FDLTCC leadership will be asked to authorize the missed opportunity. The College will report the number of affirmative and non-affirmative 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, in conjunction with the College's Human Resources office, 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

FDLTCC 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).

Fond du Lac Tribal and Community College also evaluates the Affirmative Action Plan in the following ways:

- Monitors progress toward stated goals by job category;
- Analyzes employment activity (hires, promotions, and terminations) by job category to determine if there is adverse impact;
- Analyzes compensation program to determine if there are patterns of discrimination;

- Reviews the accessibility of online systems, websites, and ensures that reasonable accommodations can be easily requested; and
- Discusses progress with System Office, College, or University leadership on a periodic basis and makes recommendations for improvement.

XII. RECRUITMENT PLAN

The objective of this recruitment plan is to ensure FDLTCC'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 2014-2016 plan year total: \$4,260.

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

A. Advertising Sources

Cloquet Pine Journal, Duluth News Tribune, FDLTCC website, Fond du Lac Reservation Human Resources, MnSCU website, Upper Midwest HERC, The Chronical of Higher Education, Minnesota Management and Budget website, minnesotadiversity.com, Tribal College Journal, The Circle, and Regional agencies with minority interests.

The MnSCU job Opportunities website and local newspapers continue to be the most effective course of recruitment. National publications have been used when recruiting administrator positions.

B. Job and Community Fairs

None

C. College and University Recruitment Events

All college faculty and staff are notified of every job opening by email. This has been very helpful with our Native American faculty and staff.

D. Recruitment for Individuals with Disabilities

FDLTCC will continue its efforts to expand the advertisement of future vacancies within publications that reach a greater population base to increase opportunities to attract applicants with disabilities. The College will continue to communicate a willingness to provide accommodations for applicants with disabilities as part of the advertisement of employment vacancies.

All applicants are asked, on a voluntary basis, to complete a confidential Supplemental Personal Data Form that is not part of the application process. If completed, the form will indicate, along with other information, whether the applicant has a disability.

E. Relationship Building and Outreach

All job postings are faxed to the Fond du Lac Reservation Human Resources department for posting purposes.

Job postings at outreach sites are faxed to the tribe where the position is located.

F. Internships

None

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 supported employment workers. We will work with community organizations that provide employment services to individuals with disabilities to recruit for these positions.

XIII. RETENTION PLAN

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 Retention Program/Activities

Larry Anderson, President, (218) 879-0804, larrya@fdltcc.edu

B. Separation and Retention Analysis by Protected Groups

Separation Type	Total Separations	% Total Separations	% Males	% Women	% Minorities	% Disabled
Voluntary Termination	17	68.00 %	23.53 %	76.47 %	29.41 %	17.65 %
Involuntary Termination	8	32.00 %	25.00 %	75.00 %	62.50 %	0.00 %

C. Methods of Retention of Protected Groups

- Creating and implementing networking and mentoring opportunities
- Implementing a welcoming onboarding process

APPENDIX

Complaint of Discrimination/Harassment Form

Fond du Lac Tribal and Community College
 2101 14th Street
 Cloquet, MN 55720
 (218) 879-0800

Please Read Before Completion of Form

Any complaint of discrimination/harassment is considered confidential data under Minnesota Statute 13.39, Subd. 1 and 2. This information is being collected for the purpose of determining whether discrimination/harassment 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 or designee, the complainant, the respondent and appropriate personnel.

