



Minnesota Board of Peace Officer Standards and Training

1600 University Avenue, Suite 200
St. Paul, MN 55104-3825
(651) 643-3060 • Fax (651) 643-3072
www.post.state.mn.us

11/19/2018

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

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

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

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

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

Due date: July 01, 2019

Attached is two copies of the report referenced above along with the supporting documentation.
Please contact me if you have any questions at 651-201-7782 or by email at peggy.strand@state.mn.us.

Affirmative Action Worksheet - Data Summary 2018

Affirmative Action Area	Strategy	Report		Plan
		Was this strategy applied during the past year?	If yes, was this strategy applied at the level of:	Does this school or PPOE program plan to apply this strategy in the next school year?
1. Affirmative Action Designated Staff	A. Employ an affirmative action coordinator (i.e. Minority Affairs Coordinator, Multicultural Director)	Yes <u>28</u> No <u>2</u> No Response <u>0</u>	The School <u>24</u> PPOE Program <u>0</u> Both <u>4</u> No Response <u>2</u>	Yes <u>27</u> No <u>2</u> No Response <u>1</u>
	B. Have an affirmative action committee, (i.e. Diversity Taskforce, Racial Tolerance and Discrimination Committee, Community Relations Committee, etc.)	Yes <u>29</u> No <u>1</u> No Response <u>0</u>	The School <u>25</u> PPOE Program <u>0</u> Both <u>4</u> No Response <u>1</u>	Yes <u>28</u> No <u>1</u> No Response <u>1</u>
2. Faculty	A. Recruit diverse faculty	Yes <u>30</u> No <u>0</u> No Response <u>0</u>	The School <u>10</u> PPOE Program <u>0</u> Both <u>19</u> No Response <u>1</u>	Yes <u>29</u> No <u>0</u> No Response <u>1</u>
	B. Provide diversity training for faculty	Yes <u>30</u> No <u>0</u> No Response <u>0</u>	The School <u>14</u> PPOE Program <u>0</u> Both <u>16</u> No Response <u>0</u>	Yes <u>30</u> No <u>0</u> No Response <u>0</u>
3. Outreach	A. Participate in recruitment fairs in MN (i.e. Law Enforcement Opportunities, LEO)	Yes <u>29</u> No <u>1</u> No Response <u>0</u>	The School <u>7</u> PPOE Program <u>3</u> Both <u>19</u> No Response <u>1</u>	Yes <u>30</u> No <u>0</u> No Response <u>0</u>
	B. Recruit at high schools in Minnesota	Yes <u>30</u> No <u>0</u> No Response <u>0</u>	The School <u>15</u> PPOE Program <u>0</u> Both <u>15</u> No Response <u>0</u>	Yes <u>30</u> No <u>0</u> No Response <u>0</u>

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

	C. Recruit students at high schools and fairs outside of Minnesota	Yes <u>24</u> No <u>6</u> No Response <u>0</u>	The School <u>16</u> PPOE Program <u>0</u> Both <u>6</u> No Response <u>8</u>	Yes <u>25</u> No <u>5</u> No Response <u>0</u>
4. Developing Partnerships	A. Form a partnership with one or more MN law enforcement agencies	Yes <u>28</u> No <u>2</u> No Response <u>0</u>	The School <u>3</u> PPOE Program <u>12</u> Both <u>12</u> No Response <u>3</u>	Yes <u>28</u> No <u>1</u> No Response <u>1</u>
	B. Form partnerships with colleges and universities that have a high population of minority students and/or women	Yes <u>26</u> No <u>4</u> No Response <u>0</u>	The School <u>12</u> PPOE Program <u>2</u> Both <u>12</u> No Response <u>4</u>	Yes <u>27</u> No <u>2</u> No Response <u>1</u>
	C. Form partnerships with law enforcement groups from outside of Minnesota	Yes <u>19</u> No <u>9</u> No Response <u>2</u>	The School <u>3</u> PPOE Program <u>13</u> Both <u>3</u> No Response <u>11</u>	Yes <u>21</u> No <u>8</u> No Response <u>1</u>
5. Diversity Events	Provide celebrations, speakers, or other events that promote diversity	Yes <u>30</u> No <u>0</u> No Response <u>0</u>	The School <u>12</u> PPOE Program <u>0</u> Both <u>18</u> No Response <u>0</u>	Yes <u>30</u> No <u>0</u> No Response <u>0</u>
6. Mentorship Programs	Support minority students and women through mentorship programs	Yes <u>26</u> No <u>4</u> No Response <u>0</u>	The School <u>16</u> PPOE Program <u>0</u> Both <u>10</u> No Response <u>4</u>	Yes <u>28</u> No <u>2</u> No Response <u>0</u>
7. Distribution of information	A. Distribute information on the school, mentorship programs and/or scholarship opportunities to minority students and women.	Yes <u>29</u> No <u>1</u> No Response <u>0</u>	The School <u>12</u> PPOE Program <u>3</u> Both <u>14</u> No Response <u>1</u>	Yes <u>29</u> No <u>1</u> No Response <u>0</u>
	B. Use recruitment ads and publications that show a diverse student population	Yes <u>29</u> No <u>1</u>	The School <u>10</u> PPOE Program <u>0</u>	Yes <u>29</u> No <u>1</u>

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

		No Response <u>0</u>	Both <u>19</u> No Response <u>1</u>	No Response <u>0</u>
8. On-Campus Support	Provide a supportive campus environment for minority students and women through special services, clubs, and/or orientation events	Yes <u>30</u> No <u>0</u> No Response <u>0</u>	The School <u>9</u> PPOE Program <u>1</u> Both <u>20</u> No Response <u>0</u>	Yes <u>30</u> No <u>0</u> No Response <u>0</u>
9. Courses, Curriculum and Resources	A. Review the curriculum to include diversity education in all parts of the law enforcement education	Yes <u>30</u> No <u>0</u> No Response <u>0</u>	The School <u>1</u> PPOE Program <u>12</u> Both <u>17</u> No Response <u>0</u>	Yes <u>30</u> No <u>0</u> No Response <u>0</u>
	B. Include the historical and contemporary issues of minorities and women in policing in courses	Yes <u>30</u> No <u>0</u> No Response <u>0</u>	The School <u>1</u> PPOE Program <u>19</u> Both <u>10</u> No Response <u>0</u>	Yes <u>30</u> No <u>0</u> No Response <u>0</u>
	C. Expand library resources to give special attention to the acquisition of materials that represent diverse perspectives on criminal justice and public safety	Yes <u>27</u> No <u>3</u> No Response <u>0</u>	The School <u>10</u> PPOE Program <u>4</u> Both <u>13</u> No Response <u>3</u>	Yes <u>28</u> No <u>2</u> No Response <u>0</u>
	D. Offer developmental courses and academic support services to help minority students and women transition into college	Yes <u>30</u> No <u>0</u> No Response <u>0</u>	The School <u>15</u> PPOE Program <u>2</u> Both <u>13</u> No Response <u>0</u>	Yes <u>30</u> No <u>0</u> No Response <u>0</u>
	E. Offer post-secondary educational opportunity courses in high schools with high minority enrollment	Yes <u>19</u> No <u>11</u> No Response <u>0</u>	The School <u>11</u> PPOE Program <u>1</u> Both <u>7</u> No Response <u>11</u>	Yes <u>19</u> No <u>8</u> No Response <u>3</u>
	F. Offer law enforcement related post-secondary educational opportunity courses in high schools with high enrollments of minority students and/or women	Yes <u>14</u> No <u>16</u> No Response <u>0</u>	The School <u>4</u> PPOE Program <u>2</u> Both <u>7</u> No Response <u>17</u>	Yes <u>13</u> No <u>13</u> No Response <u>4</u>

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

10. Diversity Tracking Efforts	A. Collect voluntary information about gender and ethnicity in an attempt to track progress towards parity in higher education for minority students and women	Yes <u>30</u> No <u>0</u> No Response <u>0</u>	The School <u>16</u> PPOE Program <u>0</u> Both <u>14</u> No Response <u>0</u>	Yes <u>29</u> No <u>1</u> No Response <u>0</u>
	B. Interview graduates to track student perceptions regarding the achievement of affirmative action goals	Yes <u>18</u> No <u>12</u> No Response <u>0</u>	The School <u>9</u> PPOE Program <u>3</u> Both <u>6</u> No Response <u>12</u>	Yes <u>18</u> No <u>9</u> No Response <u>3</u>
11. Other Efforts	Additional information attached? Yes <u>8</u> No <u>22</u> Additional info received from: Century College, Concordia U, Fond Du Lac Tribal and CC, Hennepin Tech., Hibbing CC, Minnesota West CTC, U of Northwestern-St. Paul, Winona State U			

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

Affirmative Action Worksheet – Attachment – CSP

For question 11:

- Concordia University, Saint Paul's C.A.R.E. (Coalition for Acceptance, Respect & Equity) Committee is annually involved in new student orientations, faculty/staff development, and campus-wide awareness events. The C.A.R.E Committee developed a five year Diversity, Equity, and Inclusion Plan, which will begin implementation this academic year.
- The university recently dedicated a Diversity Center, which will initiate programs and activities geared toward and relevant to the entire campus community.

Addendum to Affirmative Action Worksheet 2018

Century College Law Enforcement program has participated in a Pathways to Prosperity grant through DEED for the past several years. With assistance through the grant, the SPPD has created the Law Enforcement Career Path Academy that focuses on non-traditional populations, such as people of color and women, to consider law enforcement as a career.

In addition, Century College was recently awarded a grant through SAMHSA to provide Mental Health First Aid training to students and staff on our campus and the surrounding community. The grant specifically mentioned focusing on first responders and/or veterans and/or other at-risk populations.

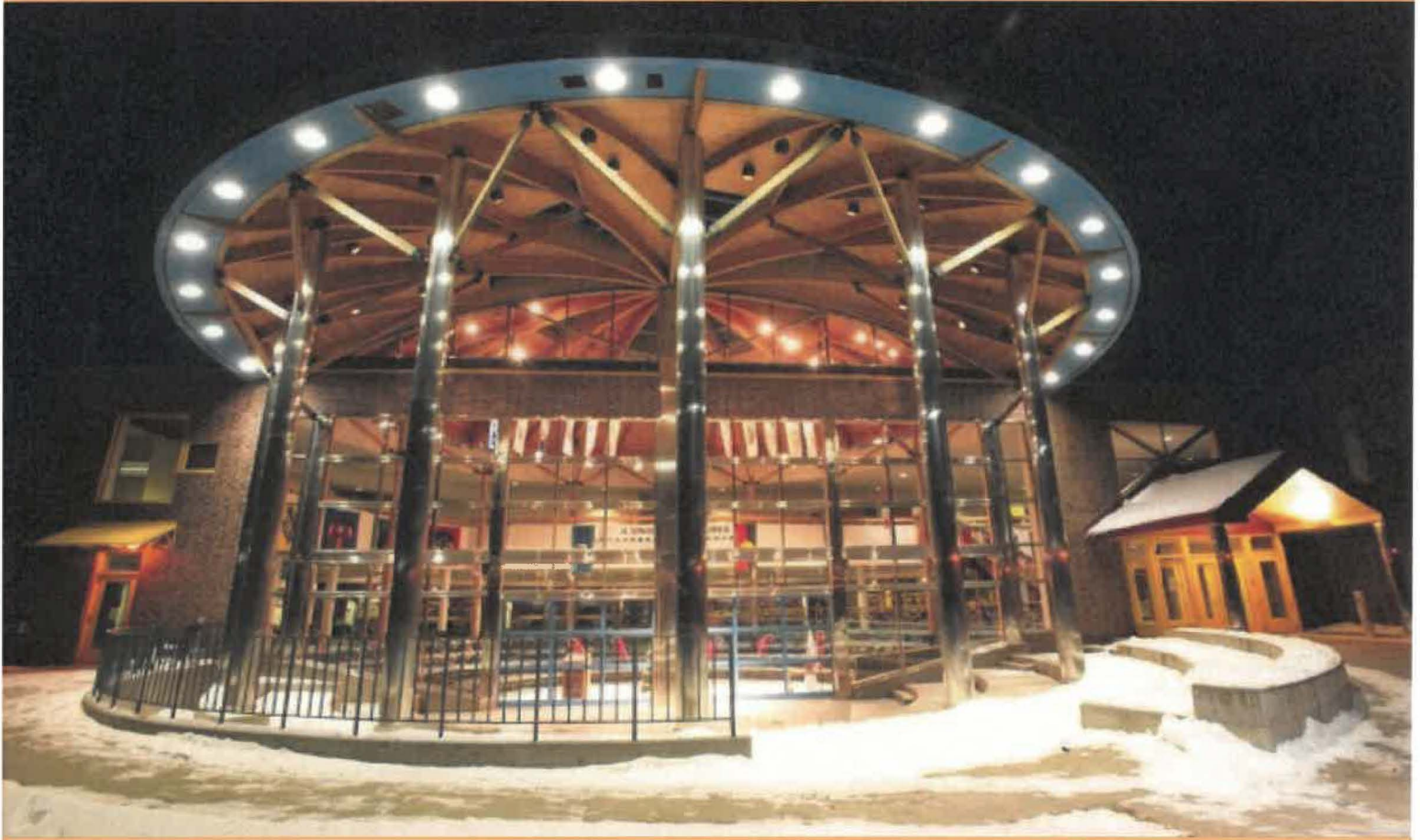
Respectfully submitted,

Mary A. Vukelich

Century College

PPOE Coordinator

AFFIRMATIVE ACTION PLAN 2018-2020



Fond du Lac Tribal & Community College

FDLTCC is an equal opportunity educator and employer
Member of Minnesota State Colleges and Universities



State of Minnesota

Fond du Lac Tribal and Community College

2018-2020 Affirmative Action Plan

Fond du Lac Tribal and Community College
2101 14th Street
Cloquet, MN 55720
(218) 879-0800
MN Relay 711 or (800) 627-3529
Marisa.Haggy@fdltcc.edu
Damien.Paulson@fdltcc.edu
fdltcc.edu

As requested by Minnesota Statute 3.197: This report cost approximately \$1,500 to prepare, including staff time, printing, and mailing expenses.

