

## Chris Steller

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**From:** Strand, Peggy (DPS) <peggy.strand@state.mn.us>  
**Sent:** Friday, November 15, 2019 3:58 PM  
**To:** Chris Steller  
**Cc:** Misselt, Erik (DPS)  
**Subject:** Minn. Stat.; 1997 Minn. Laws Chap. 239 Art. 1 Sec. 9  
**Attachments:** Affirmative Action Data Summary 2019.pdf; Affirmative Action Spreadsheet Data for 2019 Final.pdf; 2019 Affirmative Action Report Attachments as one PDF.pdf

11/15/2019

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

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

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

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

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

Due date: July 01, 2020

Attached is the report and attachments. Two printed copies are also being submitted.

Peggy Strand  
651-201-7782  
peggy.strand@state.mn.us

## Affirmative Action Worksheet - Data Summary 2019

Thirty colleges and universities are certified by the Minnesota POST Board to provide the professional peace officer education (PPOE) that leads to licensure. Minnesota Rules 6700.0300, Subp. 6., C. requires these schools file an affirmative action plan and report with the POST Board annually. This is a summary of the schools reports – the numbers represent the number of schools that gave each answer.

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	26	The School	23	Yes	26
		No	2	PPOE Program	0	No	2
		No Response	0	Both	3	No Response	0
				No Response	2		
	B. Have an affirmative action committee, (i.e. Diversity Taskforce, Racial Tolerance and Discrimination Committee, Community Relations Committee, etc.)	Yes	28	The School	24	Yes	28
		No	0	PPOE Program	0	No	0
		No Response	0	Both	4	No Response	0

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

				No Response	0		
2. Faculty	A. Recruit diverse faculty	Yes	28	The School	11	Yes	28
		No	0	PPOE Program	0	No	0
		No Response	0	Both	17	No Response	0
				No Response	0		
	B. Provide diversity training for faculty	Yes	28	The School	16	Yes	28
		No	0	PPOE Program	0	No	0
		No Response	0	Both	12	No Response	0
				No Response	0		
3. Outreach	A. Participate in recruitment fairs in MN (i.e. Law Enforcement Opportunities, LEO)	Yes	26	The School	9	Yes	26

\*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	2	PPOE Program	3	No	1
		No Response	0	Both	14	No Response	1
				No Response	2		
	B. Recruit at high schools in Minnesota	Yes	26	The School	15	Yes	24
		No	2	PPOE Program	1	No	2
		No Response	0	Both	10	No Response	2
				No Response	2		
	C. Recruit students at high schools and fairs outside of Minnesota	Yes	24	The School	17	Yes	22
		No	4	PPOE Program	2	No	5
		No Response	0	Both	4	No Response	1

\*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	5		
4. Developing Partnerships	A. Form a partnership with one or more MN law enforcement agencies	Yes	27	The School	4	Yes	5
		No	0	PPOE Program	2	No	0
		No Response	1	Both	2	No Response	0
				No Response	0		
	B. Form partnerships with colleges and universities that have a high population of minority students and/or women	Yes	26	The School	13	Yes	27
		No	2	PPOE Program	16 1	No	1 0
		No Response	0	Both	12	No Response	0
				No Response	2		
	C. Form partnerships with law enforcement groups from outside of Minnesota	Yes	15	The School	4	Yes	16

\*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	13	PPOE Program	10	No	9 9
		No Response	0	Both	1	No Response	3
				No Response	13		
5. Diversity Events	Provide celebrations, speakers, or other events that promote diversity	Yes	28	The School	12	Yes	1
		No	0	PPOE Program	0	No	0
		No Response	0	Both	15	No Response	0 0
				No Response	1		
6. Mentorship Programs	Support minority students and women through mentorship programs	Yes	24	The School	11	Yes	25
		No	4	PPOE Program	2	No	3

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

		No Response	0	Both	11	No Response	0
				No Response	4		
7. Distribution of information	A. Distribute information on the school, mentorship programs and/or scholarship opportunities to minority students and women.	Yes	26	The School	14	Yes	27
		No	0	PPOE Program	1	No	0
		No Response	2	Both	11	No Response	1
				No Response	2		
	B. Use recruitment ads and publications that show a diverse student population	Yes	28	The School	13	Yes	28
		No	0	PPOE Program	0	No	0
		No Response	0	Both	15	No Response	0
				No Response	0		

\*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.”