Complainant (You)		
Complainant's Name	Job Title	
Work Address	Telephone	
College or University	Division	Manager

Respondent (Individual Who Discriminated Against/Harassed You)		
Respondent's Name	Respondent's Job Title	
Respondent's Work Address	Respondent's Telephone	
Respondent's College or University	Division	Manager

The Complaint		
Basis of Complaint Place an "X" in the box for all that apply:		
<input type="checkbox"/> Race	<input type="checkbox"/> Disability	<input type="checkbox"/> Sexual Orientation
<input type="checkbox"/> Sex	<input type="checkbox"/> Marital Status	<input type="checkbox"/> Status with Regard to Public Assistance
<input type="checkbox"/> Age	<input type="checkbox"/> National Origin	<input type="checkbox"/> Membership or Activity in a Local Human Rights Commission
<input type="checkbox"/> Gender Identity	<input type="checkbox"/> Gender Expression	<input type="checkbox"/> Religion
<input type="checkbox"/> Color	<input type="checkbox"/> Creed	<input type="checkbox"/> Familial Status
Date most recent act of discrimination/harassment took place:		If you filed this complaint with another College, or University, give the name of that College, or University:
Describe how you believe that you have been discriminated/harassed against (names, dates, places, etc.). Use a separate sheet of paper if needed and attach to this form.		

Information on Witnesses Who Can Support Your Case		
Witness Names	Witness Work Addresses	Witness Work Telephones

FOND DU LAC TRIBAL AND COMMUNITY COLLEGE
AFFIRMATIVE ACTION PLAN 2016-2018

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 discriminated against/harassed me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

Complainant Signature Date

Affirmative Action Officer Signature Date

Employee/Applicant Request for ADA Reasonable Accommodation Form



State of Minnesota – Fond du Lac Tribal 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 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 College human resources representative, ADA Coordinator, your College’s legal counsel, or any other individual who is authorized by your College 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 College may refuse to provide a reasonable accommodation.

Questions to clarify accommodation requested.

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

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

1. What, if any job function are you having difficulty performing?
2. What, if any employment benefit are you having difficulty accessing?
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 in each college or university is tasked with collecting necessary medical documentation. In the event that medical documentation is needed, the employee will be provided with the appropriate forms to submit to their medical provider. The employee has the responsibility to ensure that the medical provider follows through on requests for medical information.

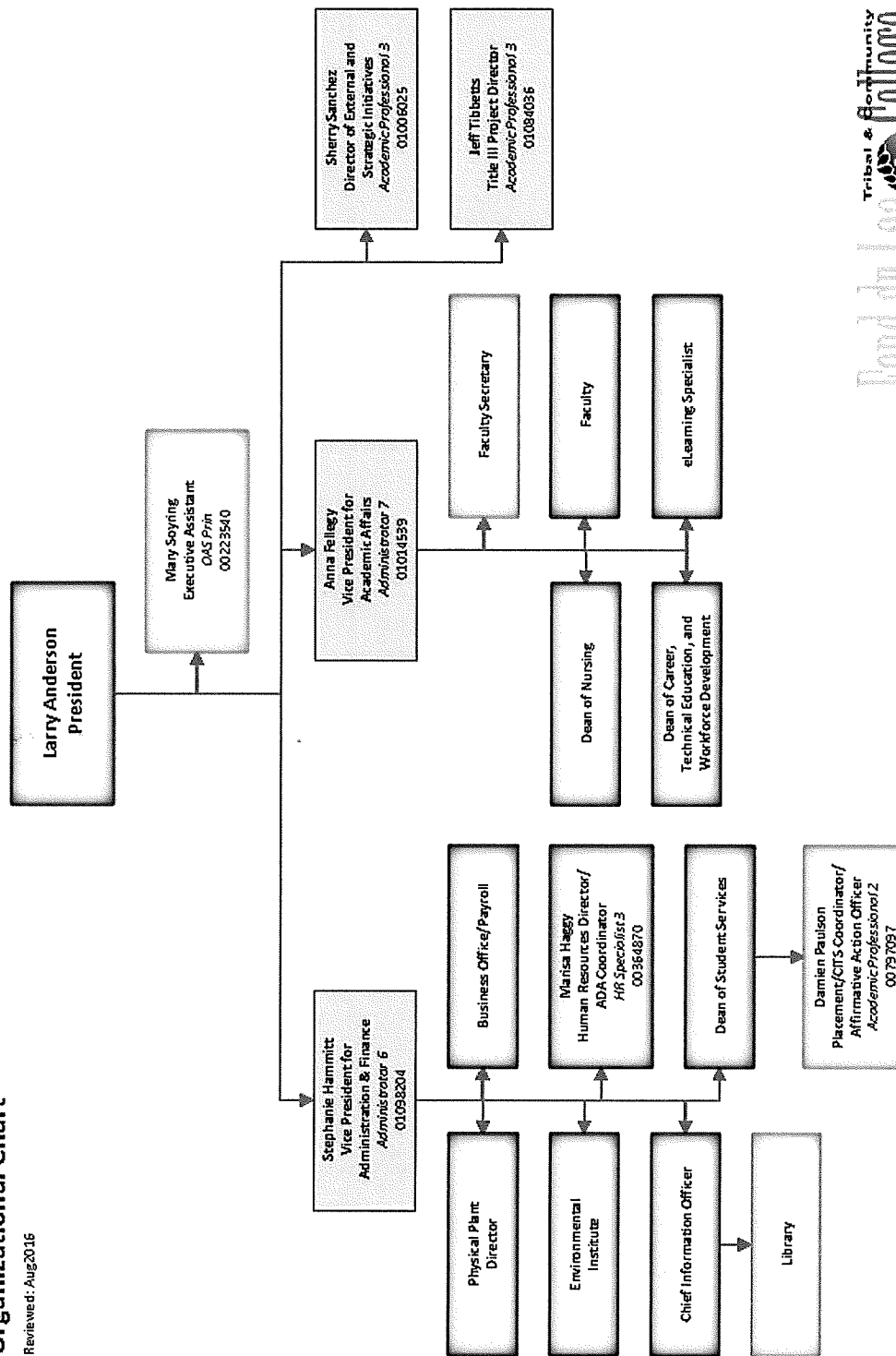
This authorization does not cover, and the information to be disclosed should not contain, genetic information. "Genetic Information" includes: Information about an individual's genetic tests; information about genetic tests of an individual's family members; information about the manifestation of a 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