Upon request, this material will be made available in an alternative format such as large print, braille, or audio recording. Printed on recycled paper.

Table of Contents

Executive Summary.....	3
Organizational Profile	4
Statement of Commitment.....	5
Individuals Responsible for Directing and Implementing the Affirmative Action Plan	6
A. College President	6
B. Affirmative Action Officer	7
C. Human Resources Director	8
D. Americans with Disabilities Act Title I Coordinator	9
E. Americans with Disabilities Act Title II Coordinator	10
F. Supervisors, Directors, and Administration (Leadership Team).....	11
G. All Employees	12
Communication of the Affirmative Action Plan.....	13
Internal Methods of Communication	13
External Methods of Communication.....	13
Underutilization Analysis and Affirmative Action Goals.....	14
Availability:.....	14
Separation and Retention Analysis by Protected Groups	15
Women.....	16
Minorities.....	16
Individuals with Disabilities.....	16
Veterans	16
Program Objectives, Identified Barriers, and Corrective Action to Eliminate Barriers	17
Program Objectives for Women	17
Program Objectives for Minorities	18
Program Objectives for Individuals with Disabilities	19
Methods of Auditing, Evaluating, and Reporting Program Success	20
Pre-Employment Review Procedure/Monitoring the Hiring Process.....	20
Appendix	22
Minnesota State’s Equal Opportunity and Non-discrimination in Employment and Education Policy	22
Minnesota State’s Report/Complaint of Discrimination/Harassment Investigation and Resolution Procedure.....	25
Statewide ADA Reasonable Accommodation Policy Statewide HR/LR Policy #1433: ADA Reasonable Accommodation Policy.....	34
Evacuation Procedure for Individuals with Disabilities or Otherwise in Need of Assistance.....	47

Executive Summary

This Affirmative Action Plan meets the requirements as set forth in statute, in Administrative Rule, and 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.

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

Table 1: Underutilization Analysis of Protected Groups

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

Information about how to obtain or view a copy of this Plan will be provided to every employee of the college. Our intention is to make every employee aware of Fond du Lac Tribal and Community College's commitments to affirmative action and equal employment opportunity. The Plan will also be posted on the college's website and maintained in the Human Resources office.



Damien Paulson, Affirmative Action Officer

10-4-18

Date



Marisa Haggy, Human Resources Director/CHRO

10/04/18

Date



Stephanie Hammitt, President (Interim)

10/4/18

Date

Organizational Profile

Through a close Tribal and State partnership, Fond du Lac Tribal and Community College has a unique mission in providing education to the public. This unique collaboration offers all students, regardless of demographic background, the opportunity to learn in a comfortable and diverse environment. Founded in 1987, the College offers two-year associate degrees and certificates across a wide range of program areas, including Law Enforcement, Human Services, Nursing, Business, Electric Utility Technology, Clean Energy, American Indian Studies, Child Development, GIS, and Environmental Science. Through the Minnesota Transfer Curriculum, the College's liberal arts curriculum provides a solid undergraduate transfer education for approximately forty percent of the college's students each year.

Fond du Lac Tribal and Community College provides the perfect learning environment to meet the needs of the next generation of leaders. Tuition and fees are affordable, annually among the lowest-cost colleges in the region. The 100-bed student residence hall offers apartment-style living in safe, quiet, and affordable, furnished living areas. The College offers intercollegiate athletics in volleyball, basketball, softball, and football. Classes are offered during daytime and evening hours, as well as on weekends and online. Student clubs, organizations, and activities are added bonuses at Fond du Lac Tribal and Community College.

Fond du Lac Tribal and Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The MISSION of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

Our core values are:

- Respect: Manaaji'idiwin
- Integrity: Gwayakwaadiziwin
- Stewardship: Ganawenjigewin
- Innovation: Maamamiikaajinendamowin
- Compassion: Zhawenjigewin

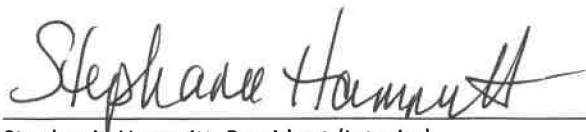
Statement of Commitment

This statement reaffirms Fond du Lac Tribal and Community College is committed to Minnesota's statewide affirmative action efforts and providing equal employment opportunity to all employees and applicants in accordance with equal opportunity and affirmative action laws.

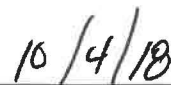
I affirm my personal and official support of these policies which provide that:

- No individual shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities, or subject to harassment, on the basis of race, sex (including pregnancy), color, creed, religion, age, national origin, sexual orientation, gender expression, gender identity, disability, marital status, familial status, status with regard to public assistance, or membership or activity in a local human rights commission.
- The prohibition of discrimination on the basis of sex precludes sexual harassment, gender-based harassment, and harassment based on pregnancy.
- 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.



Stephanie Hammitt, President (Interim)



Date

Individuals Responsible for Directing and Implementing the Affirmative Action Plan

A. College President

Responsibilities

The College President is responsible for establishing an Affirmative Action Program, including goals, timetables, and compliance with all federal and state laws and regulations. The College President, through the Commissioner of Minnesota Management & Budget (MMB), will report annually to the Governor and the Legislature the college's progress in meeting its affirmative action goals and objectives.

Duties

The duties of the College President shall include, but not be 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 discriminatory harassment.
- Issue a statement affirming the department's commitment to affirmative action and equal employment opportunity, and ensure that such a statement is disseminated to all employees.
- Make such decisions and changes in policies, procedures, or physical accommodations as may be needed to implement effective affirmative action in the college.
- Actively promote equal employment opportunity and incorporate diversity and inclusion principles in annual business plans, strategic plan, and the college's mission.
- Report annually to the Governor and the Legislature through the Commissioner of MMB the department's progress in affirmative action.
- Notify all contractors and sub-contractors within the department of their affirmative action responsibilities.
- Actively promote the enforcement of equal employment opportunity in affirmative and non-affirmative hiring decisions reviewed in the hiring process.
- Require that all college directors, managers, and supervisors include responsibility statements for the 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 Commissioner of MMB for affirmative action matters.

Name of individual responsible

Stephanie Hammitt, President (Interim)	Stephanie.Hammitt@fdltcc.edu	(218) 879-0804
Name/Title	Email	Phone

B. Affirmative Action Officer

Responsibilities

The Affirmative Action Officer is directly responsible for developing, coordinating, implementing, and monitoring the department's affirmative action program.

Duties

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

- Develop and set college-wide affirmative action hiring goals.
- Monitor college compliance and fulfill all affirmative action reporting requirements.
- Inform the College President on progress in affirmative action and equal opportunity and report potential concerns.
- Act as the affirmative action liaison between the college, MMB, and the Governor's Office.
- Determine the need for affirmative action training within the college and initiate the development of such training programs with the assistance of internal and external resources, as necessary.
- Review and recommend changes in policies, procedures, programs, and physical accommodations to facilitate affirmative action and equal opportunity.
- Develop innovative programs to attract and retain protected group members in the college.
- Support and participate in the recruitment of protected class persons for employment, promotion, and training opportunities.
- Manage the college's pre-hire review process.
- Review requests for non-affirmative non-justified hires in the Monitoring the Hiring process and refer unresolved issues to the College President for final decision.
- Ensure supervisors and managers are making affirmative efforts to recruit and retain protected group candidates and employees.
- Oversee the administration of the college diversity recruitment program.

Accountability

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

Name of individual responsible

Damien Paulson, Coordinator of Placement/CITS	Damien.Paulson@fdltcc.edu	(218) 879-0795
Name/Title	Email	Phone

C. Human Resources Director

Responsibilities

The Human Resources Office is responsible for ensuring equitable and uniform administration of all personnel policies. Human Resources Directors are responsible for ensuring timely responses to all Americans with Disabilities Act (ADA) requests for accommodations to remove barriers to equal employment opportunity with the college, assisting managers and supervisors in human resources management activities.

Duties

The duties of Human Resources shall include, but not be limited to, the following:

- Develop and administer the college's Affirmative Action Plan.
- Disseminate the affirmative action policy to employees in the college.
- Maintain effective working relationships with the college affirmative action officer.
- Provide leadership to ensure personnel decision-making processes adhere to equal opportunity and affirmative action principles.
- Provide guidance in the development and utilization of selection criteria to ensure they are objective, uniform, and job related.
- Assist in recruitment and retention of protected class persons and notify managers and supervisors of existing disparities.
- Ensure an Affirmative Action Pre-hire Review process is implemented and followed by hiring managers and supervisors by working effectively with the affirmative action officer.
- Ensure that the reasonable accommodation process is implemented and followed for all employees and applicants in need of reasonable accommodation.
- Assist supervisors, managers, and the Affirmative Action Officer in affirmative recruitment of protected group members through career and job fairs and other recruitment efforts, as well as in selection and retention of protected group members.
- Request recruitment assistance from MMB's Statewide Director of Diversity Recruitment and Retention in the diversity recruitment and retention of protected group members in hard to fill or executive level positions.
- Include responsibility statements for affirmative action/equal employment opportunity in position descriptions and annual performance objectives.

- Oversee the administration of the Americans with Disabilities Act Title I and Title II.
- Receive requests for ADA accommodations and work with appropriate supervisors, unions, etc. to approve or deny the request, or provide alternative accommodations.
- Maintain records of requests for reasonable accommodations.

Accountability

The Human Resources Director is directly accountable to the College President. Additionally, the Human Resources Department ensures that aggregate data and trends of complaints of illegal discrimination in hiring are provided and shared with the Affirmative Action Officer on a quarterly basis.

Name of individual responsible

Marisa Haggy, Chief Human Resources Officer	Marisa.Haggy@fdltcc.edu	(218) 879-0879
Name/Title	Email	Phone

D. Americans with Disabilities Act Title I Coordinator

Responsibilities

The Americans with Disabilities Act (ADA) Title I Coordinator is responsible for the oversight of the college’s compliance with the ADA Title I – Employment, in accordance with the ADA – as amended and the Minnesota Human Rights Act.

Duties:

The duties of the ADA Title I Coordinator shall include, but are not limited to, the following:

- Provide guidance, coordination, and direction to college management with regard to the ADA in the development and implementation of college policy, procedures, and practices to ensure college employment practices and programs are accessible and nondiscriminatory.
- Provide training, technical guidance, and consultation to college management and staff on compliance and best practices with regard to hiring and retention of individuals with disabilities, as well as the provision of reasonable accommodations to employees, job applicants.
- Track and facilitate requests for reasonable accommodations for job applicants and employees, as well as members of the public accessing college services, and report reasonable accommodations annually to MMB.
- Ensure compliance with ADA reporting according to state and federal requirements.
- Submit reasonable accommodation reimbursement under the guidelines of the statewide accommodation fund.