8. On-Campus Support	Provide a supportive campus environment for minority students and women through special services, clubs, and/or orientation events	Yes	28	The School	12	Yes	28
		No	0	PPOE Program	0	No	0
		No Response	0	Both	16	No Response	0
				No Response	0		
9. Courses, Curriculum and Resources	A. Review the curriculum to include diversity education in all parts of the law enforcement education	Yes	28	The School	2	Yes	28
		No	0	PPOE Program	14	No	0
		No Response	0	Both	11	No Response	0
				No Response	1		
	B. Include the historical and contemporary issues of minorities and women in policing in courses	Yes	28	The School	1	Yes	28
		No	0	PPOE Program	20	No	0

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



		No Response	0	Both	6	No Response	0
				No Response	1		
	C. Expand library resources to give special attention to the acquisition of materials that represent diverse perspectives on criminal justice and public safety	Yes	26	The School	6	Yes	26
		No	2	PPOE Program	6	No	2
		No Response	0	Both	13	No Response	0
				No Response	3		
	D. Offer developmental courses and academic support services to help minority students and women transition into college	Yes	28	The School	18	Yes	28
		No	0	PPOE Program	1	No	0
		No Response	0	Both	8	No Response	0
				No Response	1		

\*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.”

	E. Offer post-secondary educational opportunity courses in high schools with high minority enrollment	Yes	20	The School		Yes	
		No	8	PPOE Program		No	
		No Response	0	Both		No Response	
				No Response			
	F. Offer law enforcement related post-secondary educational opportunity courses in high schools with high enrollments of minority students and/or women	Yes	11	The School		Yes	
		No	17	PPOE Program		No	
		No Response	0	Both		No Response	
				No Response			
10. Diversity Tracking Efforts	A. Collect voluntary information about gender and ethnicity in an attempt to track progress towards parity in higher education for minority students and women	Yes	28	The School	17	Yes	28
		No	0	PPOE Program	1	No	0
		No Response	0	Both	10	No Response	0
				No Response			

\*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.”

					0		
	B. Interview graduates to track student perceptions regarding the achievement of affirmative action goals	Yes	14	The School	9	Yes	16
		No	14	PPOE Program	1	No	10
		No Response	0	Both	4	No Response	2
				No Response	14		
11. Other Efforts	Additional information attached?	Yes	11	No		19	
	Additional info received from:	Hennepin Technical College, Fond Du Lac Tribal and Community College, MN West College, Northland College, Minneapolis Community and Technical College, Hibbing Community College, Vermilion College, Concordia University, Univ. of Northwestern-St. Paul, Ridgewater College, 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.”

2019 AFFIRMATIVE ACTION DATA SPREADSHEET - Worksheet Distributed 6/26/2019

Recd	30	Question 1A									Question 1B									Question 1C		
		Yes	No	NA	1	2	3	NA	Yes	No	NA	Yes	No	NA	1	2	3	NA	Yes		No	NA
6/27/2019	Alex TCC	X			X				X			X			X				X			X
8/22/2019	BSU	X			X				X			X			X				X			X
7/15/2019	CLC	X			X				X			X			X				X			X
9/30/2019	Century College	X					X		X			X					X		X			X
9/25/2019	Concordia	X			X				X			X					X		X			X
8/15/2019	FDLTCC																					
9/30/2019	Hamline	X			X				X			X			X				X			X
7/15/2019	Henn TC	X					X		X			X					X		X			X
9/17/2019	Hibbing																					
9/24/2019	IHCC	X			X				X			X			X				X			X
6/26/2019	LLTC		X					X		X		X			X				X			X
9/26/2019	Metro SU	X			X				X			X			X				X			X
7/1/2019	MN St Mkto	X			X				X			X			X				X			X
9/4/2019	MN St Mrhd	X			X				X			X			X				X			X
8/23/2019	MN West	X					X		X			X					X		X			X
9/23/2019	MNST CTC	X			X				X			X			X				X			X
9/30/2019	Mpls CTC	X			X				X			X			X				X			X
9/13/2019	Northland	X			X				X			X			X				X			X
10/1/2019	Northwestern	X			X				X			X			X				X			X
8/28/2019	Rasmussen		X					X		X		X			X				X			X
10/1/2019	Ridgewater	X			X				X			X			X				X			X
9/30/2019	Riverland	X			X				X			X			X				X			X
9/3/2019	Roch CTC	X			X				X			X			X				X			X
9/19/2019	SCSU	X			X				X			X			X				X			X
10/1/2019	St Thomas	X			X				X			X			X				X			X
9/24/2019	St. Mary (U of)	X			X				X			X			X				X			X
9/11/2019	SW MN SU	X			X				X			X			X				X			X
8/28/2019	U MN Crookston	X			X				X			X			X				X			X
9/24/2019	Vermillion	X			X				X			X			X				X			X
10/1/2019	Winona SU	X			X				X			X			X				X			X
30		26	2	0	23	0	3	2	26	2	0	28	0	0	24	0	4	0	28	0	0	28
				28				28			28			28				28			28	

