

STATE OF MINNESOTA

Century College

Affirmative Action Plan

August 2016 – August 2018

Century College
White Bear Lake, MN 55110

This document can be made available upon request in alternative formats by contacting (Robin Layer at robin.layer@century.edu or 651-779-3915.

Table of Contents

I.	EXECUTIVE SUMMARY	6
II.	STATEMENT OF COMMITMENT	7
III.	INDIVIDUALS RESPONSIBLE FOR DIRECTING/IMPLEMENTING THE AFFIRMATIVE ACTION PLAN.....	8
A.	Affirmative Action Officer or Designee	8
B.	Americans with Disabilities Act Coordinator or Designee	10
C.	Human Resources Director or Designee	10
D.	Directors, Managers, and Supervisors	11
E.	All Employees	12
IV.	COMMUNICATION OF THE AFFIRMATIVE ACTION PLAN	12
A.	Internal Methods of Communication	13
B.	External Methods of Communication	13
V.	MINNESOTA STATE COLLEGES & UNIVERSITIES' EQUAL OPPORTUNITY AND NONDISCRIMINATION IN EMPLOYMENT AND EDUCATION POLICY.....	13
	Part 1. Policy Statement.	13
	Subpart A. Equal opportunity for students and employees	13
	Subpart B. Nondiscrimination.....	13
	Part 2. Definitions.	14
	Subpart A. Consensual Relationship.	14
	Subpart B. Discrimination.	14
	Subpart C. Discriminatory harassment.	15
	Subpart D. Employee.	15
	Subpart E. Protected class.	15
	Subpart F. Retaliation.	15
	Subpart G. Sexual harassment and violence as sexual abuse.	16
	Subpart H. Student.	16
	Part 3. Consensual Relationships.....	16
	Part 4. Retaliation.	17
	Part 5. Policies and procedures.	17
VI.	MINNESOTA STATE COLLEGES & UNIVERSITIES' REPORT/COMPLAINT OF DISCRIMINATION/HARASSMENT INVESTIGATION AND RESOLUTION PROCEDURE.....	17
	Part 1. Purpose and applicability.	17
	Subpart A. Purpose.	17
	Subpart B. Applicability.....	17

CENTURY COLLEGE
AFFIRMATIVE ACTION PLAN 2016-2018

Subpart C. Scope.....	18
Part 2. Definitions.....	18
Subpart A. Designated officer.....	18
Subpart B. Decisionmaker.....	18
Subpart C. Retaliation.....	18
Part 3. Consensual relationships.....	18
Part 4. Reporting incidents of discrimination/harassment.....	19
Subpart A. Reporting an incident.....	19
Subpart B. Duty to report.....	19
Subpart C. Reports against a president.....	19
Subpart D. Reports against system office employees or Board of Trustees.....	19
Subpart E. False statements prohibited.....	20
Subpart F. Withdrawn complaints.....	20
Part 5. Right to representation.....	20
Part 6. Investigation and Resolution.....	20
Subpart A. Personal resolution.....	20
Subpart B. Information privacy.....	20
Subpart C. Processing the complaint.....	20
Subpart D. Resolution.....	23
Subpart E. Decision process.....	23
Part 7. System office, college, or university action.....	24
Part 8. Appeal.....	25
Subpart A. Filing an appeal.....	25
Subpart B. Effect of review.....	25
Subpart C. Appeal process.....	25
Part 9. Education and training.....	25
Part 10. Distribution of board policy 1B.1 and this procedure.....	25
Part 11. Maintenance of report/complaint procedure documentation.....	26
VII. CENTURY COLLEGE’S REASONABLE ACCOMODATION IN EMPLOYMENT POLICY.....	26
Applicant.....	26
Americans with Disabilities Act (ADA) Coordinator.....	26
Direct Threat.....	26
Essential Functions.....	27
Interactive Process.....	27

CENTURY COLLEGE
AFFIRMATIVE ACTION PLAN 2016-2018

Individual with a Disability	27
Qualified Individual with a Disability	27
Major Life Activities	27
Medical Documentation	28
Reasonable Accommodation	28
Reassignment.....	29
Support Person	29
Undue Hardship	29
General Standards and Expectations.....	29
Individuals who may request a reasonable accommodation include	29
How to request a reasonable accommodation	30
Timing of the request.....	30
Form of the request.....	30
The interactive process entails	31
College responsibilities for processing the request.....	31
Analysis for processing requests.....	32
Obtaining medical documentation in connection with a request for reasonable accommodation	33
Confidentiality requirements.....	33
Approval of requests for reasonable accommodation	34
Funding for reasonable accommodations	35
Procedures for reassignment as a reasonable accommodation	35
Denial of requests for reasonable accommodation	35
Consideration of undue hardship	36
Determining direct threat.....	36
Appeals process in the event of denial.....	36
Information tracking and records retention.....	37
VIII. EVACUATION PROCEDURES FOR INDIVIDUALS WITH DISABILITIES	37
Evacuation Options:.....	37
Evacuation Procedures for Individuals with Mobility, Hearing, and Visual Disabilities:	38
Severe Weather Evacuation Options:.....	39
IX. GOALS AND TIMETABLES	40
X. AFFIRMATIVE ACTION PROGRAM OBJECTIVES.....	42
Objective #1: Improve the effectiveness of the search advisory process by revising the search handbook, training, and changing the culture of search committees.....	42

CENTURY COLLEGE
AFFIRMATIVE ACTION PLAN 2016-2018

Action Steps:	42
Evaluation:	42
Objective #2: Hire and retain diverse employees, especially racially and ethnically diverse employees.	42
Action Steps:	42
Evaluation:	43
Objective #3: Create an inclusive campus community to retain diverse employees.	43
Action Steps:	43
Evaluation:	43
XI. METHODS OF AUDITING, EVALUATING, AND REPORTING PROGRAM SUCCESS.....	43
A. Pre-Employment Review Procedure/Monitoring the Hiring Process.....	43
B. Pre-Review Procedure for Layoff Decisions.....	45
C. Other Methods of Program Evaluation	45
XII. RECRUITMENT PLAN	46
A. Advertising Sources.....	46
B. Job and Community Fairs.....	47
C. College and University Recruitment Events.....	47
D. Recruitment for Individuals with Disabilities.....	47
E. Relationship Building and Outreach	47
F. Internships	47
G. Supported Employment (M.S. 43A.191, Subd. 2(d))	48
H. Additional Recruitment Activities.....	48
XIII. RETENTION PLAN	48
A. Individual(s) Responsible for Retention Program/Activities.....	48
B. Separation and Retention Analysis by Protected Groups.....	48
C. Methods of Retention of Protected Groups.....	48
APPENDIX.....	50
Complaint of Discrimination/Harassment Form.....	50
A. Employee/Applicant Request for ADA Reasonable Accommodation Form	53
Century College Organizational Chart	55
Underutilization Analysis Worksheets.....	56
Separation Analysis by Protected Groups Worksheets	57

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
Education Administrators		XX		XX
Professionals				XX
Faculty		XX		XX
Protected Services: Non-sworn	XX			
Office/Clerical		XX		XX
Technicians				
Skilled Craft		XX		
Service Maintenance	XX			XX

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

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


Affirmative Action Officer or Designee 8.31.16
Date Signed


Human Resources Director or Designee 8.31.16
Date Signed


College President 8-31-16
Date Signed

II. STATEMENT OF COMMITMENT

This statement reaffirms Century 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.