- Provide reasonable accommodations to qualified individuals (as defined by ADA) with known physical or mental disabilities, to enable them to compete in the selection process or to perform the essential functions of the job and/or enjoy equal benefits and privileges. The ADA coordinator, in consultation with the employee and supervisor, and other individuals who may need to be involved must:
 - Discuss the purpose and essential functions of the particular job and complete a step-by-step job analysis;
 - Determine the precise job-related limitations;
 - Identify the potential accommodations and assess the effectiveness each would have in allowing the employee to perform the essential functions of the job; and
 - After discussion and review, select and implement the accommodations that are appropriate for both the employee and the employer using the Reasonable Accommodation Agreement.

Accountability:

The ADA Title I Coordinator is accountable to the College President.

Name of individual responsible

Marisa Haggy, Chief Human Resources Officer	Marisa.Haggy@fdltcc.edu	(218) 879-0879
Name/Title	Email	Phone

E. Americans with Disabilities Act Title II Coordinator

Responsibilities

The Americans with Disabilities Act (ADA) Title II Coordinator is responsible for the oversight of the college’s compliance with the ADA Title II – Public Services, in accordance with the ADA - as amended and the Minnesota Human Rights Act.

Duties:

The duties of the ADA Title II Coordinator shall include, but not limited to, the following:

- Provide guidance, coordination, and direction to college management with regard to the ADA in the development and implementation of college policy, procedures, and practices to ensure college services and programs are accessible and nondiscriminatory for the public.
- Provide training, technical guidance, and consultation to the college’s management and staff on compliance and best practices with regards and obligations to members of the public with disabilities, as well as the provision of reasonable modifications to visitors.

- Track and facilitate requests for reasonable modifications for members of the public accessing college services, and report reasonable modifications annually to MMB.
- Update Executive team on evolving ADA issues.
- Ensure compliance with ADA reporting according to state and federal requirements.
- Provide reasonable modifications to members of the public (as defined by ADA) with known physical or mental disabilities, to ensure equal access and privileges to programming and services. The ADA Title II coordinator in consultation with the member of the public in need of a modification shall:
 - Discuss the purpose and essential functions of a particular reasonable modification;
 - Identify the potential modifications and asses the effectiveness each request.
 - After discussion and review, select and implement the modifications that are appropriate for both the member of the public and the college. This review shall be documented and reported in the State ADA Annual Report.

Accountability:

The ADA Title II Coordinator is accountable to the College President.

Name of individual responsible

Mark Bernhardson, Physical Plant Director	Mark.Bernhardson@fdltcc.edu	(218) 879-0706
Name/Title	Email	Phone

F. Supervisors, Directors, and Administration (Leadership Team)

Responsibilities

The college Leadership Team is responsible for implementing all aspects of the college Affirmative Action Plan and commitment to affirmative action and equal opportunity.

Duties

The duties of the Leadership Team shall include, but not be limited to, the following:

- Identify problem areas and eliminate barriers that inhibit equal employment opportunity within their units and the college.
- Communicate the equal opportunity employment policy and the affirmative action program and plan to all employees assigned to their units.
- Assist the Affirmative Action Officer in conducting periodic audits of hiring and promotion patterns to remove impediments to attaining affirmative action goals and objectives.

- Hold regular discussions with unit employees to ascertain that the college's equal employment opportunity policies are being followed.
- Inform and evaluate unit employees on their equal employment opportunity efforts and results in addition to other job performance criteria.
- Demonstrate and practice a discrimination and harassment free work environment for all employees.

Accountability

Leadership Team members are accountable to their designated supervisor and indirectly to the College President.

G. All Employees

Responsibilities

All employees are responsible for conducting themselves in accordance with the state of Minnesota's policy of equal employment opportunity by refraining from any actions that would subject any employee to negative treatment on the basis of that individual's race, creed, color, sex (including pregnancy), national origin, age, marital status, familial status, disability, sexual orientation, gender expression, gender identity, reliance on public assistance, membership or activity in a local human rights commission, religion, political opinions, or affiliations. Employees who believe they have been subjected to such discrimination or harassment are encouraged to use the college's complaint procedure.

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.
- Refrain from any actions that would adversely affect a coworker on the basis of their race, sex, color, creed, religion, age, national origin, disability, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or membership or activity in a local human rights commission.

Accountability:

Employees are accountable to their designated supervisor and indirectly to the College President. Employees are responsible for maintaining an environment free from harassment and discrimination. All employees are responsible for conducting themselves in accordance with the Affirmative Action Plan.

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:

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 Human Resources Director or alternatively, the Affirmative Action Officer, to all staff on an annual basis.
- The college's Affirmative Action Plan is available to all employees in print copy or electronic PDF format to anyone who requests it. As requested, the college will make the plan available in alternative formats.
- A physical copy of the college's Affirmative Action Plan will be available to employees at the following address: FDLTCC Human Resources Office, 2101 14th Street, Cloquet, MN, 55720.
- Nondiscrimination and equal opportunity statements and posters are prominently displayed and available in areas frequented and accessible to employees.

External Methods of Communication

- The college's Affirmative Action Plan is available on the college's public website at <https://fdltcc.edu/about-us/policies-reports/academic-campus-policies/equal-opportunity> or in print copy to anyone who requests it. As requested, the college will make the plan available in alternative formats.
- The college's website homepage, letterhead, publications, and all job postings, will include the statement "an equal opportunity employer" and "women, minorities, and individuals with disabilities are encouraged to apply." The college will also ensure a representative ratio of diversity is on all diversity marketing materials.
- 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.
- A physical copy of the college's Affirmative Action Plan will be available to contractors, vendors, and members of the public at the following address: FDLTCC Human Resources Office, 2101 14th Street, Cloquet, MN, 55720.

Underutilization Analysis and Affirmative Action Goals

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

Table 2: Underutilization Analysis and Hiring Goals for 2018-2020

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

Job Categories	Underutilization - # of Individuals				Hiring Goals for 2018-2020			
	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans
Officials/Administrators	0	0	0	0	0	0	0	0
Professionals	0	0	0	2	0	0	0	0
Faculty	0	0	3	2	0	0	1	1
Office/Clerical	0	1	0	1	0	0	0	0
Technicians	0	1	0	0	0	1	0	0
Service Maintenance	2	1	0	0	1	0	0	0

Availability:

The college determined the recruitment area to be statewide for all job categories. In conducting its underutilization analysis, the college used the Minnesota Statewide Labor Force Availability factor analysis from the American Fact Finder, by the U.S. Census Bureau. The college determined it was best to use this type of analysis because the base would reflect a larger pool of candidates and would reflect a rural community rather than statistics in the metropolitan area. The college is small and this would best reflect area demographics. Due to uncertainties regarding enrollment and future economic and budget concerns, the college may experience fewer hiring opportunities than previous reporting periods which may impact the ability to affirmatively hire women, minorities, individuals with disabilities, and veterans.

Underutilization Analysis worksheets contain private data. A redacted version can be made available in accordance with Minnesota Management and Budget's guidance on data privacy.

Women:

At the college, the population of women has remained the same. The only underutilized category is Service Maintenance and this is a result of no turnover in the previous eight years. Hiring goals were not met due to the lack of turnover. The College has had discussions of adding an additional position and will strive to diversify the category.

Minorities:

At the college, the population of minorities has improved in the Office/Clerical category and has not improved in the Service Maintenance category. It has improved in the sense that through attrition, the availability number has decreased. It has not improved due to a reporting error in previous years. The error has been corrected for the 2018-2020 report.

Individuals with Disabilities:

At the college, the population of individuals with disabilities has remained the same in all categories except Faculty. The underutilization number has increased by one due to several retirements and the delay in refilling the positions. Hiring goals were not met partly due to the lack of applications with a disability. The college will strive to generate more disabled applicants in 2018-2020.

Veterans:

At the college, the population of veterans has remained the same in all categories except Faculty. It has not improved due to a reporting error in previous years. The error has been corrected for the 2018-2020 report. The college will strive to generate more veteran applicants in 2018-2020.

Separation and Retention Analysis by Protected Groups

The college is committed to the retention of all employees, including members of the following protected groups: women, racial/ethnic minorities, individuals with disabilities, and veterans. The college will strive to affirmatively ensure equal employment opportunity by retaining a diverse composite of talented and qualified employees, with emphasis on under-represented individuals. To be successful, the responsibility for these retention efforts lies with all employees. The college's retention strategy is a multi-faceted approach, guided by college management, the Human Resources Director, and Affirmative Action Officer.

Table 3 Persons Responsible for College Retention Programs/Activities

Title	Contact Information
Stephanie Hammitt, President (interim)	(218) 879-0804 Stephanie.Hammitt@fdltcc.edu
Marisa Hagggy, Human Resources Director/CHRO	(218) 879-0879 Marisa.Hagggy@fdltcc.edu
Damien Paulson, Affirmative Action Officer	(218) 879-0795 Damien.Paulson@fdltcc.edu

The college will continue to analyze and review separation data for disparate impact on protected group employees. This will include reviewing non-certification trends, layoff trends, resignation trends, and disciplinary discharges. The appendix will include a separation report broken down by EEO4 job category. Below is a snapshot of the college separations throughout the past two years as well as a narrative describing the separation analysis:

Table 3 Type of Separation

Type of Separation FY2018-2020	Total Number	Total Percentage	Percentage of Women	Percentage of Minorities	Percent of Persons w/ Disabilities	Percent of Veterans
Dismissals/Non Certification	1	4%	0.00%	100%	0.00%	0.00%
Resignations	13	52%	61.54%	53.85%	0.00%	0.00%
Retirement	7	28%	85.71%	14.29%	0.00%	0.00%
Death	2	8%	50%	50%	0.00%	0.00%
Lay Off	1	4%	100%	0.00%	0.00%	0.00%
Termination w/o Rights	1	4%	100%	100%	0.00%	0.00%
Total Separations	25	100%	68%	44%	0.00%	0.00%

Women

Women represent approximately 66.3% of the total college workforce. The college saw a total of 25 separations from FY2016 – FY2018. Women were 68% of all separations. This remains proportionate relative to the total college workforce representation.

Minorities

Minorities represent approximately 25% of the total college workforce. The college saw a total of 25 separations from FY2016 – FY2018. Minorities were 44% of all separations. This is proportionately higher relative to the total college workforce representation and is due in large part to retirements.

Individuals with Disabilities

Individuals with disabilities represent approximately 4.35% of the total college workforce. The college saw a total of 25 separations from FY2016 – FY2018. Individuals with disabilities were 0% of all separations.

Veterans

Veterans represent approximately 3.26% of the total college workforce. The college saw a total of 25 separations from FY2016 – FY2018. Veterans were 0% of all separations.

Program Objectives, Identified Barriers, and Corrective Action to Eliminate Barriers

The college's Affirmative Action Program is designed to implement the provisions of this Plan and meet requirements found in Minnesota Statutes, Chapter 43A.191, and Subdivision 2.

This section will identify ways the college has determined to eliminate barriers, provide corrective actions, and achieve affirmative action goals for underutilized protected group applicants/employees (broken down by specific job categories.) These objectives have been developed as strategic, actionable, and measurable efforts the college has committed to pursuing and implementing from 2018-2020.

Persons responsible:

- Stephanie Hammitt, President (interim)
- Damien Paulson, Affirmative Action Officer
- Marisa Haggy, Human Resources Director

Program Objectives for Women

The following job categories have been identified as underutilized for women.

Job Category	% of Women in Category	% of Women Hired in Category	% of Women Separated in Category
Service Maintenance	0%	0%	0%

The following corrective action has been planned to eliminate the barriers for women in each category.

Recruitment action and identified barriers for women in this category:

The college has experienced no turnover in the Service Maintenance category over the past eight years. There have been recent discussions of the possibility of adding an additional position in preparation for future retirements and the college will strive to diversity the category if/when this happens.

The college would like to encourage women to apply for vacancies in this category and will enhance its outreach efforts that target women of color.

Future Evaluation:

If the college moves forward with an additional position, it will assess the demographics of the applicant pools for the job category.

Past Evaluation:

Due to the college not recruiting in this job category for the past eight years, it is not possible to assess past objectives.

Target Dates:

Target dates may vary due to no recruitment in the job category.

Program Objectives for Minorities

The following job categories have been identified as underutilized for minorities.

Job Category	% of Minorities in Category	% of Minorities Hired in Category	% of Minorities Separated in Category
Office/Clerical	0%	0%	0%
Technicians	0%	0%	0%
Service Maintenance	0%	0%	0%

The following corrective action has been planned to eliminate the barriers for minorities in each category.