on 2A								Question 2B									Question 3A								
No	NA	1	2	3	NA	Yes	No	NA	Yes	No	NA	1	2	3	NA	Yes	No	NA	Yes	No	NA	1	2	3	NA
				X		X			X					X		X			X					X	
		X				X			X			X				X			X				X		
		X				X			X					X		X			X					X	
				X		X			X					X		X			X					X	
				X		X			X			X				X			X				X		
				X		X			X			X				X			X				X		
				X		X			X					X		X			X					X	
				X		X			X					X		X			X					X	
				X		X			X					X		X			X					X	
		X				X			X			X				X			X					X	
				X		X			X			X				X			X		X				X
		X				X			X			X				X			X				X		
		X				X			X			X				X			X					X	
		X				X			X			X				X			X					X	
		X				X			X			X				X			X					X	
				X		X			X			X			X				X					X	
				X		X			X			X			X				X					X	
		X				X			X			X				X			X				X		
				X		X			X					X		X			X		X				X
				X		X			X					X		X			X				X		
0	0	11	0	17	0	28	0	0	28	0	0	16	0	12	0	28	0	0	26	2	0	9	3	14	2
	28				28			28			28				28			28			28				28





Question 5										Question 6									Question 7A							
NA	Yes	No	NA	1	2	3	NA	Yes	No	NA	Yes	No	NA	1	2	3	NA	Yes	No	NA	Yes	No	NA	1	2	
	X					X		X			X					X		X			X					
	X			X				X			X			X				X			X				X	
	X					X		X			X					X		X			X					
	X					X		X			X					X		X			X					
	X					X		X			X			X				X			X				X	
	X			X				X				X					X		X				X			
	X					X		X			X					X		X			X					
	X					X		X				X					X	X			X			X		
	X					X		X			X					X		X			X					
	X					X		X			X					X		X			X					
X	X			X				X			X			X				X			X				X	
	X					X		X			X					X		X			X			X		
	X			X				X			X							X			X			X		
	X			X				X			X							X		X	X			X		
	X						X	X			X				X			X			X			X		
	X						X	X			X				X			X			X			X		X
X	X			X				X			X			X				X			X			X		
	X			X				X			X			X				X			X			X		
	X					X		X			X			X				X			X			X		
	X			X				X			X			X				X			X			X		
3	28	0	0	12	0	15	1	28	0	0	24	4	0	11	2	11	4	25	3	0	26	0	2	14	1	
28			28				28			28			28				28			28			28			











Question 11			
NA	Yes	No	
		X	70
X		X	70
		X	70
		X	70
	X		70
	X		1
		X	70
	X		70
	X		1
		X	70
		X	70
		X	70
		X	70
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	X		70
	X		70
2	11	19	1962
28		30	1962



WINONA STATE UNIVERSITY

# Inclusive Excellence Strategic Plan

2019-2024



WINONA STATE UNIVERSITY

# Inclusive Excellence Strategic Plan 2019-2024



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*Dear Colleagues,*

*When Winona State was founded over 160 years ago, it was to ensure the promise of the American dream to those who lived here and those who settled here, regardless of their station in life.*

*Today we continue to deliver the finest public education experience in the State of Minnesota. In fact, our students succeed at a rate that is unparalleled across the Minnesota State system, including the highest success rate for students of color.*

*Yet despite our successes, there is still much work to do. There remains a gap in opportunity and achievement at WSU, and we must endeavor to close it. We must provide support structures so that race, gender, sexuality, ethnicity, social class, age, and physical ability do not stand in the way being successful at WSU.*

*The Winona State Inclusive Excellence Strategic Plan (2019) serves to reinforce our mission to improve our world, starting right here with a commitment to being supportive, welcoming and respectful to all.*