College President

8-31-16
Date Signed

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

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

Accountability:

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

A. Affirmative Action Officer or Designee

Robin Layer, Acting Chief Human Resources Officer & Affirmative Action Officer

Responsibilities:

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

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

Accountability:

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

B. Americans with Disabilities Act Coordinator or Designee

Tana Hostetter, Benefits Specialist (DDIR) and ADA Coordinator

Responsibilities:

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

Duties:

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

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

Accountability:

The Americans with Disabilities Act Coordinator reports directly to the Chief Human Resource and Affirmative Action Officer.

C. Human Resources Director or Designee

Robin Layer, Acting Chief Human Resources Officer

Responsibilities:

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

Duties:

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

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

Accountability:

The Human Resources Director is directly accountable to the President.

D. Directors, Managers, and Supervisors

Responsibilities:

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

Duties:

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

- Assist the Affirmative Action Officer in identifying and resolving problems and eliminating barriers which inhibit equal employment opportunity;
- Communicate the College's affirmative action policy to assigned staff;

- 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.

E. All Employees

Responsibilities:

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

Duties:

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

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

Accountability:

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

IV. COMMUNICATION OF THE AFFIRMATIVE ACTION PLAN

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

A. Internal Methods of Communication

- A memorandum detailing the location of the Affirmative Action Plan and the responsibility to read, understand, support, and implement equal opportunity and affirmative action will be sent from the College's leadership or alternatively, the Affirmative Action Officer, to all staff on an annual basis.
- The College's Affirmative Action Plan is available to all employees on the College's internal website at: <https://my.century.edu/employees/HR/Affirmative%20Action%20Plan/Forms/AllItems.aspx> or in print copy to anyone who requests it. As requested, the College will make the plan available in alternative formats.
- Nondiscrimination and equal opportunity statements and posters are prominently displayed and available in areas frequented and accessible to employees.

B. External Methods of Communication

- The College's Affirmative Action Plan is available on the College's external website at https://www.century.edu/sites/default/files/HR_affirmativeaction.pdf or in print copy to anyone who requests it. As requested, the College will make the plan available in alternative formats.
- The College's website homepage, letterhead, publications, and all job postings, will include the statement "an equal opportunity employer."
- Nondiscrimination and equal opportunity statements and posters are prominently displayed and available in areas frequented by and accessible to members of the public. Examples of posters displayed include: Equal Employment Opportunity is the law, Employee Rights under the Fair Labor Standards Act, and the Americans with Disabilities Act Notice to the Public.

V. MINNESOTA STATE COLLEGES & UNIVERSITIES' 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.

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

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

This policy supersedes all existing system, college, and university equal opportunity and nondiscrimination policies.

Part 2. Definitions.

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

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

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

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

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

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

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

- Protected class includes race, sex, color, creed, religion, age, national origin, disability, marital status, 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 stated nondiscrimination law, including the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; the Minnesota Human Rights Act, Minn. Stat. Ch. 363A, and their amendments.

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

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

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

- Are enrolled in one or more courses, either credit or non-credit, through a college or university;
- Withdraw, transfer or graduate, after an alleged violation of the student conduct code;
- Are not officially enrolled for a particular term but who have a continuing relationship with the college or university;
- Have been notified of their acceptance for admission or have initiated the process of application for admission or financial aid; or
- Are living in a college or university residence hall although not enrolled in, or employed by, the institution.

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

right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or compensation plan.

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

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

VI. MINNESOTA STATE COLLEGES & UNIVERSITIES' REPORT/COMPLAINT OF DISCRIMINATION/HARASSMENT INVESTIGATION AND RESOLUTION PROCEDURE

Part 1. Purpose and applicability.

Subpart A. Purpose. This procedure is designed to further implement Minnesota State Colleges and Universities policies relating to nondiscrimination by providing a process through which individuals alleging violation of Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education may pursue a complaint. This includes allegations of retaliation, or discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, gender identity, gender expression, marital status, 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 Minnesota State Colleges and Universities, including its students, employees, and applicants for employment, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation/reprisal. Individuals who violate this procedure shall be subject to disciplinary or other corrective action.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part 4. Reporting incidents of discrimination/harassment.

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

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

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

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

Subpart D. Reports against system office employees or Board of Trustees. For reports/complaints that involve allegations against system office employees, the responsibilities identified in this procedure as those of the president are the responsibilities of the chancellor.

Reports/complaints that involve allegations against the chancellor or a member of the Board of Trustees shall be referred to the chair or vice chair of the Board for processing. Such reports/complaints may be assigned to appropriate system personnel or outside investigatory assistance may be designated.

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

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

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

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

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

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

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

Subpart C. Processing the complaint. The designated officer must be contacted in order to initiate a report/complaint under this procedure. The scope of the process used in each complaint/report shall

be determined by the designated officer based on the complexity of the allegations, the number and relationship of individuals involved, and other pertinent factors.

- **Jurisdiction.** The designated officer shall determine whether the report/complaint is one which should be processed through another system office, college or university procedure available to the complainant; if appropriate, the designated officer shall direct the complainant to that procedure as soon as possible.
- **Conflicts.** The designated officer should identify to the president or chancellor/designee any real or perceived conflict of interest in proceeding as the designated officer for a specific complaint. If the president or chancellor/designee determines that a conflict exists, another designated officer shall be assigned.
- **Information provided to complainant.** At the time the report/complaint is made, the designated officer shall:
 - Inform the complainant of the provisions of the Board Policy 1B.1 and this procedure;
 - Provide a copy of or Web address for Board Policy 1B.1 and this procedure to the complainant;
 - Determine whether other individuals are permitted to accompany the complainant during investigatory interviews and the extent of their involvement; and
 - Inform the complainant of the provisions of Board Policy 1B.1 prohibiting retaliation.
- **Complaint documentation.** The designated officer shall insure that the complaint is documented in writing. The designated officer may request, but not require the complainant to document the complaint in writing using the complaint form of the system office, college or university.
- **Information provided to the respondent.** At the time initial contact is made with the respondent, the designated officer shall inform the respondent in writing of the existence and general nature of the complaint and the provisions of the nondiscrimination policy. At the initial meeting with the respondent, the designated officer shall:
 - Provide a copy of or Web address for Board Policy 1B.1 and this procedure to the respondent;
 - Provide sufficient information to the respondent consistent with federal and state data privacy laws to allow the respondent to respond to the substance of the complaint;
 - Explain to the respondent that in addition to being interviewed by the designated officer, the respondent may provide a written response to the allegations;
 - Determine whether other individuals are permitted to accompany the respondent during investigative interviews and the extent of their involvement; and