Recruitment action and identified barriers for minorities in this category:

The college experiences very minimal turnover in the Office/Clerical, Technician, and Service Maintenance categories. Additionally, positions are not automatically filled and must be reviewed by the college president and Cabinet to determine the need to refill a position as it was previously appointed.

When new and/or existing positions are posted, the college encourages minorities to apply for vacancies in these categories and will continue its outreach efforts through advertising with websites such as The Tribal College Journal, Texas Tech University’s The National Registry of Diverse & Strategic Faculty, and the Fond du Lac Reservation jobs page.

Future Evaluation:

As positions are posted, the college will assess the demographics of the applicant pools for posted positions in each of the EEO4 job categories.

Past Evaluation:

The college did not have a good baseline comparison in the past, as some of out positions' categories were miscoded. These have been identified and fixed going forward. The Service Maintenance category remains a struggle due to the lack of open positions in a very small department.

Target Dates:

Target dates may vary due to minimal hiring opportunities in the job categories.

Program Objectives for Individuals with Disabilities

The following job categories have been identified as underutilized for individuals with disabilities.

Job Category	% of Ind w/Disabilities in Category	% of Ind w/Disabilities Hired in Category	% of Ind w/Disabilities Separated in Category
Faculty	0%	0%	0%

The following corrective action has been planned to eliminate the barriers for individuals with disabilities in each category.

Recruitment action and identified barriers for individuals with disabilities in this category:

The college experiences very minimal turnover in the Faculty category. Additionally, positions are not automatically filled and must be reviewed by the college President and Vice President of Academics to determine the need to refill a position as it was previously appointed.

When new and/or existing positions are posted, the college will encourage individuals with disabilities to apply for vacancies in these categories and will continue its outreach efforts. Due to an aging workforce, there may be opportunities in the future to reassess advertising methods in an effort to recruit more disabled faculty.

Future Evaluation:

As positions are posted, the college will assess the demographics of the applicant pools for posted positions in the faculty job category.

Past Evaluation:

No progress was made to hire more faculty with disabilities. The college gets very few disabled applicants to apply for positions.

Target Dates:

Target dates may vary due to minimal hiring opportunities in the job category.

Methods of Auditing, Evaluating, and Reporting Program Success

Pre-Employment Review Procedure/Monitoring the Hiring Process

Fond du Lac Tribal and Community College will evaluate its selection process to determine if its requirements unnecessarily screen out a disproportionate number of women, minorities, or individuals with disabilities. The college uses Recruiting Solutions and NeoGov online application systems 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 the Human Resources Director 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 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 invited to participate in the selection process, employees scheduling the selection process will describe the process format to the candidate (*e.g.*, interview process, testing process). All candidates will be provided information regarding the procedure to request reasonable accommodations if necessary to allow candidates with disabilities equal opportunity to participate in the selection process. For example, describe if interview questions are offered ahead of time or what technology may be used during a test. This allows for an individual with a disability to determine if they may need a reasonable accommodation in advance of the selection process.

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.

Pre-Review Procedure for Layoff Decisions

The Affirmative Action Officer, in conjunction with the college's Human Resources Director, 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.

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;
- Annual Americans with Disabilities Act Report;
- Annual Internal Complaint Report; and
- Disposition of Internal Complaint (submitted to MMB 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;
- Analyzes employment activity (hires, promotions, and terminations) by job category to determine if there is disparate impact;
- Reviews the accessibility of online systems and websites, and ensures that reasonable accommodations can be easily requested; and
- Discusses progress with college leadership on a periodic basis and makes recommendations for improvement.

Appendix

Minnesota State's Equal Opportunity and Non-discrimination 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 colleges/universities, 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.

Minnesota State's Report/Complaint of Discrimination/Harassment Investigation and Resolution Procedure

Part 1. Purpose and applicability.

Subpart A. Purpose. This procedure is designed to further implement Minnesota State Colleges and Universities policies relating to nondiscrimination by providing a process through which individuals alleging violation of Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education may pursue a complaint. This includes allegations of retaliation, or discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, gender identity, gender expression, marital status, 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. Decision-maker. Decision-maker 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 decision-maker for complaints under this procedure, administrators must complete decision-maker training provided by the system office.

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

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

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

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

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

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

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

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

Part 4. Reporting incidents of discrimination/harassment.

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

Any student, faculty member, or employee who knows of, receives information about, or receives a complaint of discrimination/harassment is strongly encouraged to report the information or complaint to the designated officer of the 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 ensure 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 decision-maker for review and decision;
- Take additional investigative measures as requested by the decision-maker; and
- Be responsible for coordinating responses to requests for information contained in an investigation report in accordance with the Minnesota Government Data Practices Act and other applicable law including, but not limited to the Family Educational Rights and Privacy Act (FERPA). In determining the appropriate response, the designated officer shall consult with the campus data practice compliance official and/or the Office of General Counsel.

Decision-maker. After receiving the investigation report prepared by the designated officer, the decision-maker shall:

- Determine whether additional steps should be taken prior to making the decision. Additional steps may include:

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

Part 7. 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 decision-maker. 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 decision-maker.

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

Subpart C. Appeal process. The president 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.

Statewide ADA Reasonable Accommodation Policy

Statewide HR/LR Policy #1433: ADA Reasonable Accommodation Policy

OBJECTIVE

The goals of this policy are:

- To ensure compliance with all applicable state and federal laws;
- To establish a written and readily accessible procedure regarding reasonable accommodation, including providing notice of this policy on all job announcements;
- To provide guidance and resources about reasonable accommodations;
- To provide a respectful interactive process to explore reasonable accommodations; and
- To provide a timely and thorough review process for requests for reasonable accommodation.

Policy Statement

State colleges/universities must comply with all state and federal laws that prohibit discrimination against qualified individuals with disabilities in all employment practices. All state colleges/universities 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. Colleges/universities 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).

Scope

This policy applies to all employees of the Executive Branch and classified employees in the Office of Legislative Auditor, Minnesota State Retirement System, Public Employee Retirement System, and Teachers' Retirement System.

Definitions

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;
 - Providing a sign language interpreter; 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.

Statutory References

- Rehabilitation Act of 1973, Title 29 USC 701
- Americans with Disabilities Act (1990)
- 29 C.F.R. 1630, Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act

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 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 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 commissioner of the college or college head has the ultimate responsibility to ensure compliance with the ADA and this policy and appoint an ADA Coordinator.

ADA Coordinator

The college 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

Colleges/universities 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. [Colleges/universities 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. [Colleges/universities can choose to delegate specific requests to supervisors or managers or require these types of requests to work through the college 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 before sending the Letter to, or otherwise communicating with, the medical provider. The employee may choose not to sign the Authorization. However, if the employee chooses not to sign the Authorization, it is the employee's responsibility to ensure that the college receives the requested 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. Colleges/universities 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's 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.

Colleges/universities 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, colleges/universities 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 a 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

Colleges/universities 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.

Colleges/universities 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.

RESPONSIBILITIES

Colleges/universities are responsible for the request:

- Adoption and implementation of this policy and development of reasonable accommodation procedures consistent with the guidance in this document.

MMB is responsible for:

- Provide advice and assistance to state colleges/universities and maintain this policy.

Please review the following forms:

- [Employee/Applicant Request for ADA Reasonable Accommodation](#)
- [Authorization of Release of Medical Information for ADA Reasonable Accommodations](#)
- [Letter Requesting Documentation for Determining ADA Eligibility from a Medical Provider](#)

REFERENCES

- [U.S. Equal Employment Opportunity Commission, *Enforcement Guidance*](#)
- Pre-employment Disability-Related Questions and Medical Examinations at 5, 6-8, 20, 21-22, 8 FEP Manual (BNA) 405:7191, 7192-94, 7201 (1995).
- Workers' Compensation and the ADA at 15-20, 8 FEP Manual (BNA) 405:7391, 7398-7401 (1996).
- The Americans with Disabilities Act and Psychiatric Disabilities at 19-28, 8 FEP Manual (BNA) 405:7461, 7470-76 (1997).
- Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act (October 17, 2002), (clarifies the rights and responsibilities of employers and individuals with disabilities regarding reasonable accommodation and undue hardship).
- Disability-Related Inquiries and Medical Examinations of Employees (explains when it is permissible for employers to make disability-related inquiries or require medical examinations of employees).
- Fact Sheet on the Family and Medical Leave Act, the Americans with Disabilities Act, and Title VII of the Civil Rights Act of 1964 at 6-9, 8 FEP Manual (BNA) 4055:7371.

The [Genetic Information Nondiscrimination Act \(GINA\) of 2008](#) and [M.S. 181.974](#) prohibit employers from using genetic information when making decisions regarding employment.

[Minnesota Human Rights Act \(MHRA\)](#) prohibits employers from treating people differently in employment because of their race, color, creed, religion, national origin, sex, marital status, familial status, disability, public assistance, age, sexual orientation, or local human rights commission activity. The MHRA requires an employer to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, except when such accommodation would cause undue hardship or where the individual poses a direct threat to the health or safety of the individual or others. The MHRA prohibits requesting or requiring information about an individual's disability prior to a conditional offer of employment.

The [Family and Medical Leave Act](#) is a federal law requiring covered employers to provide eligible employees twelve weeks of job-protected, unpaid leave for qualified medical and family reasons.

Executive Order 14-14, Providing for Increased Participation of Individuals with Disabilities in State Employment, directs colleges/universities to make efforts to hire more individuals with disabilities and report on progress.

CONTACTS

Equal Opportunity Office at Minnesota Management and Budget via ADA.MMB@state.mn.us

Request for Reasonable Accommodation Form

<p>State of Minnesota – (Agency) _____ Date: _____</p> <p>Employee/Applicant Request for Americans with Disabilities Act (“ADA”) Reasonable Accommodation Form</p> <p>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.</p> <p>Employee/Applicant Name: _____</p> <p>Job Title: _____</p> <p>Work Location: _____ Phone Number: _____</p> <p>Data Privacy Statement: This information may be used by your agency human resources representative, ADA Coordinator or designee, your agency legal counsel, or any other individual who is authorized by your agency to receive medical information for purposes of providing reasonable accommodations under the ADA and MHRA. This information is necessary to determine whether you have a disability as defined by the ADA or MHRA, and to determine whether any reasonable accommodation can be made. The provision of this information is strictly voluntary; however, if you refuse to provide it, your agency may refuse to provide a reasonable accommodation.</p> <p>Questions to clarify accommodation requested.</p> <p>What specific accommodation are you requesting? _____</p> <p>If you are not sure what accommodation is needed, do you have any suggestions about what options we can explore? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, please explain.</p> <p>_____</p>	<p>Questions to document the reason for the accommodation request (please attach additional pages if necessary).</p> <p>What, if any, job function are you having difficulty performing?</p> <p>_____</p> <p>What, if any, employment benefits are you having difficulty accessing?</p> <p>_____</p> <p>What limitation, as result of your physical or mental impairment, is interfering with your ability to perform your job or access an employment benefit?</p> <p>_____</p> <p>If you are requesting a specific accommodation, how will that accommodation be effective in allowing you to perform the functions of your job?</p> <p>_____</p> <p>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 agency is tasked with collecting necessary medical documentation. In the event that medical documentation is needed, the employee will be provided with the appropriate forms to submit to their medical provider. The employee has the responsibility to ensure that the medical provider follows through on requests for medical information.</p> <div style="border: 1px solid black; padding: 5px;"><p>This form 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.</p></div>
---	--

Employee/Applicant Request for ADA Reasonable Accommodation Form

Evacuation Procedure for Individuals with Disabilities or Otherwise in Need of Assistance

A copy of the college's weather and emergency evacuation plans can be found at: <https://fdltcc.edu/about-us/policies-reports/academic-campus-policies>. A copy of the Emergency Response and Evacuation Plan can be obtained from the administration office.

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 Title II Coordinator will work to develop a plan and consult the appropriate building and safety personnel.

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 one of the following below to request the type of assistance they may need.

- Mark Bernhardson, Physical Plant Director (218) 879-0706 Mark.Bernhardson@fdltcc.edu
- Anita Hanson, Dean of Student Services (218) 879-0805 Anita.Hanson@fdltcc.edu
- Marisa Haggy, Human Resources Director (218) 879-0879 Marisa.Haggy@fdltcc.edu

Evacuation Options:

Individuals with disabilities have four basic evacuation options:

- **Horizontal evacuation:** Using building exits to the outside ground level or going into unaffected wings of 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.

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

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

Individuals with disabilities should follow the following procedures:

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

Severe Weather Evacuation Options:

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

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

Utilization Analysis Tables and Two-Factor Worksheets

Underutilization Analysis tables contain private data. A redacted version can be made available in accordance with Minnesota Management and Budget's guidance on data privacy. Please contact the human resources office.