*Our plan reflects a multiyear effort and the contributions of countless individuals from throughout our community. It encompasses the 2014 Campus Diversity Plan, our work on Diversity Mapping, the results of our Campus Climate Survey, our Campus PRIDE Index, and systemwide equity and diversity goals. It outlines our hopes and dreams for the future, and creates a framework to focus our investments and initiatives.*

*It is my hope that Winona State University will be the epitome of a welcoming, diverse, collegial, invigorating, fun, inclusive, transparent, and civil university, developing meaningful relationships within our communities and celebrating the achievements of its members. We must open our arms and adapt our systems so that we give everyone who is capable of succeeding here the opportunity to succeed here.*

*Our university mission—a community of learners improving our world—has never been more important. We are embarking on a journey to uncover transformational ideas that will truly change our university.*

*Thank you all for your commitment, and for all that you do for Winona State University.*

*Sincerely yours,*

*Scott R. Olson  
President  
Winona State University*

# WINONA STATE UNIVERSITY STRATEGIC FRAMEWORK



CLOSING THE GAP



TOMORROW'S TECHNOLOGY



ENGAGEMENT



STUDENT EXPERIENCE



**KEY**

- ✓ = COMPLETE
- = IN PROGRESS
- ✗ = FAILED
- 📍 = UNIVERSITY INITIATIVE
- 🏛️ = UNIVERSITY PILLAR
- 👤 = FOUNDATION PRIORITY



*It is with great pleasure that I share with you our Inclusive Excellence Strategic Plan. This plan represents the hard work, time, and dedicated efforts of the Inclusive Excellence Committee. This committee is made up of faculty and staff representing multiple bargaining units and associations, as well as students. The outcome of our work will guide us through institutional changes that support, celebrate, and infuse diversity into the University's core.*

*The Inclusive Excellence Strategic Plan provides a comprehensive action plan that will position Winona State University to continue its leadership through further developing an environment where diversity, inclusion, and cultural competence are strategically positioned among our highest priorities. This is critical to our mission.*

*We are committed to inclusive excellence and understand we must be a model for what we want our students and community to become. By bringing together people from many different backgrounds, we equip the next generation of Warriors to engage present and future challenges and opportunities. We envision ourselves as an institution where all members of the community, including historically underrepresented groups, enjoy campuses that are professionally and academically supportive, safe, respectful, and welcoming.*

*We will continue to strengthen our commitment to diversity, as we aspire to be an institution where educational quality is enhanced and enriched by a diverse campus community.*

*Thank you,*

*Jonathan Locust, Jr., Ph.D.  
Associate Vice President, Inclusion & Diversity  
Winona State University*



## INCLUSIVE EXCELLENCE COMMITTEE MEMBERS

### **Inter Faculty Organization (IFO)**

Kubilay Gok (Sp19)  
Elissa Alzate (Sp19)  
Kate Jenkins (Sp19)  
Samuel Tsegai (Sp20)

### **Administrative and Service Faculty (ASF)**

Rebecca Sims

### **American Federation of State, County and Municipal Employees (AFSCME)**

Beth Halleck

### **Minnesota Association of Professional Employees (MAPE)**

Vacant

### **Middle Managment Association (MMA)**

Tom Hill

### **WSU Students**

Lizzie Casey  
BriShaun Kearns  
Mack Carter  
Jalen Crum

### ***ex officio members***

AAO: Lori Mikl

*Dean of Students:* Karen Johnson

*Associate Vice President of Inclusion & Diversity and  
Chief Diversity Officer:* Jonathan Locust, Jr.

*Director of Warrior Success Center:* Ron Strege

*IPAR Director:* Eri Fujieda

*Vice-President for Student Life and  
Enrollment Management:* Denise McDowell

*Community Liaison from Rochester:* Kristi Ziegler

## INCLUSIVE EXCELLENCE STRATEGIC PLANNING (2019-2024)

### TIMELINE

#### 2018

- November/December: Data Analysis Group - ✓

#### 2019

- January/February: Diversity plan is drafted - ✓
- March: Plan is finalized - ✓
- April: Present to campus - ✓