- Inform the respondent of the provisions of Board Policy 1B.1 prohibiting retaliation.
- Investigatory process. The designated officer shall:
 - Conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings;
 - Inform the witnesses and other involved individuals of the prohibition against retaliation;
 - Create, gather and maintain investigative documentation as appropriate;
 - Disclose appropriate information to others only on a need to know basis consistent with state and federal law, and provide a data privacy notice in accordance with state law; and
 - Handle all data in accordance with applicable federal and state privacy laws.
- Interim actions.
 - Employee reassignment or administrative leave. Under appropriate circumstances, the president or chancellor may, in consultation with system legal counsel and labor relations, reassign or place an employee on administrative leave at any point in time during the report/complaint process. In determining whether to place an employee on administrative leave or reassignment, consideration shall be given to the nature of the alleged behavior, the relationships between the parties, the context in which the alleged incidents occurred and other relevant factors. Any action taken must be consistent with the applicable collective bargaining agreement or personnel plan.
 - Student summary suspension or other action. Under appropriate circumstances, the president or designee may, in consultation with system legal counsel, summarily suspend a student at any point in time during the report/complaint process. A summary suspension may be imposed only in accordance with Board Policy 3.6 and associated system procedures. After the student has been summarily suspended, the report/complaint process should be completed within the shortest reasonable time period, not to exceed nine (9) class days. During the summary suspension, the student may not enter the campus or participate in any college or university activities without obtaining prior permission from the president or designee. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.
- No basis to proceed. At any point during the processing of the complaint, the designated officer may determine that there is no basis to proceed under Board Policy 1B.1. The designated officer shall refer the complaint as appropriate. The designated officer shall notify the complainant and respondent of the outcome as appropriate, in accordance with applicable data privacy laws.

- **Timely Completion.** Colleges, universities and the system office must provide resources sufficient to complete the investigative process and issue a written response within 60 days after a complaint is made, unless reasonable cause for delay exists. The designated officer shall notify the complainant and respondent if the written response is not expected to be issued within the 60 day period. The college, university or system office must meet any applicable shorter time periods, including those provided in the applicable collective bargaining agreement.

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

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

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

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

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

Part 7. System office, college, or university action. The system office, college, or university shall take the appropriate corrective action based on results of the investigation, and the designated officer shall make appropriate inquiries to ascertain the effectiveness of any corrective or disciplinary action. Complainants are encouraged to report any subsequent conduct that violates Board Policy 1B1.1, as well as allegations of retaliation.

Written notice to parties relating to discipline, resolutions, and/or final dispositions resulting from the report/complaint process is deemed to be official correspondence from the system office, college or university. In accordance with state law, the system office, college or university is responsible for filing

the complaint disposition concerning complaints against employees with the Commissioner of Employee Relations within 30 days of final disposition.

Part 8. Appeal.

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

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

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

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

Part 10. Distribution of board policy 1B.1 and this procedure. Information regarding Board Policy 1B.1 and this procedure shall, at a minimum, be distributed to students at the time of registration and to employees at the beginning of employment. Distribution may be accomplished by posting on an internet website, provided all students and employees are directly notified of how to access the policy and procedure by an exact address, and that they may request a paper copy. Copies of the policy and procedure shall be conspicuously posted at appropriate locations at the system office and on college

and university campuses at all times and shall include the designated officers' names, locations and telephone numbers.

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

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

VII. CENTURY COLLEGE'S REASONABLE ACCOMODATION IN EMPLOYMENT POLICY

State agencies must comply with all state and federal laws that prohibit discrimination against qualified individuals with disabilities in all employment practices. All state agencies must provide reasonable accommodations to qualified applicants and employees with disabilities unless to do so would cause an undue hardship or pose a direct threat. Agencies must provide reasonable accommodation when:

- A qualified applicant with a disability needs an accommodation to have an equal opportunity to compete for a job;
- A qualified employee with a disability needs an accommodation to perform the essential functions of the employee's job; and

A qualified employee with a disability needs an accommodation to enjoy equal access to benefits and privileges of employment (e.g., trainings, office sponsored events).

Applicant

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

Americans with Disabilities Act (ADA) Coordinator

Each College is required to appoint an ADA coordinator or designee, depending on College size, to direct and coordinate College compliance with Title I of the ADA.

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.

Interactive Process

A discussion between the employer and the individual with a disability to determine an effective reasonable accommodation for the individual with a disability. To be interactive, both sides must communicate and exchange information.

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 can be 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.

Modifications or adjustments may include, but are not limited to:

- Providing materials in alternative formats like large print or Braille;
- Providing assistive technology, including information technology and communications equipment, or specially designed furniture;
- Modifying work schedules or supervisory methods;
- Granting breaks or providing leave;
- Altering how or when job duties are performed;
- Removing and/or substituting a marginal function;
- Moving to a different office space;
- Providing telework;
- Making changes in workplace policies;
- Providing a reader or other staff assistant to enable employees to perform their job functions, where a reasonable accommodation cannot be provided by current staff;
- Removing an architectural barrier, including reconfiguring work spaces;

- Providing accessible parking; or
- Providing a reassignment to a vacant position.

Reassignment

Reassignment to a vacant position for which an employee is qualified is a “last resort” form of a reasonable accommodation. This type of accommodation must be provided to an employee, who, because of a disability, can no longer perform the essential functions of the position, with or without reasonable accommodation, unless the employer can show that it will be an undue hardship.

Support Person

Any person an individual with a disability identifies to help during the reasonable accommodation process in terms of filling out paperwork, attending meetings during the interactive process to take notes or ask clarifying questions, or to provide emotional support.

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. A state 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 College 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. When possible, the College must 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.

The College must abide by the [Minnesota Government Data Practices Act, Chapter 13](#), in obtaining or sharing information related to accommodation requests.

How to request a reasonable accommodation

A College 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;
- College Affirmative Action Officer/Designee;
- College ADA Coordinator;
- College Human Resources Office;
- Any College official with whom the applicant has contact during the application, interview and/or selection process.

Timing of the request

An applicant or employee may request a reasonable accommodation at any time, even if the individual has not previously disclosed the existence of a disability or the need for an accommodation. A request is any communication in which an individual asks or states that he or she needs the College to provide or change something because of a medical condition.

The reasonable accommodation process begins as soon as possible after the request for accommodation is made.

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).

The individual requesting an accommodation does not have to use any special words and does not have to mention the ADA or use the phrase "reasonable accommodation" or "disability."