Separation Analysis Tables

Separation Analysis tables contain private data. A redacted version can be made available in accordance with Minnesota Management and Budget's guidance on data privacy. Please contact the human resources office.

Fond du Lac Tribal and Community College

2018-2020 AAP JOB CATEGORY AVAILABILITY/UTILIZATION/UNDERUTILIZATION ANALYSIS & ANNUAL GOALS

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

WOMEN									
Job Categories	Total Employees in Job Group	Total Number of Women in Group	% of Women in the Group	Availability Percent	Availability Number	AAP 2018-2020 Number Underutilized	AAP 2016-2018 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Administrators	6	4	66.67%	40.20%	2	0	0	same	0
Professionals	29	18	62.07%	55.70%	16	0	0	same	0
Faculty	36	19	52.78%	46.20%	17	0	0	same	0
Office/Clerical	12	12	100.00%	63.40%	8	0	0	same	0
Technicians	5	3	60.00%	57.20%	3	0	0	same	0
Service Maintenance	4	0	0.00%	44.40%	2	2	2	same	0
Totals	92	61	66.30%						

MINORITIES									
Job Categories	Total Employees in Job Group	Total Number of Minorities in Group	% of Minorities in the Group	Availability Percent	Availability Number	AAP 2018-2020 Number Underutilized	AAP 2016-2018 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Administrators	6	3	50.00%	7.60%	0	0	0	same	0
Professionals	29	9	31.03%	10.60%	3	0	0	same	0
Faculty	36	12	33.33%	24.90%	9	0	0	same	0
Office/Clerical	12	0	0.00%	10.50%	1	1	2	improved	1
Technicians	5	0	0.00%	10.60%	1	1	1	same	0
Service Maintenance	4	0	0.00%	19.50%	1	1	0	not improved	-1
Totals	92	23	25.00%						

INDIVIDUALS WITH DISABILITIES									
Job Categories	Total Employees in Job Group	Total Number of Individ./ with Disabilities in Group	% of Individ. w/ Disabilities in the Group	Availability Percent	Availability Number	AAP 2018-2020 Number Underutilized	AAP 2016-2018 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Administrators	6	0	0.00%	7.00%	0	0	0	same	0
Professionals	29	2	6.90%	7.00%	2	0	0	same	0
Faculty	36	0	0.00%	7.00%	3	3	2	not improved	-1
Office/Clerical	12	1	8.33%	7.00%	1	0	0	same	0
Technicians	5	0	0.00%	7.00%	0	0	0	same	0
Service Maintenance	4	0	0.00%	7.00%	0	0	0	same	0
Totals	92	4	4.35%						

VETERANS									
Job Categories	Total Employees in Job Group	Total Number of Veterans in Group	% of Veterans in the Group	Availability Percent	Availability Number	AAP 2018-2020 Number Underutilized	AAP 2016-2018 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Administrators	6	0	0.00%	8.00%	0	0	0	same	0
Professionals	29	0	0.00%	8.00%	2	2	2	same	0
Faculty	36	1	2.78%	8.00%	3	2	0	not improved	-2
Office/Clerical	12	0	0.00%	8.00%	1	1	1	same	0
Technicians	5	0	0.00%	8.00%	0	0	0	same	0
Service Maintenance	4	0	0.00%	8.00%	0	0	0	same	0
Totals	92	3	3.26%						

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

Fond du Lac Tribal and Community College
2018-2020 AAP SEPARATION ANALYSIS

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

TOTAL SEPARATIONS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	1	4.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%
Resignations	13	52.00%	8	61.54%	7	53.85%	0	0.00%	0	0.00%
Enhanced Separation	1	4.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	6	24.00%	5	83.33%	1	16.67%	0	0.00%	0	0.00%
Deaths	2	8.00%	1	50.00%	1	50.00%	0	0.00%	0	0.00%
Lay-off	1	4.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	1	4.00%	1	100.00%	1	100.00%	0	0.00%	0	0.00%
Total Separations	25	100.00%	17	68.00%	11	44.00%	0	0.00%	0	0.00%

OFFICIALS/ADMINISTRATORS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	3	60.00%	0	0.00%	2	66.67%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	1	20.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	1	20.00%	1	100.00%	1	100.00%	0	0.00%	0	0.00%
Total Separations	5	100.00%	2	40.00%	3	60.00%	0	0.00%	0	0.00%

PROFESSIONALS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	6	85.71%	5	83.33%	3	50.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	1	14.29%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separations	7	100.00%	6	85.71%	3	42.86%	0	0.00%	0	0.00%

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

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

Fond du Lac Tribal and Community College
2018-2020 AAP SEPARATION ANALYSIS

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

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

FACULTY										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	1	8.33%	0	0.00%	1	100.00%	0	0.00%	0	0.00%
Resignations	4	33.33%	3	75.00%	2	50.00%	0	0.00%	0	0.00%
Enhanced Separation	1	8.33%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	5	41.67%	4	80.00%	1	20.00%	0	0.00%	0	0.00%
Deaths	1	8.33%	0	0.00%	1	100.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separations	12	100.00%	8	66.67%	5	41.67%	0	0.00%	0	0.00%

Hennepin Technical College

Diversity Plan

2014-2018



Hennepin Technical College™

Table of Contents

INTRODUCTION.....	3
COMMITMENT TO DIVERSITY	3
DEVELOPMENT & SCOPE OF DIVERSITY PLAN	3
COLLEGE MISSION, VISION, & VALUES	4
GUIDING PRINCIPLES	4-5
DIVERSITY METRICS	5
GOAL #1 – INCREASE EMPLOYEE DIVERSITY.....	6-7
GOAL #2 – INCREASE STUDENT DIVERSITY	8
GOAL #3 – INCREASE STUDENT SUCCESS	9-10
GOAL #4 – INCREASE STUDENT COMPLETION	9-10
GOAL #5 – IMPROVE CAMPUS DIVERSITY CLIMATE	11-12
ACRONYMS, KEY TERMS & DEFINITIONS.....	13-15
DIVERSITY COMMITTEE MEMBERS.....	16
APPENDIX.....	17
• A. CDO/AAO WORK PLAN PROGRESS FY16	17
• B. DIVERSITY PLAN PROGRESS FY16	17

INTRODUCTION

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

COLLEGE'S COMMITMENT TO DIVERSITY

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

DEVELOPMENT & SCOPE OF DIVERSITY PLAN

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

COLLEGE MISSION STATEMENT

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

COLLEGE VISION

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

COLLEGE VALUES

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

HTC LEARNER OUTCOMES

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

HTC LEARNER VALUES

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

GUIDING PRINCIPLES

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

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

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

MINNESOTA STATE COLLEGES & UNIVERSITIES DIVERSITY AND EQUITY DIVISION WORK PLAN

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

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

HENNEPIN TECHNICAL COLLEGE VISION 2020

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

HENNEPIN TECHNICAL COLLEGE STRATEGIC ENROLLMENT MANAGEMENT PLAN (SEM)

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

HENNEPIN TECHNICAL COLLEGE AFFIRMATIVE ACTION PLAN (AAP)

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

DIVERSITY METRICS

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

GOAL #1 – INCREASE EMPLOYEE DIVERSITY

DESIRED OUTCOME(S)

- Increase employees of color as percent of total employees.
- Increase number of Equal Employment Opportunity (EEO) job categories from “not improved” to “improved” with highest amount of underutilization.

ASSESSMENT

- MnSCU Accountability Dashboards FY14-18 *(data provided by Office of Institutional Research)*
- HTC Affirmative Action Plans (AAP) 2014-18 *(data provided by HR-HRIS)*
- See Appendix A for progress in FY16.

Employee Need	#	Action Steps	Aligns With	Primary Stewards	Proposed Partners	Completion Target
Training	1	Provide ongoing training for hiring supervisors and search committee members in searching for excellence and diversity in the search process.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ CHRO ○ HR Specialists 	<ul style="list-style-type: none"> ○ Hiring Supervisors ○ Diversity Committee 	Ongoing FY15 – FY18
	2	Target organizations that serve under-represented communities for online recruitment of vacancies.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ HR Assistant 	<ul style="list-style-type: none"> ○ Hiring Supervisors ○ Diversity Committee 	Ongoing FY16 – FY18
Recruitment	3	Promote vacancies through career fairs and outreach events that serve under-represented communities.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Outreach Staff 	Ongoing FY16-FY18
	4	Enhance social media efforts for effective HTC branding and promotion of vacancies.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ Marketing 	<ul style="list-style-type: none"> ○ Hiring Supervisors ○ Diversity Committee 	Ongoing FY15 – FY18
	5	Expand recruiting efforts to include alumni and graduate student networks.	<ul style="list-style-type: none"> ○ AAP 16-18 	<ul style="list-style-type: none"> ○ CDO/AAO ○ HR Assistant 	<ul style="list-style-type: none"> ○ Hiring Supervisors 	Ongoing FY17-FY18

Employee Need	#	Action Steps	Aligns With	Primary Stewards	Proposed Partners	Completion Target
Retention	6	Host “Coffee & Conversation with the President” listening sessions to solicit feedback for improving campus diversity climate.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ Vision 2020 #5 	<ul style="list-style-type: none"> ○ President ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee ○ Employees ○ Students 	Ongoing FY16 – FY18
	7	Create disability awareness programming to assess more accurately the number and needs of our employees with disabilities.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ Vision 2020 #5 	<ul style="list-style-type: none"> ○ CDO/AAO ○ CHRO/ADA 	<ul style="list-style-type: none"> ○ Disabilities Services Directors ○ Diversity Committee 	Ongoing FY17-FY18
	8	Enhance onboarding of new employees to include introduction to HTC history, values, and campus diversity climate for the purpose of creating community and connections with individuals in other departments.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ Vision 2020 #5 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ HR ○ Hiring Supervisors 	<ul style="list-style-type: none"> ○ Diversity Committee ○ BTYR Committee 	Ongoing FY17-FY18
	9	Establish mentorship pathways within departments and across the college for employees of color and other protected class group members.	<ul style="list-style-type: none"> ○ AAP 16-18 ○ Vision 2020 #5 ○ MnSCU D&E #3 	<ul style="list-style-type: none"> ○ CDO/AAO ○ HR ○ Hiring Supervisors 	<ul style="list-style-type: none"> ○ Diversity Committee ○ BTYR Committee 	Ongoing FY17-FY18

Additional Action Steps for Consideration

- Recommendations from Luoma Action Team available in July 2016

GOAL #2 – INCREASE STUDENT DIVERSITY

DESIRED OUTCOME(S)

- Increase student of color credit students as a percent of total headcount.
- Increase of diverse partnerships to immigrant populations, and communities of color.

ASSESSMENT

- MnSCU Accountability Dashboards FY14-18 *(data provided by Office of Institutional Research)*
- Inventory of partnerships *(data provided by CDO/AAO)*
- See Appendix A for progress in FY16.

Student Need	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
Outreach	1	Promote language specific, community engagement.	<ul style="list-style-type: none"> ○ SEM 1.1.3 ○ MnSCU D&E #4 	<ul style="list-style-type: none"> ○ Marketing ○ Admissions & Outreach ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee 	Ongoing FY17-FY18
	2	Promote diverse sponsorships, partnerships, & relationships.	<ul style="list-style-type: none"> ○ SEM 1.1.4 ○ MnSCU D&E #4 	<ul style="list-style-type: none"> ○ Marketing ○ Admissions & Outreach ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee 	Ongoing FY17-FY18
	3	Develop and expand partnerships with community agencies that serve immigrant populations.	<ul style="list-style-type: none"> ○ SEM 1.1.6 ○ MnSCU D&E #4 	<ul style="list-style-type: none"> ○ Faculty ○ Admissions & Outreach ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee 	Ongoing FY17-FY18
	4	Connect with leaders and elders in communities of color to build relationships.	<ul style="list-style-type: none"> ○ SEM 1.1.7 ○ MnSCU D&E #4 	<ul style="list-style-type: none"> ○ Admissions & Outreach ○ CDO/AAO 	<ul style="list-style-type: none"> ○ Diversity Committee 	Ongoing FY17-FY18

Additional Action Steps for Consideration

- Recommendations from Strategic Enrollment Management Committee in FY17.

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

DESIRED OUTCOME(S)

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

ASSESSMENT

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

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

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

Additional Action Steps for Consideration

- Recommendations from Persistence Committee in FY17.