Fond du Lac Tribal and Community College Organizational Chart

Fond du Lac Tribal and Community College
Organizational Chart
 Reviewed: Aug 2016



Underutilization Analysis Worksheet

On file.

Separation Analysis by Protected Groups Worksheet

On file.

Fond du Lac Tribal and Community College

2016-2018 AAP JOB CATEGORY AVAILABILITY/UTILIZATION/UNDERUTILIZATION ANALYSIS & ANNUAL GOALS

Worksheet for comparing incumbency to availability and setting goals to correct underutilization.

WOMEN									
Job Categories	Total Employees in Job Group	Total Number of Women in Group	% of Women in the Group	Availability Percent	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	6	<10	60.00%	40.20%	2	0	0	same	0
Professionals	26	16	61.54%	55.70%	14	0	0	same	0
Faculty	39	22	56.41%	46.20%	18	0	0	same	0
Office/Clerical	15	15	100.00%	63.40%	10	0	0	same	0
Technicians	6	<10	66.67%	57.20%	3	0	0	same	0
Service Maintenance	4	<10	0.00%	44.40%	2	2	2	same	0
Totals	96	61	63.54%						

MINORITIES									
Job Categories	Total Employees in Job Group	Total Number of Minorities in Group	% of Minorities in the Group	Availability Percent	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	6	<10	50.00%	7.60%	0	0	0	same	0
Professionals	26	<10	26.92%	10.60%	3	0	0	same	0
Faculty	39	12	30.77%	24.90%	10	0	0	same	0
Office/Clerical	15	<10	0.00%	10.50%	2	2	1	not improved	-1
Technicians	6	<10	0.00%	10.60%	1	1	1	same	0
Service Maintenance	4	<10	25.00%	19.50%	1	0	0	same	0
Totals	96	23	23.96%						