### TOOLKIT PLANNING PHASES

1. Convening the planning team - ✓
2. Conducting an institutional needs assessment and research - ✓
- 3. Data Analysis Group: Analyzing data - ✓**
  - a. 2018 - Needs Assessment: Diversity Mapping Report - ✓
  - b. 2018-19 - Campus Climate Survey - ✓
  - c. 2018 - Campus PRIDE Index: assesses LGBTQ+ friendliness - ✓
  - d. 2014 - Campus Diversity Plan - ✓
  - e. 2016-19: Diversity Mapping Report - ✓
  - f. Systemwide equity and diversity goals - ✓
4. Drafting the plan: Setting goals, strategies and outcomes - ✓
5. Communicate plan to campus – multiple opportunities for feedback - ✓
6. Sustaining the process

### NEEDS ASSESSMENT CATEGORIES – QUESTIONNAIRE

1. Mission Statement, Goals and Values
2. History
3. Physical Environment
4. Policies & Procedures
5. Climate & Culture – Campus Climate Results
6. Leadership
7. Supervision
8. Professional Development
9. Human Resources
10. Budget
11. Committees & Taskforces
12. Managing Conflict
13. Events
14. Programs & Services
15. Marketing & Communications
16. Assessment – Eri
17. New Projects & Initiatives
18. New Student Orientation
19. Student Advising
20. Curriculum



# The Inclusive Excellence Strategic Plan 2019-2024

Items bolded under Accountability Partners will take the lead on that action.

COMPONENT 1: *Develop visible institutional statements, initiatives, and symbols of our priorities, and policies that produce equitable outcomes.*

	Action	Accountability Partners	Measure of Success	Timeframe	Financial Costs
Action 1	Investigate the first-year experience to better understand how diversity can be incorporated in the planning and assessment process.	<b>Orientation, IPAR, I&amp;D Office</b> and KEAP Council	Data will be presented and discussed to understand collaboration opportunities.	Year 1	No cost
Action 2	Articulate the definition of diversity and inclusive excellence, share with campus areas (bargaining units, departments, divisions, leadership, etc.) to encourage incorporation of language.	All university committees, <b>IE Committee</b> , and the <b>AVP I&amp;D</b>	Definition articulated and shared with the campus community.	Year 1	No cost
Action 3	Establish roles and responsibilities to facilitate inclusive excellence at WSU with measures of accountability.	COA, <b>IPAR, IE Committee</b> and the <b>AVP I&amp;D</b>	Roles and responsibilities shared, articulated and implemented.	Year 2	No cost
Action 4	Develop and implement a strategy/plan to ensure equity, inclusivity, and diversity in all committees, taskforces, and workgroups.	Long Range Planning Committee, <b>AVP I&amp;D</b> , and the <b>IE Committee</b>	Plan created, vetted, shared, and implemented.	Year 3	No cost
Action 5	Create (or adopt) a rubric to assess policies/procedures/practices from an equity lens and facilitate changes toward inclusive excellence.	University Policy Committee, <b>IPAR</b> and the <b>AVP I&amp;D</b> , and the <b>IE Committee</b>	Rubric shared, utilized for the purposes of institutional adoption.	Year 4	No cost

**COMPONENT 2: Create and sustain a welcoming, equitable and inclusive campus environment.**

	<b>Action</b>	<b>Accountability Partners</b>	<b>Measure of Success</b>	<b>Timeframe</b>	<b>Financial Costs</b>
Action 1	Assess the cultural representation in WSU public spaces and recommend actions to address gaps found in the assessment.	Finance & Facilities Committee, <b>AVP I&amp;D</b> , Student Senate, and KEAP Council	Assessment conducted with implementation plan to fulfill the gaps.	Year 1	No Cost
Action 2	Increase the web presence of I&D and Inclusive Excellence initiatives.	<b>Web Marketing</b> , IE Committee, and the <b>I&amp;D Office</b>	I&D and Inclusive Excellence initiatives are easily located and accessible through the homepage.	Year 1	No Cost
Action 3	Share the processes for adding closed captions to videos, and streaming/recording events for live access.	MarComm, AVP I&D and <b>TLT</b>	1. Information about these tools are shared with the campus. 2. Remote access and closed captioning on all University videos.	Year 1	No cost
Action 4	Translate commonly used WSU materials and explore the costs and technologies available for website translation.	MarComm, <b>SLD</b> , <b>AVP I&amp;D</b> , <b>IE Committee</b>	1. Commonly used WSU materials are translated. 2. Best practices are discussed along with a process to implement.	Year 1	N/A
Action 5	Collaborate with Chartwell’s to investigate best practices for cultural sensitivity and inclusivity in food/dining options.	<b>Chartwell’s</b> , <b>IE Committee</b> , <b>KEAP Council</b> , and I&D Office	Best practices are discussed along with a process to implement.	Year 1	No Cost
Action 6	Each department/unit has a conversation on the results of Campus Climate Study and identifies one change that can be implemented immediately to address civility and respect within the department/unit.	IE Committee (Campus Climate Study Follow Action Work Group) and the <b>AVP I&amp;D</b>	1. Departments report on their ideas and implemented changes. 2. Changes shared with campus community.	Year 1	No Cost