GOALS #5 – IMPROVE CAMPUS DIVERSITY CLIMATE

DESIRED OUTCOME(S)

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

ASSESSMENT

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

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

CAMPUS NEED	#	Action Steps	Aligns With	Primary Stewards	Partners	Completion Target
					○ Facilities Committee	
	4	Increase the inclusivity of campus facilities.	○ OCR ○ MnSCU D&E #5	○ VP Finance & Operations ○ Assoc. VP Operations ○ CDO/AAO	○ Diversity Committee ○ Facilities Committee	Ongoing FY15-FY18
Intercultural Awareness	5	Provide opportunities for training, growth, and dialogue to the campus on issues of diversity, equity, and inclusion.	○ AAP 16-18 ○ MnSCU D&E #5	○ CDO/AAO ○ Diversity Committee	○ Faculty ○ Student Experience & Club Leaders	Ongoing FY17-18
	6	Conduct professional development trainings on the ancient indigenous tradition of Circle dialogue to facilitate conversation about diversity, equity, and inclusion.	○ AAP 16-18 ○ MnSCU D&E #5	○ CDO/AAO ○ Diversity Committee	○ Student Experience & Club Leaders ○ Professional Development Committee	Ongoing FY17-FY18
	7	Provide cross-cultural experiential learning where employees are provided opportunities to learn with and from people and/or places of culture different from their own.	○ AAP 16-18 ○ MnSCU D&E #5	○ CDO/AAO ○ Diversity Committee	○ Student Experience & Club Leaders ○ Professional Development Committee	Ongoing FY17-FY18

Additional Action Steps for Consideration

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

ACRONYMS, KEY TERMS & DEFINITIONS

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

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

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

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

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

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

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

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

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

INDIVIDUAL WITH A DISABILITY: Any person who:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DIVERSITY COMMITTEE MEMBERS 2015-16

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

Chief Diversity & Affirmative Action Officer

FY18 Work Plan/Goals

July 1, 2017 – June 30, 2018

SUMMARY – 5/22/18**1. Increase Employee Diversity – Employees of Color & Other Protected Class Groups**

OUTCOMES: HTC *increased in the percentage of employees of color from FY16 (11.8%) to FY17 (13%)*. The FY17 goal was 13.3% with a variance of -0.3. Overall, HTC has seen a 2.1% increase of employees of color from FY12 (10.9%) to FY17 (13%). The *increase is reflected in HTC's new hires of employees of color from FY12 (15.0%) to FY17 (30.3%)*, with both faculty (4.9%) and staff (25.8%) making significant increases from FY12 to FY17. In addition, *HTC is working on increasing the number of EEO job categories from "not improved" to "improved" with the highest amount of underutilization* from the 2016-18 HTC Affirmative Action Plan (AAP). The job categories with highest underutilization include: Minorities in Office/Clerical; Individuals with Disabilities in Official/Administrators, Paraprofessionals/Technicians, and Service Maintenance; and Veterans in Paraprofessionals/Technicians and Office/Clerical.

ACCOMPLISHMENTS:

1st – Quarter Update (July-September): CDO met with Provost to review Hostos Community College Faculty Diversity Strategic Plan. Preliminary faculty identified to serve on work group. CDO will draft outline of action steps that align with HTC Diversity Plan Goal One: Increase Employee Diversity. Diversity Committee held first meeting of FY18 on September 27, 2017. CDO reviewed with committee action steps identified for Employee Diversity subcommittee. These include: (1) **Developing rotation system for Diversity Committee Members on Search Committees;** (2) **Training for members and hiring supervisors on Reducing Bias in the Search Process;** (3) **Promoting HTC Diversity Climate for job vacancies;** (4) **Conducting a needs assessment on employee resource groups;** and (5) **Creating award(s) to recognize faculty and staff excellence for equity and inclusion.**

2nd – Quarter Update (October-December): CDO and Employee Diversity subcommittee are working on: Training for members and hiring supervisors on Reducing Bias in the Search Process; and Promoting HTC Diversity Climate for job vacancies. Group is researching trainings available locally and nationally on bias training, and the associated costs. Group is also developing a revised set of diversity, equity, and inclusion questions for search committees, and recommendations to promote diversity and inclusion on the HTC Employment website home page.

3rd & 4th –Quarter Updates (January-May): Group is working on a workshop proposal on identifying and reducing bias in the workplace for FY19. Group will see if this can be a joint effort with Law Enforcement program. Audience would be Diversity Committee members, hiring supervisors, and Law Enforcement faculty. Group has created an inventory of equity and inclusion interview questions to be used as a resource for search committees. Group has created a template to promote HTC's campus diversity climate on the HTC Employee Opportunities website launch page.

NEXT STEPS FOR FY19: Sponsor a *workshop on identifying and reducing bias in the workplace* for Diversity Committee and hiring supervisors. With Diversity Committee *create award(s) to recognize faculty and staff for equity and inclusion*, and to *create an employee of color affinity group* for engagement and retention. Assist academic deans with *identifying professional development opportunities for faculty in advancing their cultural competency skills*, and tying this into faculty *individual professional development plans and their division goals for equity and inclusion*.

2. Increase Student Diversity – Students of Color

OUTCOMES: HTC *increased in the percentage of students of color from FY16 (43%) to FY17 (43.1%)*. The goal for FY17 (36.8%) was exceeded with a variance of 6.3. Overall, HTC has seen a 7.3% increase of students of color from FY12 (35.8%) to FY17 (43.1%). HTC *met its goal to continue to promote community engagement and expand partnerships with agencies that serve immigrants and communities of color*.

ACCOMPLISHMENTS:

1st –Quarter Update (July-September): CDO and Assistant Director of Admissions & Outreach met in August and September to identify minority/immigrant student serving schools to collaborate with for Heritage Months. Will plan visits in November to coincide with American Indian Heritage Month and Green Card Voices exhibit. On behalf of HTC, CDO is sponsoring a table for the Navigate MN Gala. Latino Club students and Advisor will attend.

2nd – Quarter Update (October-December): CDO and Assistant Director of Admissions & Outreach, with TRiO ETS, GEAR UP and City of Eden Prairie, are planning the following visits by school/district partners for spring semester 2018: Black History Month Event at Eden Prairie Campus (Robbinsdale Cooper, Eden Prairie, and Fridley), Women’s Herstory Month (area high schools connected with Girl Scouts), and Day of the Child/ Earth Day (Shakopee).

3rd & 4th –Quarter Updates (January-May): HTC is cultivating partnerships with minority/immigrant serving schools and community organizations to increase educational access and opportunity for students of color and other underrepresented students. Examples include partnering with school districts Robbinsdale, Brooklyn Center and Fridley to celebrate cultural heritage months such as Black History month which brought over 100 middle and high school students to Eden Prairie campus for a theatrical performance of Acting Black featuring Carlyle Brown. And, partnering with community organizations such as Girl Scouts of Minnesota and Wisconsin River Valleys which brought 20 high school students for a campus tour and interactive, faculty-led classroom presentations to promote nontraditional careers for women.

NEXT STEPS FOR FY19: *Establishing partnerships in Eden Prairie and surrounding areas* is a student enrollment growth opportunity for HTC, particularly for students of color and other underrepresented students. These intentional partnerships should **include pipelines for students who are beyond high school**. In addition, **increasing outreach programs to promote nontraditional careers for women** is a priority.

3. Improve Student Success – Students of Color and

4. Improve Completion Rate – Students of Color

OUTCOMES: HTC **increased in the persistence and completion rate of students of color to white students from Fall 2014 (0.9) to Fall 2015 (0.92)**. The goal for Fall 2015 (0.97) had a variance of -0.05. HTC has seen a ratio of near or above 1.0, indicating no gap between performance of students of color and white students, from Fall 2010 (0.88) to Fall 2015 (0.92). HTC **increased in the completion rate of students of color to white students from Fall 2013 (0.77) to Fall 2014 (0.82)**. The goal for Fall 2014 (0.94) had a variance of -0.13. HTC has increased in the completion ratio, with 1.0 indicating no gap between performance of students of color and white students, from Fall 2012 (0.68) to Fall 2014 (0.82). HTC **met its goal to create a student of color affinity group for Black/African American students to increase engagement** through Blacks Rising in Education and Academics (BREA).

ACCOMPLISHMENTS:

1st –Quarter Update (July-September): CDO reviewed with Diversity Committee action steps identified for Student Success subcommittee. These include: (1) **Creating survey to identify employee/student interest areas to increase cultural competency;** (2) **Supporting students in forming student affinity groups for student engagement;** (3) **Partnering with student senate, student clubs/teams, and classes with providing co-curricular programming for Heritage Month celebrations;** (4) **Planning for logistics of Bridges Out of Poverty Employee Workshop and related programming.** 9 employees (3 faculty, 6 staff) will be attending the 2017 Overcoming Racism Conference. 4 students and one advisor will be attending the Men of Color Leadership Conference in Baltimore, MD. The 4 students are founders of Blacks Rising in Education and Academics (BREA), an affinity group to increase student success for Black/African American students at HTC.

2nd – Quarter Update (October-December): CDO and Student Success subcommittee are working on: Creating survey to identify employee/student interest areas to increase cultural competency; and planning of logistics for Bridges Out of Poverty Employee Workshop and related programming. Group will conduct needs assessment for Cultural Competency and Global Awareness trainings. These include: surveying employers at Employer Breakfast in December, and doing a short survey for students during Welcome Week in January. CDO and/or Diversity Committee sponsored 3 opportunities for faculty, staff, and students to participate in professional development trainings for Cultural and Global Awareness. These included: **LGBT Equity and Inclusion** (7 employees/17students); **CommUNITY Day: Bridges Out of Poverty** (210 employees); and **Overcoming Racism Conference** (9 faculty/staff). As part of the college’s signature Leadership Series for students, a two-part series on **LGBTQ Equity and Inclusion** was presented by the Rainbow Health Initiative. The sessions focused on creating welcoming spaces, inclusive language, health trends, minority stress theory, and evidence-based practices for creating equity and inclusion for LGBTQ students. 24 students and employees attended the sessions that was by sponsored by Student Life & Career Development, Equity & Inclusion Office, and Diversity Committee. The **3rd Biennial CommUNITY Day Employee Workshop Day** was held in November with the theme of Bridges Out of Poverty: Strategies for Professionals

and Communities. The training looked at research on the causes of poverty, “hidden rules of class,” language, and assessment. The training was provided by Jodi Pfarr of aha! Process, Inc. and sponsored by the college’s CARE Team, Diversity and Professional Development Committees. Approximately 210 employees participated.

3rd & 4th –Quarter Updates (January-May): 76 students surveyed ranked the following in order of the cultural competency skill they were most interested in learning about (1=most interested to 4=least interested): 1. **Understanding of different cultural practices** (39.7%), 2. **Thoughtfulness in cross-cultural interaction** (27.4%), 3. **Recognition of one’s attitudes towards cultural differences** (20.5%), 4. **Awareness of one’s own cultural worldview** (12.3%). BREA student affinity club members hosted **Grand De’ BREA** during Welcome Week to introduce themselves to the campus and to recruit new members. Over 100 students and employees attended the event. CDO and/or Diversity Committee sponsored 2 opportunities for employees to participate in professional development trainings for Cultural and Global Awareness at the All About Me Professional Development Day. The trainings focused on **Understanding Somali Culture and People by CAIR-Minnesota**, and approximately 20 employees attended.

NEXT STEPS FOR FY19: With the Diversity Committee, sponsor a **cultural competency series for students and employees to advance skills** in cultural and global awareness. In conjunction with the Dean of Students and Persistence Committee, **intentionally remove barriers and develop strategies for the success of students from historically underrepresented populations**. **Partner with internal and external entities** to remove barriers. Continue to **increase student affinity groups** for a sense of belonging and campus engagement.

5. Increase Campus Diversity Climate

OUTCOMES: HTC is working on increasing results for the campus diversity climate score to meet its campus diversity climate goal. **HTC has seen steady results in the extent to which the college promotes contact with and understanding of diverse populations**, as measured by student opinion on the Community College Survey of Student Engagement (CCSSE), from FY08 (13.1) to FY14 (13.9.) There was a slight decrease in FY16 (13.6). The goal is to improve in FY18 (13.8). **HTC met its goal to provide an inclusive, sustainable, and enriching series of events, forums, and speakers fostering thoughtful dialogues on a variety of diversity, equity, and inclusion topics**; included were the themes of immigration and poverty. **HTC met its goal to be in compliance for all 29 standards** as part their Voluntary Compliance Plan for the Minnesota State Office of Civil Rights review.