INDIVIDUALS WITH DISABILITIES									
Job Categories	Total Employees in Job Group	Total Number of Indiv./ with Disabilities in Group	% of Indiv. w/ Disabilities in the Group	Availability Percent	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	6	<10	0.00%	7.00%	0	0	0	same	0
Professionals	26	<10	7.69%	7.00%	2	0	0	same	0
Faculty	39	<10	2.56%	7.00%	3	2	2	same	0
Technicians	6	<10	0.00%	7.00%	0	0	0	same	0
Office/Clerical	15	<10	6.67%	7.00%	1	0	0	same	0
Service Maintenance	4	<10	0.00%	7.00%	0	0	0	same	0
Totals	96	4	4.17%						

VETERANS									
Job Categories	Total Employees in Job Group	Total Number of Veterans in Group	% of Veterans in the Group	Availability Percent	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	6	<10	0.00%	8.00%	0	0	0	same	0
Professionals	26	<10	0.00%	8.00%	2	2	2	same	0
Faculty	39	<10	7.69%	8.00%	3	0	0	same	0
Technicians	6	<10	0.00%	8.00%	0	0	1	improved	1
Office/Clerical	15	<10	0.00%	8.00%	1	1	1	same	0
Service Maintenance	4	<10	0.00%	8.00%	0	0	0	same	0
Totals	96	3	3.13%						

Source: American Fact Finder, operated by the U.S. Census Bureau. Labor Statistics for women and minorities compiled from the American Community Survey (2006-2010)., released in March of 2013. Statistics for individuals with disabilities and veterans are taken from OFCCP (Office of Federal Contract Compliance Programs) and are based upon data derived from the American Community Surveys (2006-2010).

Fond du Lac Tribal and Community College
2016-2018 AAP SEPARATION ANALYSIS

Worksheet for conducting separation analysis of protected group members as total separations and in each job category.

TOTAL SEPARATIONS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	2	8.00%	2	100.00%	1	50.00%	0	0.00%	0	0.00%
Resignations	6	24.00%	5	83.33%	1	16.67%	2	33.33%	0	0.00%
Enhanced Separation	2	8.00%	1	50.00%	1	50.00%	0	0.00%	1	50.00%
Retirement	9	36.00%	7	77.78%	3	33.33%	1	11.11%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	5	20.00%	3	60.00%	4	80.00%	0	0.00%	0	0.00%
Termination without Rights	1	4.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Total Separations	25	100.00%	19	76.00%	10	40.00%	3	12.00%	1	4.00%

OFFICIALS/ADMINISTRATORS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	1	50.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	1	50.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Total Separations	2	100.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%

PROFESSIONALS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	1	12.50%	1	100.00%	1	100.00%	0	0.00%	0	0.00%
Resignations	2	25.00%	1	50.00%	1	50.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	2	25.00%	2	100.00%	1	50.00%	1	50.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	3	37.50%	1	33.33%	3	100.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separations	8	100.00%	5	62.50%	6	75.00%	1	12.50%	0	0.00%

OFFICE/CLERICAL										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	1	25.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	1	25.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	2	50.00%	2	100.00%	1	50.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separations	4	100.00%	4	100.00%	1	25.00%	0	0.00%	0	0.00%

TECHNICIANS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	1	50.00%	1	100.00%	0	0.00%	1	100.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	1	50.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separations	2	100.00%	2	100.00%	0	0.00%	1	50.00%	0	0.00%

Fond du Lac Tribal and Community College

2016-2018 AAP SEPARATION ANALYSIS

Worksheet for conducting separation analysis of protected group members as total separations and in each job category.

SERVICE MAINTENANCE										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Individ w/Disabilities	Percentage of Individ w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separations	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

FACULTY										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Individ w/Disabilities	Percentage of Individ w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	1	11.11%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	1	11.11%	1	100.00%	0	0.00%	1	100.00%	0	0.00%
Enhanced Separation	2	22.22%	1	50.00%	1	50.00%	0	0.00%	1	50.00%
Retirement	5	55.56%	3	60.00%	2	40.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separations	9	100.00%	6	66.67%	3	33.33%	1	11.11%	1	11.11%