## COMPONENT 2 (continued)

## COMPONENT 2: Create and sustain a welcoming, equitable and inclusive campus environment.

	<b>Action</b>	<b>Accountability Partners</b>	<b>Measure of Success</b>	<b>Timeframe</b>	<b>Financial Costs</b>
Action 7	Create a virtual space where students and faculty/staff can submit acts of kindness and other positive activities/interactions. The submitted cases/stories can be used to promote a positive campus climate.	<b>MarComm, AVP I&amp;D, All university departments</b>	Increase in campus climate survey results.	Year 1	No Cost
Action 8	<i>RE Initiative works with Warrior Success Center and Orientation Committee to make one high-impact change to educate incoming freshmen about gender-based violence prevention and resources on campus.</i>	<b>RE Initiative, Warrior Success Center and Orientation Committee</b>	High impact change implemented fall of 2019.	Year 1	No cost
Action 9	Organize, stream and record deliberative forums on issues of interest to the campus community involving faculty, staff, students.	<b>I&amp;D Office, IPAR, Faculty Development Committee, and the IE Committee</b>	Forums are developed, hosted, and assessed.	Year 2	No Cost
Action 10	Create opportunities for students/employees to shadow other staff/employees in various areas of service and activities to better know them and their role.	<b>IE Committee, Bargaining Units, I&amp;D Office, and KEAP Council, and the AVP I&amp;D</b>	Increase in institutional collaborations and partnerships.	Year 3	No Cost



**COMPONENT 3: Improve retention and graduation rates by increasing access, opportunity, and success for all students.**

	<b>Action</b>	<b>Accountability Partners</b>	<b>Measure of Success</b>	<b>Timeframe</b>	<b>Financial Costs</b>
Action 1	Create new and/or assess current programs and services designed to increase the enrollment and success of students from underrepresented groups.	SLD, <b>AVP I&amp;D</b> , and KEAP Council	Increase in student enrollment and completion numbers.	Year 1	No cost
Action 2	Investigate and pilot different student advising strategies that lead to higher persistence/completion rates.	<b>I&amp;D Office, IPAR</b> , and University Advising Committee, KEAP Council, the <b>Warrior Success Center</b>	<ol style="list-style-type: none"> <li>1. Share data with institutional stakeholders.</li> <li>2. Discuss ways and opportunities to incorporate researched strategies into advising practices.</li> </ol>	Year 1	No cost
Action 3	Create and sustain an inclusive environment to support the success of underrepresented and diverse students including first generation, veterans, posttraditional students, LBTQ and students with differing abilities.	I&D Office, KEAP Council, <b>AVP I&amp;D, All university departments</b>	<ol style="list-style-type: none"> <li>1. Analyze best practices such as early warning systems, intrusive advising, prescriptive and developmental advising, civic engagement and service learning have been expanded.</li> <li>2. Best practices are implemented.</li> <li>3. Increase in student enrollment and completion numbers.</li> </ol>	Year 1	No cost
Action 4	Develop services and programs that seek to maintain an affordable cost of attendance for underrepresented students through increased scholarships, graduate assistantships, internships, and employment opportunities.	<b>I&amp;D Office</b> , Admissions, Career Services, and <b>Financial Aid Office.</b>	Increase in student enrollment and completion numbers.	Year 2	No cost
Action 5	Create an online signup form for departments to request trainings related to inclusion and equity.	<b>I&amp;D Office</b>	<ol style="list-style-type: none"> <li>1. Signup process is created and promoted.</li> <li>2. Increase in training requests.</li> </ol>	Year 2	No Cost