Oral requests must be documented in writing to ensure efficient processing of requests.

College request forms can be found at: ["Employee/Applicant Request for Reasonable Accommodation Form"](#).

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 College's ADA Coordinator for advice on how to proceed.

When an employee needs the same reasonable accommodation on a repeated basis (e.g., the assistance of a sign language interpreter), a written request for accommodation is required the first

time only. However, the employee requesting an accommodation must give appropriate advance notice each subsequent time the accommodation is needed. If the accommodation is needed on a regular basis (e.g., a weekly staff meeting), the College must make appropriate arrangements without requiring a request in advance of each occasion.

The interactive process entails

Communication is a priority and encouraged throughout the entire reasonable accommodation process. The interactive process is a collaborative process between the employee and/or applicant and the College to explore and identify specific reasonable accommodation(s). (For information on the Interactive Process see the U.S. Department of Labor, Job Accommodation Network at <http://askjan.org/topics/interactive.htm>). This process is required when:

- The need for a reasonable accommodation is not obvious;
- The specific limitation, problem or barrier is unclear;
- An effective reasonable accommodation is not obvious;
- The parties are considering different forms of reasonable accommodation;
- The medical condition changes or fluctuates; or,
- There are questions about the reasonableness of the requested accommodation.

The interactive process should begin as soon as possible after a request for reasonable accommodation is made or the need for accommodation becomes known.

The process should ensure a full exchange of relevant information and communication between the individual and the College. An individual may request that the College's ADA Coordinator, a union representative, or support person be present.

The College ADA Coordinator shall be consulted when:

- Issues, conflicts or questions arise in the interactive process; and
- Prior to denying a request for accommodation.

College responsibilities for processing the request

As the first step in processing a request for reasonable accommodation, the person who receives the request must promptly forward the request to the appropriate decision maker. At the same time, the recipient will notify the requestor who the decision maker is.

Commissioner

The College head has the ultimate responsibility to ensure compliance with the ADA and this policy and appoint an ADA Coordinator.

ADA Coordinator

The College's ADA Coordinator is the College's decision maker for reasonable accommodation requests for all types of requests outside of the supervisors' and managers' authority. The College ADA Coordinator will work with the supervisor and manager, and where necessary, with College Human Resources, to implement the approved reasonable accommodation.

Supervisors and Managers

Agencies have the authority to designate the level of management approval needed for reasonable accommodation requests for low-cost purchases. For example:

- Requests for standard office equipment that is needed as a reasonable accommodation and adaptive items costing less than \$100. [Agencies can adjust the dollar amount based on their needs]; and
- Requests for a change in a condition of employment such as modified duties, or a change in schedule, or the location and size of an employee's workspace. [Agencies can choose to delegate specific requests to supervisors or managers or require these types of requests to work through the College's ADA Coordinator].

Analysis for processing requests

Before approving or denying a request for accommodation, the College decision maker with assistance from the College 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 the College 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

In some cases, the disability and need for accommodation will be reasonably evident or already known, for example, where an employee is blind. In these cases, the College will not seek further medical documentation. If a requestor's disability and/or need for reasonable accommodation are not obvious or already known, the College ADA Coordinator may require medical information showing that the requestor has a covered disability that requires accommodation. The College 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 College ADA Coordinator must make the request and use the [Letter Requesting Documentation for Determining ADA Eligibility from a Medical Provider](#). The College ADA Coordinator must also obtain the requestor's completed and signed [Authorization for Release of Medical Information](#).

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 College ADA Coordinator, if appropriate.

Confidentiality requirements

Medical Information

Medical information obtained in connection with the reasonable accommodation process must be kept confidential. All medical information obtained in connection with such requests must be collected and maintained on separate forms and in separate physical or electronic files from non-medical personnel files and records. Electronic copies of medical information obtained in connection with the reasonable accommodation process must be stored so that access is limited to only the College ADA Coordinator.

Physical copies of such medical information must be stored in a locked cabinet or office when not in use or unattended. Generally, medical documentation obtained in connection with the reasonable accommodation process should only be reviewed by the College ADA Coordinator.

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

- Supervisors, managers or College HR staff 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 College 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 performance in hiring, retention, and processing reasonable accommodation requests.

Approval of requests for reasonable accommodation

As soon as the decision maker determines that a reasonable accommodation will be provided, the College 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. Where feasible, if there is a delay in providing the request, temporary measures will be taken to provide assistance.

Once approved, the reasonable accommodation should be documented for record keeping purposes and the records maintained by the College ADA Coordinator.

Funding for reasonable accommodations

The College must specify how the College will pay for reasonable accommodations.

Procedures for reassignment as a reasonable accommodation

Reassignment to a vacant position is an accommodation that must be considered if there are no effective reasonable accommodations that would enable the employee to perform the essential functions of his/her current job, or if all other reasonable accommodations would impose an undue hardship.

The College ADA Coordinator will work with College Human Resources staff and the requestor to identify appropriate vacant positions within the College for which the employee may be qualified and can perform the essential functions of the vacant position, with or without reasonable accommodation. Vacant positions which are equivalent to the employee's current job in terms of pay, status, and other relevant factors will be considered first. If there are none, the College will consider vacant lower level positions for which the individual is qualified. The EEOC recommends that the College consider positions that are currently vacant or will be coming open within at least the next 60 days.

Denial of requests for reasonable accommodation

The College ADA Coordinator must be contacted for assistance and guidance prior to denying any request 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. Undue hardship and direct threat are determined on a case-by-case basis with guidance from the College ADA Coordinator; or
- Where no reasonable accommodation, including reassignment to a vacant position, will enable the employee to perform all the essential functions of the job.

The explanation for denial must be provided to the requestor in writing. The explanation should be written in plain language and clearly state the specific reasons for denial. Where the decision maker has denied a specific requested accommodation, but has offered a different accommodation in its place, the decision letter should explain both the reasons for denying the accommodation requested and the reasons that the accommodation being offered will be effective.

Consideration of undue hardship

An interactive process must occur prior to the College making a determination of undue hardship. Determination of undue hardship is made on a case-by-case basis and only after consultation with the College's ADA Coordinator. In determining whether granting a reasonable accommodation will cause an undue hardship, the College considers factors such as the nature and cost of the accommodation in relationship to the size and resources of the, College and the impact the accommodation will have on the operations of the College.

Agencies may deny reasonable accommodations based upon an undue hardship. Prior to denying reasonable accommodation requests due to lack of financial resources, the College will consult with the State ADA Coordinator at MMB.

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. A determination that an individual poses a direct threat cannot be based on fears, misconceptions, or stereotypes about the individual's disability. Instead, the College must make a reasonable medical judgment, relying on the most current medical knowledge and the best available objective evidence.