ACCOMPLISHMENTS:

1st –Quarter Update (July-September): In September, HTC hosted the exhibit “**When Home Won’t Let You Stay: Stories of Refugees in Minnesota**” at the Brooklyn Park Campus. The exhibit was co-sponsored with the City of Brooklyn Park and Hennepin County Library – Brooklyn Park. Related programming included a Meet and Greet with exhibit artist, James Bowey on September 27, 2017 at HTC-Brooklyn Park Campus. The event was attended by 40 HTC students and employees, which included classes from Graphic Design and ESOL. The full exhibit was on display at both campuses for October. Related programming in October included a presentation on Refugee Resettlement 101 by Patricia Fenrick, Refugee Workforce Development & Outreach Specialist for MN Dept. of Human Services. CDO worked with a HTC Graphic Design student to create a template for the Diversity Bulletin Board to highlight Heritage Month Notable leaders and events. Notable leaders and events for Latino Heritage Month are displayed for the month of September.

2nd – Quarter Update (October-December): In November, HTC hosted **Green Card Voices Twin Cities** exhibit which captures the individual stories of 20 local immigrants to showcase the diversity of the immigrant experience. The exhibit brings to light that immigrants teach our children, provide health care, create our technologies, enrich our lives through performing and visual arts, and start our Fortune 500 companies. HTC partnered with the City of Brooklyn Park on a community engagement event, “We are Brooklyn Park,” that featured city officials, the police chief, and a discussion on immigration in our community. Over 200 students, employees, and community members viewed the When Home Won’t Let You Stay and Green Card Voices exhibits or participated in the related programming. CDO and Campus Diversity Climate subcommittee are working on: **Diversity Book Club to promote dialogue and understanding about generational poverty**; and **Conversations with Student Leaders and Faculty to gather qualitative data on classroom diversity climate**. Group is working on logistics for Diversity Book Club in spring 2018. Discussed student involvement and a keynote address to coincide with the book club discussions in March or early April. Group discussed focus group logistics. Discussed student involvement and facilitation process for focus groups. Voluntary Compliance Plan for Office of Civil Rights review is completed and approved by MN State System Office. HTC is in compliance with 29/29 standards.

3rd & 4th –Quarter Updates (January-May): **HTC held their 3rd campus-wide diversity book club to promote dialogue about equity and inclusion**. This year’s book, *Evicted: Poverty and Profit in the American City*, focused on generational poverty. Over 120 students, employees, and community members participated in this curricular/co-curricular initiative with the Sociology Department and Diversity Committee.

Diversity Book Club Evaluations on *Evicted* (29 students that participated from Sociology Classes) – Spring Semester

	Average Rating Scale of 5 (Agree) - 1 (Disagree)
The book helped me gain a better understanding of poverty	4.8/5
The book club discussion expanded my perspective on the book	4.7/5
I got to discuss the book with people from different backgrounds and views from my own	4.6/5
I am glad I participated in the book club	4.8/5
Comments	<i>The discussion helped me understand the book in a better way</i>
	<i>It shows me that life can be hard but you have to move on and don't lose your hope</i>
	<i><Student Name> was in the discussion. He is a landlord. Got a lot of understanding through him.</i>

Diversity Book Club Evaluations on *Evicted* (27 employees that participated campus-wide) – Spring Semester

	Average Rating Scale of 5 (Agree) - 1 (Disagree)
Reading <i>Evicted</i> helped me gain a better understanding of poverty	4.3/5
The discussion I participated in helped expand my perspective on poverty	4.0/5
The book club made me feel more connected to my colleagues	3.9/5
I will be able to use insights from the book club in my work at HTC	4.1/5
Comments	<i>This was an excellent selection. I enjoy participating in book clubs – reading a book and learning from others experiences and thoughts. Thank you!</i>
	<i>This was a great opportunity for our team to discuss the book and consider what we can do at HTC. People in small groups also discussed the book as they were reading it so as a side benefit it was a good team builder.</i>
	<i>I really found the book to be very eye opening to an issue I knew little about. Thank you for the book choice! I hope we continue the book club at HTC.</i>

Facilitated conversations with student leaders and faculty to gather qualitative data on classroom diversity climate took place in March at Eden Prairie Campus. Through a consensus workshop method, 12 Eden Prairie campus students answered the question: What would an ideal classroom diversity climate look like? They came up with the following themes: 1) **Classroom interactions are mindful and collaborative**, 2) **Different learning style techniques are used**, 3) **Cultural diversity is openly shared**, and 4) **Friendly atmosphere**. Through a survey of 61 students, from both Brooklyn Park and Eden Prairie campuses, students were asked: How often is HTC meeting these classroom diversity climate themes? For Eden Prairie students (n=39), Friendly atmosphere ranked the highest (61.5% - All the time), followed by Cultural diversity is open shared (41% All/Most of the time), then Classroom interactions are mindful and collaborative (51.3% - Most of the time), and finally Different learning style techniques are used (48.7% - Most of the time). For Brooklyn Park students (n=22), both Friendly atmosphere and Cultural diversity is openly shared ranked the highest (62% - All the time), followed by Classroom interactions are mindful and collaborative (54.5% - All the time), and then Different learning style techniques are used (40.9% - All the time).

Coffee & Conversation with the President was hosted by the Diversity Committee at both the Brooklyn Park (n=30 attendees) and Eden Prairie (n=16 attendees) campuses. The purpose was to engage the campus, both employees and students, in reflection and interpretation about the classroom diversity climate themes.

NEXT STEPS FOR FY19: In the fall, **continue the facilitated conversations with student leaders and faculty on classroom diversity climate** at the Brooklyn Park campus. Using feedback from Diversity Book Club evaluations, plan for the **4th campus-wide diversity book club**. CDO will meet with Diversity Committee Co-Chairs and Student Life & Career Development staff to plan an **inclusive, sustainable, and enriching series of events, forums, and speakers fostering thoughtful dialogues** on diversity, equity, and inclusion topics.



Chief Diversity & Affirmative Action Officer

FY18 Work Plan/Goals

July 1, 2017 – June 30, 2018

GOAL 1

Alignment to System Goal: 2. Diversity, Equity, and Inclusion

Alignment to College Goal: 4. Ensure all Employees Participate in Professional Development Aligned to Division Work Plans

Division/Individual Goal: Increase Employee Diversity – Employees of Color & Other Protected Class Groups

<i>Desired Outcome(s)</i>	<p>Increase employees of color as a percent of total employees <i>(Minnesota State Accountability Dashboard 1/2/18)</i></p> <ul style="list-style-type: none"> • FY14: Goal 11.5% => Actual 12.3% (Variance 0.9) => EXCEEDED • FY15: Goal 12.0% => Actual 12.0% (Variance 0.1) => MET • FY16: Goal 12.6% => Actual 11.8% (Variance -0.7)=> NOT MET • FY17: Goal 13.3% => Actual 13.0% (Variance -0.3) => NOT MET PROGRESS MADE <p>Increase number of EEO job categories from “not improved” to “improved” with highest amount of underutilization <i>(2016-18 HTC Affirmative Action Plan)</i></p> <ul style="list-style-type: none"> • Minorities • Office/Clerical: FY16 (3 hires) => FY18 (TBD) => TBD • Disabilities • Official/Administrators: FY16 (1 hire) => FY18 (TBD) => TBD • Paraprofessionals/Technicians: FY16 (1 hire) => FY18 (TBD) => TBD • Service Maintenance: FY16 (1 hire) => FY18 (TBD) => TBD • Veterans • Paraprofessionals/Technicians: FY16 (1 hire) => FY18 (TBD) => TBD • Office/Clerical: FY16 (1 hire) => FY18 (TBD) => TBD <p>Increase employees with disabilities as a percent of total employees <i>(2016-18 HTC Affirmative Action Plan)</i></p> <ul style="list-style-type: none"> • FY16: Goal > 2.9% => Actual 1.43% => NOT MET <p>Employee Diversity Subcommittee</p> <ul style="list-style-type: none"> • Employee Workshop Day on Bias for FY19 => IN PROGRESS • Revise diversity, equity, and inclusion interview questions for search committees => MET • Recommendations to promote diversity, equity, and inclusion on HTC Employment Opportunities home page => MET • Award of Excellence for Equity and Inclusion for faculty and staff => IN PROGRESS • Create employee of color affinity group => IN PROGRESS
---------------------------	---

Leadership Team Report or Update

Key Actions	July – September	October – December	January – March	April – June
<p>1. Provide ongoing training for hiring supervisors and search committee members in searching for excellence and diversity in the search process.</p>		<p>Identify Diversity Committee members for Employee Diversity Subcommittee. CDO and Subcommittee will work on:</p> <ul style="list-style-type: none"> • Developing rotation system for Diversity Committee Members on Search Committees • Training for members and hiring supervisors on Reducing Bias in the Search Process 	<p>CDO and Subcommittee will:</p> <ul style="list-style-type: none"> • Research local/national training opportunities for reducing bias in the search process • Draft recommendation and proposal for All Employee Workshop on Bias for FY19 • Research and solicit feedback for diversity, equity, and inclusion interview questions • Draft and finalize inventory of interview questions 	<p>CDO and Subcommittee will:</p> <ul style="list-style-type: none"> • Submit Employee Workshop on Bias to Cabinet for approval. • Present inventory of interview questions to HR for implementation. <p>Gather data of employee hires in FY18 for impact of increasing diverse hires and meeting college-hiring goals.</p> <ul style="list-style-type: none"> • Did the # of minority and other protected class group applicants increase? • Which process changes were most effective? <p>What changes need to be made for FY19?</p>
<p>2. Expand outreach efforts to diversify pool of adjunct faculty; include alumni and graduate student networks.</p>	<p>Meet with Provost to review Hostos Community College Faculty Diversity Strategic Plan</p>	<ul style="list-style-type: none"> • Draft outline of actions steps for increasing faculty diversity that align with HTC Diversity Plan • CDO and Employee Diversity Subcommittee identify strategies to promote HTC Diversity Climate for job vacancies 	<p>CDO and Subcommittee will:</p> <ul style="list-style-type: none"> • Draft recommendations for promoting diversity, equity, and inclusion on HTC Employee Opportunities home page 	<p>CDO and Subcommittee will present recommendations to HR team for implementation.</p> <p>See above for review of employee hires in FY18.</p>
<p>3. Establish employee resource groups and mentorship pathways for employees of color and other protected class group members.</p>			<p>CDO and Employee Diversity subcommittee identify needs assessment for employee resource groups.</p>	<p>Review needs assessment data and make recommendations for employee resource groups for FY19.</p>
<p>4. Creating award(s) to recognize faculty and staff excellence for equity and inclusion.</p>			<p>CDO and Employee Diversity subcommittee research awards process to recognize excellence in equity and inclusion</p>	<p>Award system created for Fall 2018 Workshop Day</p>



Chief Diversity & Affirmative Action Officer

FY18 Work Plan/Goals

July 1, 2017 – June 30, 2018

GOAL 2

Alignment to System Goal: 2. Diversity, Equity, and Inclusion

Alignment to College Goal: 5. Implement Phase 2 Strategic Enrollment Management (SEM) Plan

Division/Individual Goal: Increase Student Diversity – Students of Color

<i>Desired Outcome(s)</i>	<p>Increase student of color credit students as a percent of total credit headcount. <i>(Minnesota State Accountability Dashboard 1/2/18)</i></p> <ul style="list-style-type: none"> • FY14: Goal 35.9% => Actual 39.4% (Variance 3.5) => EXCEEDED • FY15: Goal 36.2% => Actual 42.5% (Variance 6.3) => EXCEEDED • FY16: Goal 36.5% => Actual 43.0% (Variance 6.5) => EXCEEDED • FY17: Goal 36.8% => Actual 43.1% (Variance 6.3) => EXCEEDED <p>Continue to promote community engagement and expand partnerships with agencies that serve immigrants and communities of color => MET</p>
---------------------------	---

Key Actions	Leadership Team Report or Update			
	July – September	October – December	January – March	April – June
1. Develop and expand partnerships with community agencies that serve immigrant populations and other specific populations.	With Admissions & Outreach/Enrollment Services, identify 1-3 new and/or existing partnerships to increase immigrant student populations based on enrollment trends.	Connect with school, district, community partners for: <ul style="list-style-type: none"> • When Home Won't Let You Stay • Green Card Voices 	Connect with school, district, community partners for: <ul style="list-style-type: none"> • MLK Day of Service • Black History Month • Women's Herstory Month 	Connect with school, district, community partners for: <ul style="list-style-type: none"> • Day of the Child/Earth Day Review data for FY18: <ul style="list-style-type: none"> • number of school, district, community partnerships • how many students served • continue for FY19
2. Promote diverse sponsorships, partnerships, and relationships; including elders in communities of color.		Sponsorship for Navigate MN Gala. Latino Club members will attend.	Site host for Cities United Black History Month Event	<ul style="list-style-type: none"> • American Indian Graduation Banquet • Twin Cities Pride Parade