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 addition to providing the requestor with the reasons for denial of a request for reasonable accommodation, agencies must designate a process for review when an applicant or employee chooses to appeal the denial of a reasonable accommodation request. This process:

- Must include review by an College official;
- May include review by the State ADA Coordinator; and/or
- Must inform the requestor of the statutory right to file a charge with the Equal Employment Opportunity Commission or the Minnesota Department of Human Rights.

Information tracking and records retention

Agencies must track reasonable accommodations requested and report once a year by September 1st to MMB the number and types of accommodations requested, approved, denied and other relevant information.

agencies must retain reasonable accommodation documentation according to the College's document retention schedule, but in all cases for at least one year from the date the record is made or the personnel action involved is taken, whichever occurs later. 29 C.F.R. § 1602.14.

VIII. EVACUATION PROCEDURES FOR INDIVIDUALS WITH DISABILITIES

A copy of the college's weather and emergency evacuation plans can be found at:

<https://www.century.edu/about/process-policies> and <https://www.century.edu/home/public-safety>

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

Everyone has a responsibility to develop their own personal emergency evacuation plan, this includes individuals with disabilities or individuals who will need assistance during evacuation. The Americans with Disabilities Act Coordinator or designee in each college will work to develop a plan and consult the appropriate building and safety personnel

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

Jason Philipp, Director of Public Safety: (651) 779-5834, jason.philipp@century.edu

Kevin Wriskey, Safety Officer: (651) 747-4001, kevin.wriskey@century.edu

Evacuation Options:

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

- Horizontal evacuation: Using building exits to the outside ground level or going into unaffected wings of multi-building complexes;
- Stairway evacuation: Using steps to reach ground level exits from building;
- Shelter in place: Unless danger is imminent, remain in a room with an exterior window, a telephone, and a solid or fire resistant door. If the individual requiring special evacuation assistance remains in place, they should dial 911 immediately and report their location to

emergency services, who will in turn relay that information to on-site responders. The shelter in place approach may be more appropriate for sprinkler protected buildings where an area of refuge is not nearby or available. It may be more appropriate for an individual who is alone when the alarm sounds;

- Area of rescue assistance: Identified areas that can be used as a means of egress for individuals with disabilities. These areas, located on floors above or below the building's exits, can be used by individuals with disabilities until rescue can be facilitated by emergency responders; and/or
- For agencies equipped with an evacuation chair: Evacuation chairs or a light-weight solution to descending stairways can be used and generally require single user operation. If a college is equipped with an evacuation chair, best practice indicates that all employees are trained and have practiced evacuating using an evacuation chair.

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

Building evacuations for fire related and some other events may not permit use of elevators or some emergency egress routes. These situations require special assistance for individuals that cannot physically use the stairs or for some other reason. The following procedures are used to evacuate the disabled individual as quickly and safely as possible.

Majority of the time, individuals on the first or second floor will be able to exit the building without use of an elevator or stairs. The third floor in each of the main campus buildings requires stairs or elevator for egress. Safe area locations are identified for staging of individuals for emergency response teams to evacuate. Any of the stairwells maybe used for a safe staging area. The stairwell greatest distance from the fire or event causing the evacuation would be best if you know the location.

Another individual should remain at the staging area with the disabled person to assist if need to relocate occurs prior to emergency response team arrival. Whenever possible, a third person should contact emergency responders to advise them of the location of person needing assistance in evacuation. This also can be done by calling 911.

The primary safe area locations are listed for each building below.

East Campus - Main Building:

2nd floor egress can be done at the main lobby next to Lincoln Mall (E2500) or into the science/library building. An individual on third floor or unable to exit 2nd floor should stage in stairwell "B" (E3230) or stairwell "F" (E3695).

East Campus – Science/Library Building:

2nd floor egress can be done through bridge exit towards west campus or in to the east main building. An individual on 3rd floor should stage in stairwell by the elevator or stairwell room E3877.

West Campus – Main Building:

2nd floor egress can be out lobbies on the front of the building. An individual on the 3rd floor should stage in stairwell “D” or “K” whenever possible.

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

Severe Weather Evacuation Options:

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

- Horizontal evacuation: If located on the ground or basement floor, severe weather shelter areas are located throughout each floor;
- Elevator evacuation: If there are no safe areas above the ground floor, the elevator may be used to evacuate to the ground or basement levels; and/or

Shelter in Place: Seeking shelter in a designated severe weather shelter and remaining there until the all clear is used.

IX. GOALS AND TIMETABLES

Through the utilization analysis, the College has determined which job categories are underutilized for women, minorities, 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

The second, third, and fourth columns of this chart show the number of underutilized individuals of each group in each category at this College. The fifth, sixth, and seventh columns show the College's hiring goals for each group in each category.

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
Education		4		2		1		1
Professionals				5				2
Faculty		27		9		3		2
Protected Services: Non-sworn	1							
Office/Clerical		1		2		1		1
Technicians								
Skilled Craft		1				1		
Service Maintenance	4			2	2			1

Availability:

The college determined the recruitment area to be statewide for all job categories except for faculty and education administrators for which a national availability was used. In conducting its underutilization analysis, the college used the one factor analysis. The college determined it was best to use this type of analysis because the results were not substantially different when two factor analysis was used.

Underutilization Analysis worksheets are attached in the appendix. Numbers less than 10 have been redacted 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: professionals, faculty, protective services: non-sworn, clerical, technicians, and skilled craft. While women are still slightly underutilized in the protective services non-sworn area, over the last two years our underutilization dropped from 3 to 1 and we met our 2014-16 goal for this area. This is a small group

CENTURY COLLEGE
AFFIRMATIVE ACTION PLAN 2016-2018

of employees and may not provide as much opportunity to hire. The service maintenance area is another area we will watch in this category. We have improved the underutilization a great deal over the last four years (from 10 down to 4) but will continue to focus on eliminating this disparity as vacancies occur.

Minorities:

At the college, the population of minorities has improved in the following job categories: professionals, faculty, protective services: non-sworn, technicians, and service maintenance. While we made some improvement in our faculty underutilization (from 31 to 27) it was not due to hiring and this area remains concerning. One way we are addressing this concern is by examining our campus climate which includes conversations with diverse employees. Results and actions from the study will be shared with the college this academic year. Specific actions to improve our campus climate will be shared this academic year. Declining enrollments and people working well beyond retirement eligibility may reduce our overall hiring opportunities which will add to our challenge of increasing minority hiring within the faculty category.

Recruitment, hiring, and retention of faculty of color is a priority of the college and is part of our Diversity and Equity Plan. Generally, we see fairly diverse pools in the liberal arts areas but it does not equate to the same percentage of diverse hires. The pools for the technical programs are typically not diverse and are very small. This is a factor of compensation and industry specific labor shortages. The skilled craft category is very small with little turnover and therefore little opportunity to hire. On a positive note, our professionals group improved greatly, from an underutilization of 5 to completely eliminating that disparity. This may be an area we can look to as a model. We met our 2014-16 hiring goals in the following categories: education administrators, professionals, and office/clerical. We did not meet our 2014-16 hiring goal in the faculty category.

Individuals with Disabilities:

At the college, the population of individuals with disabilities has improved in the following job categories: professionals, office/clerical, and technicians and has not improved in the following job categories: skilled craft. Factors that have led to the improvement seem to be more related to the changing status of the internal workforce rather than hiring decisions. Overall, the pools for individuals with disabilities have not been strong. We need to find new partnerships to help improve this area and also look at the work we do and see we can structure that in such a way that might be more appealing to applicants in this area.

Veterans:

At the college, the population of individuals with veterans has improved in the following categories: office/clerical and skilled craft and not improved in the following job categories: professionals, office/clerical, and technicians and has not improved in the following job categories: professionals and faculty. The professionals category focused on minority hiring this past two-year timeframe and we will

look more deeply at our veteran hires for future hires. Our faculty applicant pools have been lacking for veterans so this will be an area of study to see how we can reach more qualified veterans in this area.

X. AFFIRMATIVE ACTION PROGRAM OBJECTIVES

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

Objective #1: Improve the effectiveness of the search advisory process by revising the search handbook, training, and changing the culture of search committees.

Action Steps:

- Align the current search advisory handbook with Minnesota State Colleges and Universities Human Resource Division's "Building a Workforce that Delivers Excellence in Education" Search Advisory Handbook.
- Enhance training for committee chairs and members by adding content and conversations about implicit bias and inclusive hiring practices.
- Elicit feedback and monitor the culture of search committees to ensure all members feel included, heard, and valued.

Evaluation:

This objective was not included in the previous plan. However, this is an organizational goal and improvements are currently being made. A work group has convened and is in the process of revising the current search advisory process which includes use of Minnesota State's Search Advisory Handbook. This tool will enhance the current process by providing search advisory committees with additional training, specific processes and procedures, and engaging meeting with union leadership during key points of the process. The adoption of this tool will offer a more extensive and comprehensive process.

Objective #2: Hire and retain diverse employees, especially racially and ethnically diverse employees.

Action Steps:

- Identify 2-3 strategies to build pipelines for diverse employees. For example: develop partnerships with universities and graduate programs to promote internships and volunteer opportunities.
- Develop relationships with community based organizations, work force centers, and professional associations of color to increase access to diverse candidates.

Evaluation:

In our previous plan we included an objective that focused on expanding our recruitment efforts by broadening advertising practices to attract more diverse employees. We have made progress in this area, posting our job offerings beyond the normal places like the MMB, Minnesota State Colleges and Universities, and Minnesota Diversity websites. New recruitment efforts include: The Registry, MnCARRS, MN Diversity Roundtable, and Minnesota Diversity Councils.

At this time we do not have adequate data to determine how much of an impact the different recruitment strategies have had on our applicant pools. On a few instances when we have had pools with almost no diversity and we have been more strategic and intentional about where we are post our positions, we have seen an increase in the diversity of the pools. The increase in diverse applicants does not always equate to an increase in qualified applicants which has lead us to review more deeply our minimum qualifications for vacant positions when the position is in an area where we have control over the minimum qualifications.

Objective #3: Create an inclusive campus community to retain diverse employees.

Action Steps:

Provide supervisory training to enhance the support and retention of diverse employees. Training topics will include: onboarding, supporting diverse employees, college policies, and conflict management.

Evaluation:

This objective was not included in the previous Affirmative Action Plan. However, retention data for employees of color and anecdotal stories are pointing to the need for this objective and action. This action step was also determined a priority in our Equity and Diversity plan.

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

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

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

Any time the College cannot justify a hire, the College takes a missed opportunity. College leadership will be asked to authorize the missed opportunity. The College will report the number of affirmative and 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, interview questions may be offered ahead of time depending on the accommodations request or we may use Skype 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.

The college process is as follows:

The purpose of the pre-employment review process is to ensure non-discriminatory practices are maintained throughout the recruitment and selection process. When such vacancies occur, the following procedure will be followed:

1. Authorization is obtained to create and/or fill positions.
2. Search committee is identified.
 - The committee will typically consist of 2 – 7 members representing a cross-section of college constituencies including students. Search committees are mandated for all unlimited (permanent) positions and supervisor or search committee chair is notified of underutilization.
 - The role of the search committee is to partner with administration in filling a vacancy. Tasks may include, but are not limited to: reviewing the position description, developing screening criteria, screening applicants, define the interview process including preparing interview questions, conducting interviews and recommending finalists.
 - The role of the affirmative action officer is to monitor the search and selection process to ensure the search efforts are in compliance with equal employment opportunity mandates. The officer also provides assistance and training to search committees related to data privacy, selection process, developing screening criteria, and the development of interview questions.
3. The affirmative action officer or designee reviews criteria, interview questions and any other material that may be used in the hiring process to ensure there are no barriers in hiring affirmatively.
4. Supplemental Protected Class Information is requested of all applicants during the application process. The completion of this form is voluntary. The data provides information on gender, ethnicity, whether or not the applicant has a disability, and

whether the applicant is a veteran. This information is kept separate from applicant information and is not seen by supervisors and/or search committees.

5. The affirmative action officer reviews the applicant pool for its composition of protected class applicants. We look at underutilization and availability rates as well as other factors to determine if the pool is approved or rejected. If the pool is rejected, additional advertising is conducted in hopes of increasing the number of protected class applicants.
6. Upon approval of the applicant pool, the search committee may begin its initial screening.
7. The committee reviews applicant files and evaluations are done in accordance with pre-established screening criteria.
8. A list of semi-finalists is submitted to the affirmative action officer or designee. This list is reviewed to determine a diverse interview pool, again using current underutilization and availability rates. If the pool lacks diversity, the affirmative action officer or designee will notify the chair of the search committee to review the applicant pool again.
9. Interviews are conducted.
10. In the event a disparity exists, protected group members are not moved forward in the hiring process if they do not meet the minimum qualifications of the position. Every effort will be made to ensure the privacy of applicants and the integrity of the search process. In the event that the integrity of the hiring process appears compromised, the affirmative action officer or designee will inform the chair of the search committee and corrective action will be taken.

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

The College submits the following compliance reports to Minnesota Management and Budget as part of the efforts to evaluate the College's affirmative action program:

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

The College also evaluates the Affirmative Action Plan in the following ways:

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

XII. RECRUITMENT PLAN

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

Recruitment costs incurred during the 2014-2016 plan year total: \$9,272.

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

A. Advertising Sources

Positions are posted in either the State system (if civil service) or the Minnesota State system posting places for unclassified positions. These online systems provide a level of recruitment on their own, as they are very well used sites. The college may also advertise for certain positions in such places as: Minneapolis Star Tribune, Monster.com, HigherEdJobs.com, MnSiversity.com, Higher Education Recruitment Consortium (HERCjobs.org), and the Chronicle of Higher Education.