Chief Diversity & Affirmative Action Officer

FY18 Work Plan/Goals

July 1, 2017 – June 30, 2018

GOALS 3 & 4

Alignment to System Goal: 1. Student Success 2. Diversity, Equity, and Inclusion

Alignment to College Goal: 1. Increase Persistence 4. Ensure all Employees Participate in Professional Development Aligned to Division Work Plans

Division/Individual Goal: Improve Student Success & Completion Rates – Students of Color

<i>Desired Outcome(s)</i>	<p>Increase the ratio of the student persistence and completion rate for students of color to white students. <i>(Minnesota State Accountability Dashboard 1/2/18)</i></p> <ul style="list-style-type: none"> • F 14: Goal 0.96 => Actual 0.90 (Variance -0.06) => NOT MET • F 15: Goal 0.97 => Actual 0.92 (Variance -0.05) => NOT MET PROGRESS MADE • F 16: Goal 0.97 => Actual TBD <p>Increase the ratio of the student completion rate for students of color to white students. <i>(Minnesota State Accountability Dashboard)</i></p> <ul style="list-style-type: none"> • F 12: Goal 0.94 => Actual 0.68 (Variance -0.26) => NOT MET • F 13: Goal 0.94 => Actual 0.77 (Variance -0.17) => NOT MET PROGRESS MADE • F14: Goal 0.94 => Actual 0.81 (Variance -0.13) => NOT MET PROGRESS MADE • F 15: Goal 0.94 => Actual TBD <p>Achieve a ratio of 1.0, indicating no gap, between performance of students of color and white students. Student Success Subcommittee</p> <ul style="list-style-type: none"> • Complete needs assessment for Cultural Competency Series trainings in FY19 => MET • Create student of color affinity group for Black/African American students to increase engagement => MET • Sponsor all employee professional development workshop on generational poverty and related programming => MET
---------------------------	---

Key Actions	Leadership Team Report or Update			
	July – September	October – December	January – March	April – June
1. Provide opportunities for faculty and staff to participate in trainings for Cultural and Global Awareness.		<ul style="list-style-type: none"> • LGBTQ Equity and Inclusion Training (24 student/staff) • Bridges Out of Poverty Employee Workshop Day (210 employees) • Overcoming Racism Conference (9 faculty/staff) 	<ul style="list-style-type: none"> • African American Leadership Forum 	<ul style="list-style-type: none"> • All About Me Professional Development Day: <i>Diversity track sessions</i>

<p>2. Provide guided opportunities for students to develop HTC learner value Cultural and Global Awareness.</p>			<ul style="list-style-type: none"> • Power in Diversity Conference • MLK Day of Service • Student Success Day • Black History Month 	<ul style="list-style-type: none"> • Women's Herstory Month
<p>3. Create affinity groups for student of color engagement.</p>	<p>Identify student leaders and provide mentorship to create affinity group Blacks Rising in Education and Academics (BREA)</p>	<p>Assist student leaders in developing the mission and purpose of BREA.</p>	<p>Grow membership with Grand De' BREA event during Welcome Week. Establish monthly meetings for student leaders and members. Develop at least one campus wide activity and one community service project.</p>	<p>Identify student leaders for BREA in FY19.</p>



Chief Diversity & Affirmative Action Officer

FY18 Work Plan/Goals

July 1, 2017 – June 30, 2018

GOAL 5

Alignment to System Goal: 1. Student Success 2. Diversity, Equity, and Inclusion

Alignment to College Goal: 1. Increase Persistence 4. Ensure all Employees Participate in Professional Development Aligned to Division Work Plans

Division/Individual Goal: Increase Campus Diversity Climate

Increase the extent to which the college promotes contact with and understanding of diverse populations, as measured by student opinion. *(Minnesota State Accountability Dashboard 1/2/18)*

- FY14: Goal 13.8 => Actual 13.9 (Variance 0.1) => **EXCEEDED**
- F 16: Goal 13.8 => Actual 13.6 (Variance -0.1) => **NOT MET**
- F 18: Goal 13.8 => Actual TBD

Increase the extent to which the college promotes contact with and understanding of diverse populations, as measured by employee opinion. *(PACE Survey)*

Maintain compliance for Civil Rights Voluntary Compliance Plan (OCR VCP) => **MET**

Campus Diversity Climate Subcommittee

- Sponsor Diversity Book Club to promote dialogue and understanding about generational poverty => **MET**
- Complete conversations with students and faculty to gather qualitative data on classroom diversity climate => **MET**
- Provide an inclusive, sustainable, and enriching series of events, forums, and speakers fostering thoughtful dialogues on a variety of diversity, equity, and inclusion topics => **MET**

Desired Outcome(s)

Key Actions	Leadership Team Report or Update			
	July – September	October – December	January – March	April – June
1. Provide opportunities for training, growth, and dialogue to the campus on issues of diversity, equity, and inclusion; include circle dialogue process.	Plans series of events, forums, and speakers with Diversity and Professional Development Committees, Student Life, Student Senate, and Brooklyn Park and Eden Prairie’s Human Rights & Diversity Commissions.	<ul style="list-style-type: none"> • When Home Won’t Let You Stay and Green Card Voices exhibits (over 200 faculty, staff, student, and community attendees) 	<ul style="list-style-type: none"> • Black History Month • Women’s Herstory Month • Diversity Book Club 	<ul style="list-style-type: none"> • Review events/trainings, and compile FY18 report. Plan for an inclusive, sustainable, and enriching series of events/trainings fostering thoughtful dialogues on equity and inclusion.
2. Increase the accessibility and inclusivity of campus facilities.	Report to MN State. Maintain compliance of campus facilities and make revisions as needed.	Office of Civil Rights Voluntary Compliance Plan is completed and approved by system office.	Include in Facilities Master Plan: All Gender Restrooms, Lactation and Reflection Rooms, Art	

September 11, 2018

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

Dear Ms. Strand;

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

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

Hibbing Community College is located in Hibbing, MN and is regionally set in Northeastern MN. Current demographics for our area establish approximately a 4.1 % population of people of color in our region. American Indians make up the largest minority population in our region. A priority of our college is to recruit populations typically underrepresented on our campus. Specifically for our Law Enforcement Program, this means people of color and females. To assist with academic support and social adjustment by underrepresented populations, our college employs a Retention Specialist, as well as a Diversity Officer.

Our various recruitment and retention efforts have resulted in 9 % (2016) of the college population being of a diverse background, and 51 % (2016) female. As of August 28, 2018, these figures show 11 % of the college population being of a diverse background, and 56 % female. Our Law Enforcement Program enrollment for 2018 indicates that approximately 14% (8/56) of our Cadets are people of a diverse culture, which is above the 3 % of our local community. In addition, enrollment of females currently in the program is 18 % (10/56).

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

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

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

This past year (2018) Hibbing Community College began a new program called EMPOWER. This program is directed at assisting female students who are entering technical fields with: Tuition, Childcare, Transportation, Study Assistance and Loan Forgiveness. This past year the HCC Law Enforcement Program was able to assist 5 of its 8 female Cadets with this program. Numbers for this upcoming year appear to be close to the same.

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

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

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

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

Sincerely;

Dr. Michael Raich
Provost
Hibbing Community College

Minnesota West CTC Addendum to Affirmative Action Worksheet 2018

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

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

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

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

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

Law Enforcement students volunteer with the local Christmas Basket program which serves people from diverse backgrounds and clients from lower socioeconomic backgrounds by delivering them food stuffs and needed items during the holiday season.

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

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

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

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

University of Northwestern – Notes from Email from Coordinator Ghlee Hanson
9/15/2018

As of 09/14/2018 we have 40 students in our program. Of the 40, 23 are male and 17 are females. Of the 40, 22 are in the Law Enforcement Track. Of the 22, 4 are minorities and of the 4 minorities, 1 is a female. Of the 22, 2 are female. (1 minority woman and 1 white woman.)

Our Intercultural Program is intentional in providing both students and faculty classes and training to hone our teaching and awareness skills. For example, this month the training is on “Pedagogy of Diversity and Inclusion: Teaching Across Cultural Strengths”.

Our ACTSIX Program, which focuses on low income minority students, who are academically qualifies, was renewed for another year.

Affirmative Action Worksheet 2017 Supplement

Department Chair: Dr. Mark Norman

507.457.5670

Office Assistant: Karen McCormick

507.457.5222

Criminal_Justice@winona.edu

Criminal Justice Program Manager: Attorney Michelle Keller

507-457-2275

MN POST PPOE Coordinator: James W. Parlow

507-457-5564

Assistant Professor Dr. Doug Dallier

507-457-2858

WSU Criminal Justice Program Web Page:

<http://www.winona.edu/criminal-justice/>

Department Highlights: Professor Allison Butterfield made a decision to return to the east coast to complete her doctoral program. Dr. Doug Dallier was hired to be a generalist in our program. He comes from teaching military personnel in Japan for the last 8 years. We also will be requesting a replacement for Attorney Paul Munson who retired the fall of last year.

We entered into a 3-year contract with the League of Minnesota Cities for the online program PATROL. Our law enforcement students will be required to complete several of the courses offered and will be encouraged to complete as many more as they can while at our University. We are providing this service learning opportunity free to our senior students.

Again, as in the past years, we have many law enforcement agencies take the opportunity to present to and recruit from our student majors. These agencies were from Minnesota and surrounding states. We also worked with Towards Zero Deaths, MNDOT and DPS, to present important issues to our student body. We were especially happy to host MN Supreme Court Justice Anne McKeig for a day and have her experience the law enforcement Use of Force training simulator.

While we have experienced a decline in overall students majoring in Criminal Justice, our law enforcement majors are still a significant portion of the entire University student population. Our students looking to obtain a CJ degree are diversified through maintaining candidates from various nationalities and backgrounds.

We are planning/organizing a CJ/Law Enforcement Internship and Recruiting Fair to be held on campus on October 26th, 2018. We are not only inviting local agencies but have reached out to any agency that has granted an internship to a WSU student in the past. Potential employment opportunities are an added dimension with inviting agencies to present from four different States.

The latest report according to Denise McDowell, Ed.D, VP for Enrollment Management and Student Life for WSU, from the Office of Institutional Planning Assessment and Research (IPAR), is that Winona State still welcomed many undergraduate, graduate and visiting students, including 72 PSEO students, 963 Students of

Color and 255 International Students. Sixty-six percent of the New Freshman cohort are from Minnesota, and 28 percent from Wisconsin. The freshman cohort's average ACT is 22.2 and the average HS GPA is 3.33. In addition, our first to second year retention is steady at 77%.

Our New Transfer cohort members are primarily from community colleges in southeast Minnesota, along with Western Technical College in Wisconsin and Normandale Community College in the Twin Cities. Coming soon will be data on the New Entering Graduate student cohort.

Additional Contacts and Information Resources:

Winona State University has established many diversity and affirmative action programs and resources available to our students. Below are links to these resources:

Affirmative Action/Equality and Legal Affairs Office,

Director: **Lori Mikl**,
lmikel@winona.edu

<http://www.winona.edu/affirmaction/contacts.asp>

Affirmative Action Report Available At:

<http://www.winona.edu/affirmaction/plan.asp>

Security Office:

Director of Security

Chris Cichosz

CCichosz@winona.edu

<https://www.winona.edu/security/>

<https://www.winona.edu/safetysecurity.asp>

WSU Inclusion and Diversity Office:

Dr. Jonathan Locust Jr. Associate Vice President

Jonathan.Locust@winona.edu

<http://www.winona.edu/inclusion-diversity/>

Offering Programs: **Safe Space Training, Family Ties, H.O.P.E. Summer Academy,**

SILCC Mentoring Program, Academic Progression Report System

KEAP (Knowledge, Empowerment, Advocacy and Pluralism) Diversity Resource Center

<https://www.winona.edu/inclusion-diversity/keap.asp>

WSU Inclusion and Diversity Resources:

<http://www.winona.edu/inclusion-diversity/resources.asp>

Inclusion and Diversity Clubs:

<http://www.winona.edu/inclusion-diversity/clubs.asp>

WSU Student Senate:

<https://www.winona.edu/studentsenate/>