The college also advertises on specific professional sites when needed to attract industry specific applicants. The college continues to seek out additional websites to reach targeted groups. We have increase our use of social media networks such as Facebook, Twitter, and LinkedIn for recruitment.

Currently we do not collect data on where our applicants found our job postings. This is an area we will look at during the next two-year cycle to gain analytics around effective recruitment strategies. This academic year, we will start capturing this information as part of the application process.

B. Job and Community Fairs

The college has not participated in any job or community fairs specifically targeted to employment. Our student recruiting has a presence at community fairs which increases the visibility of Century College as a whole and may provide some secondary recruiting opportunities. The college will research community and job fairs related to our underutilized groups. We intend to look at building relationships with members of these communities to increase their awareness of job opportunities at Century College and create connections.

C. College and University Recruitment Events

The college has not participated in any college and university recruitment events in last two-years. Our faculty and staff may recruit applicants through their college and industry contacts, but we do not have formal and structured practices in this area.

D. Recruitment for Individuals with Disabilities

At this time we are not intentionally recruiting this audience. This is an area of which we need to improve. The first step will be developing strategic partnerships. We will seek out and start building relationships with organizations who work with and support individuals with disabilities such as DEED - Vocational Rehabilitation Services ("VRS"), DEED - State Services for the Blind ("SSB"), and other state college partners to assist us with such things as conducting job evaluations and recruitment or referral of candidates to open positions.

E. Relationship Building and Outreach

Our previous goal included collaborating with the Chief Diversity Officer and the Multicultural Center staff, to work on developing outreach activities and relationships toward increasing the number of qualified diverse candidates. This goal has not been realized at this time. Part of our issue is lean staffing and finding time to build meaningful relationships with many different communities.

A goal for this plan will be to make this a deliberate action for one of our Human Resources professionals and dedicate part of their position description to this type of work. There is a system initiative in place to move transactions from our college campus to a shared services environment. As transactions start to move away from the campus, there will be more time for this strategic work.

F. Internships

The college does not currently have a formal internship program, however, some departments have utilized interns who have eventually been successful candidates. This is a strategy that seems to be gaining interest among some staff and faculty, so feels like an appropriate time to start developing a more formal internship program.

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

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

H. Additional Recruitment Activities

No additional recruitment activities to list at this time.

XIII. RETENTION PLAN

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

Century College strives to retain talented employees and create an environment which promotes the retention of a diverse workforce. The responsibility for these retention efforts lies with all administrators, managers, supervisors and department chairs.

A. Individual(s) Responsible for Retention Program/Activities

This responsibility is the shared responsibility of the Human Resources Department staff, the Diversity Officer, the Executive Cabinet and all campus supervisors.

B. Separation and Retention Analysis by Protected Groups

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

Over the past two years we have experienced an overall turnover rate of 25% which was significantly higher than in our previous cycle (9.8%). A large part of this percentage increase can be attributed to an overall smaller workforce, a large number of retirements, and resignations of which many were due to promotional opportunities. As previously stated we are also examining our campus climate to determine if this is a factor in the retention of diverse employees.

C. Methods of Retention of Protected Groups

The college strives for a multi-faceted approach to retention. Our two primary focus areas are performance management and conflict resolution. One of the best ways to retain valuable employees is to provide them with a mechanism to resolve disputes that may arise in the workplace and to provide support through on-going communication.

Conflict Resolution

Century believes in early detection and intervention of employee conflicts (including those between supervisor and employee). While some disputes, particularly those which fall under the purview of the

CENTURY COLLEGE
AFFIRMATIVE ACTION PLAN 2016-2018

equal employment opportunity law, require a full investigation, other employee conflicts are best resolved in other ways. Misperceptions, misunderstandings and minor conflicts can escalate into a full-blown dispute if they are not dealt with early. The Director of Human Resources will provide support and guidance to managers, supervisors and employees to resolve conflicts. When employees are negatively affected by conflict they may be referred to the Employee Assistance Program for support and advice. The college also promotes and adheres to the new Respectful Workplace Policy as another mechanism to report and resolve conflict.

Performance Management

The human resources office requires employees (except faculty) have current and accurate position descriptions that reflect the expectations for successful performance. When employees are clear about what is expected, obtain constructive feedback on an on-going basis and work with their supervisors to construct an individual development plan they are less likely to leave an organization or have performance problems. Performance appraisals are required for every employee at least once a year. The process includes a self-evaluation by the employee, an appraisal by the supervisor which should be accompanied by a discussion with the employee before final submittal, and a review by the Administrator associated with that department as well. The completion of the appraisals is monitored by Human Resources. We will continue to work with supervisors and managers regarding the process of providing an effective annual appraisal as well as ongoing feedback for their employees.

Managers and supervisors are held accountable for creating a work environment free from discrimination and harassment and for making a good faith effort to recruit and retain under-represented employees. The evaluation criteria in their performance evaluation includes commitment to diversity as a criteria and they are tasked with demonstrating that commitment in their daily work and actions.

Career Counseling

Century makes every attempt to retain protected group members by providing training and career counseling for all employees. This is accomplished through diversity training and the open-door policy of human resources to discuss job opportunities within the college, our Minnesota State system, and/or the State. Our Director of Human Resources and Development oversees retention activities for all employees as well as the specific methods of retention for protected group candidates.

Staff Development Opportunities

The college budgets funds each year for staff and administrator development. These funds may be used for educational studies, professional development activities, memberships, etc. The faculty union has allocated funds for development based on their collective bargaining agreement. Century also has a tuition reimbursement policy to assist employees with their educational goals when the Minnesota State Colleges and Universities tuition waiver is unavailable to them.

Exit Interview

Human Resources requests all employees leaving the college complete a confidential exit interview to provide feedback on their work experience with the department/college and make suggestions to improve existing conditions

New Employee Orientation

New employees are provided with a few different orientation opportunities at Century. We have a day-one orientation to provide the just-in-time information they need to get started. We offer a group orientation multiple times per year to provide our new hires to get together with other new hires and make additional connections across departments. Once per year we have a “new hire reunion” and invite those hired over the past year to come and spend a little time meeting other recent hires and sharing some feedback on their Century experience to that point. The reunion also provides another opportunity to give us feedback on how we might provide a better onboarding experience for them and how they are feeling about their overall employment at the college.

Committee Participation

Employees are encouraged to participate on college committees and workgroups. These committees and workgroups are designed to encourage employee involvement in a variety of campus activities and provide a place for their voice to be heard. We strive to build community among the entire college and engage as many people as we can.

Employee Recognition Program

Century has an employee recognition program which includes celebration for years of service of current employees (signified every five years with a certificate and/or gift) and a celebration for retirees (special retiree dinner with families and supervisors including a retirement gift and certificate signed by the governor). In addition we recognize and honor the contributions of employees through individual and team recognition awards.

APPENDIX

Complaint of Discrimination/Harassment Form

Century College
3300 Century Avenue North
White Bear Lake MN 55110
651-779-3300

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.

CENTURY COLLEGE
AFFIRMATIVE ACTION PLAN 2016-2018

Complainant (You)		
Name	Job Title	
Work Address	City, State, Zip Code	D. Telephone
College	Division	Manager/Supervisor's Name

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

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

Date most recent act of discrimination or harassment took place:

CENTURY COLLEGE
AFFIRMATIVE ACTION PLAN 2016-2018

If you filed this complaint with another college, give the name of that college:

Describe how you believe that you have been discriminated or harassed against (names, dates, places, etc.). Use a separate sheet of paper if needed and attach to this form.

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

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

This complaint is being filed on my honest believe that the State of Minnesota has discriminated against or 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.

Signatures	
Complainant Signature	Date
Affirmative Action Officer Signature	Date

A. Employee/Applicant Request for ADA Reasonable Accommodation Form



STATE OF MINNESOTA – CENTURY COLLEGE

EMPLOYEE/APPLICANT REQUEST FOR ADA REASONABLE ACCOMMODATION FORM

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

Employee/Applicant Name:	Job Title:
Work Location:	Phone Number:

Data Privacy Statement: This information may be used by your college human resources representative, ADA Coordinator or designee, your college 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?

State of Minnesota – Century College
Reasonable Accommodation Request Form, Page 2

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.

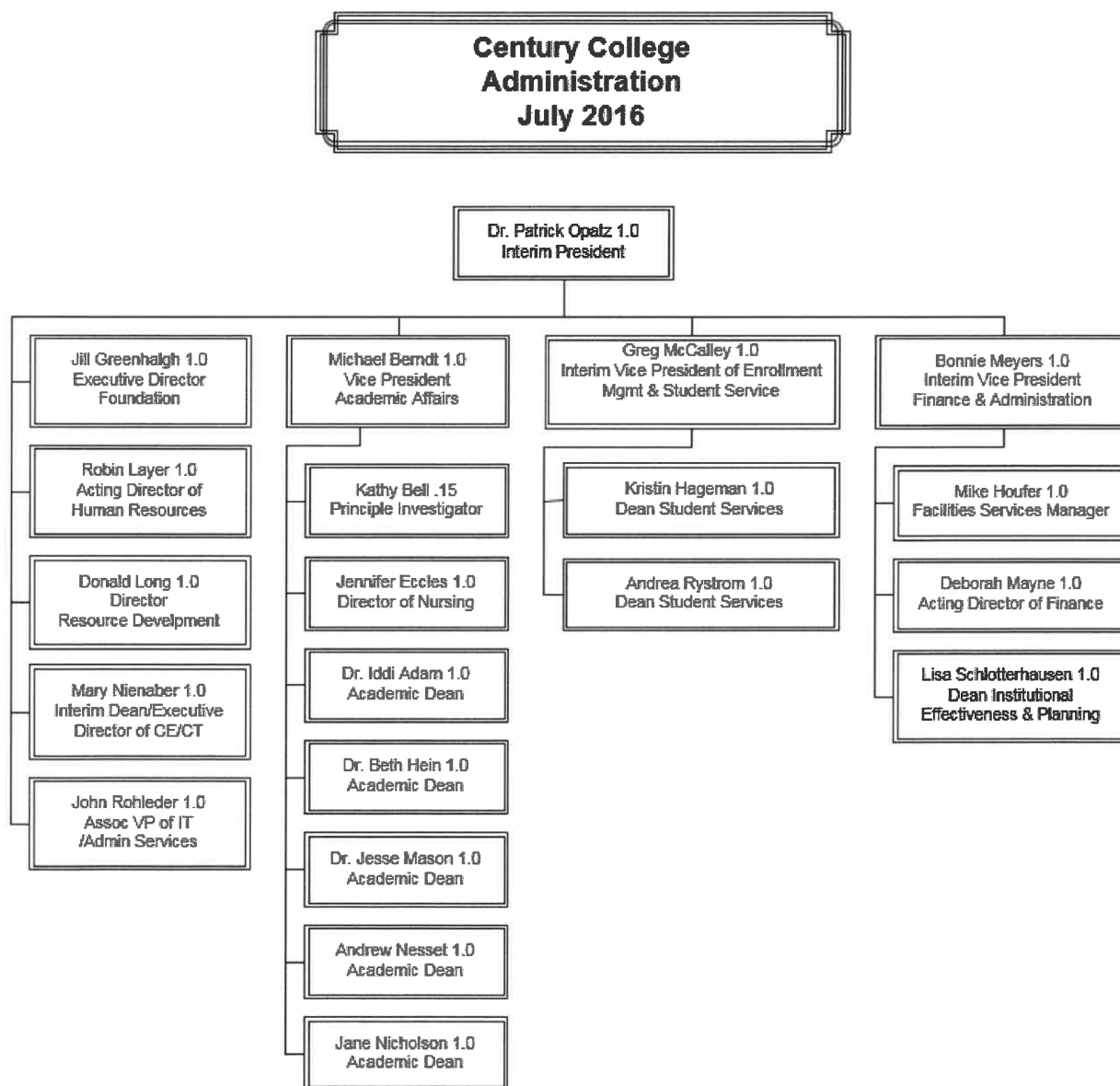
The ADA Coordinator or designee in each college is tasked with collecting necessary medical documentation. In the event that medical documentation is needed, the employee will be provided with the appropriate forms to submit to their medical provider. The employee has the responsibility to ensure that 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/Applicant Signature:	Date:
--------------------------------------	--------------

Century College Organizational Chart

Century College is a community college located in White Bear Lake, Minnesota, on a beautiful 170-acre campus just minutes from the twin cities of Minneapolis and St. Paul. A comprehensive two-year college, Century offers a variety of occupational-technical programs as well as liberal arts and science degrees. As one of the largest two-year colleges in Minnesota, we serve over 21,000 credit and non-credit students per year. Century College has top-notch instructors and excellent facilities, including the Science/Library Building offering state-of-the-art science labs and library. In addition, Century College is an Achieving the Dream Leader College – a national designation awarded to community colleges that commit to improving student success and closing achievement gaps.



Underutilization Analysis Worksheets

Due to some of the data/numbers resulting in less than 10, the separation analysis charts are removed from this version of the plan. The charts are on file in the Human Resources Department.

Separation Analysis by Protected Groups Worksheets

Due to some of the data/numbers resulting in less than 10, the separation analysis charts are removed from this version of the plan. The charts are on file in the Human Resources Department.

This page intentionally left blank.