**COMPONENT 4: Recruit, retain and develop a diverse community.**

	<b>Action</b>	<b>Accountability Partners</b>	<b>Measure of Success</b>	<b>Timeframe</b>	<b>Financial Costs</b>
Action 1	Develop and share a campus-wide list of publications and sites which target diverse job applicants and advertise in publications and websites in order to target diverse employees.	<b>IE Committee, AVP I&amp;D,</b> and Legal Affairs	Recruitment and retention of diverse and underrepresented employees has increased.	Year 1	No cost
Action 2	Investigate and implement different ways to welcome, connect and support new employees (orientation, mentorship, etc.).	<b>HR, IE Committee,</b> and the I&D Office	<ol style="list-style-type: none"> <li>1. An on-boarding and off-boarding policy, activities, and programs for diverse employees at multiple levels will be established.</li> <li>2. Recruitment and retention of diverse and underrepresented employees has increased.</li> </ol>	Year 2	No cost
Action 3	Focus to increase diversity in temporary, part-time, and adjunct faculty by contacting communities in recruiting diverse temporary, part-time, and adjunct hires.	Academic Affairs, <b>IE Committee,</b> HR, <b>AVP I&amp;D,</b> and Legal Affairs	<ol style="list-style-type: none"> <li>1. Diverse temporary, part-time, and adjunct faculty has increased.</li> <li>2. Recruitment and retention of diverse and underrepresented employees has increased.</li> </ol>	Year 2	No cost
Action 4	Explore trainings for hiring managers and supervisors.	<b>IE Committee,</b> HR, <b>AVP I&amp;D,</b> and Legal Affairs	<ol style="list-style-type: none"> <li>1. Examine the feasibility of the training.</li> <li>2. If feasible, share benefits and implementation plan with institutional stakeholders.</li> </ol>	Year 3	N/A



## Fall Entering New Freshman Profile

Fall 2019 new freshmen are more racially and ethnically diverse, but fewer of them are Pell Grant eligible.

	Fall 2015 (30th Day)	Fall 2016 (30th Day)	Fall 2017 (30th Day)	Fall 2018 (30th Day)	Fall 2019 (10th Day)
<b>Freshmen Enrolled (headcount)</b>	1,638	1,585	1,610	1,546	1,558
<b>Winona Campus</b>	1,637	1,580	1,603	1,543	1,556
<b>Rochester Campus</b>	1	5	7	3	2
<b>Average ACT</b>	22.7	22.7	22.6	22.3	22.2
<b>Average HS GPA</b>	3.33	3.35	3.35	3.33	3.38
<b>Minnesota HS</b>	63%	58%	63%	66%	67%
<b>Wisconsin HS</b>	24%	27%	24%	27%	29%
<b>Students of Color</b>	10.7%	12.3%	13.3%	13.4%	14.3%
<b>International Students</b>	1.8%	1.6%	1.0%	0.8%	0.8%
<b>Pell Grant Eligible</b>	29.5%	28.4%	28.1%	30.3%	24.2%
<b>First Generation</b>	40.8%	37.7%	38.3%	39.0%	36.5%
<b>Post-Traditional (age 25+)</b>	Less than 0.1%	Less than 0.1%	Less than 0.1%	0.2%	Less than 0.1%
<b>Top 5 majors (excluding undeclared)</b>	1.Nursing 2.Biology 3.Business Admin. 4.Exercise Science 5.El.Ed. / K-6 Ed.	1.Nursing 2.Biology 3.Business Admin. 4.Exercise Science 5.El.Ed. / K-6 Ed.	1.Nursing 2.Biology 3.Exercise Science 4.Business Admin. 5.Psychology	1.Nursing 2.Biology 3.Exercise Science 4.El.Ed. / K-6 Ed. 5.Business Admin.	1.Nursing 2.Elem. Ed. 3.Exercise Science 4.Biology 5.Business Admin.
<b>Persistence from the first Fall to the following Spring</b>	90.3%	89.7%	89.4%	90.5%	<i>Available in Spring 2020</i>
<b>First-Year Retention (Fall-to-Fall)</b>	77.1%	77.2%	77.0%	75.8% <i>(10th day Fall 2019)</i>	<i>Available in Fall 2020</i>

Compiled by IPAR 09/09/2019

## Fall Entering New Transfer Profile

Fall 2019 new transfer cohort is racially and ethnically more diverse but has fewer non-traditional age students (i.e., students at age 25 or above).

	Fall 2015 (30th Day)	Fall 2016 (30th Day)	Fall 2017 (30th Day)	Fall 2018 (30th Day)	Fall 2019 (10th Day)
<b>Transfer Enrolled - Total</b>	602	562	566	539	456
<b>Winona Campus</b>	435	362	395	378	336
<b>Rochester Campus</b>	167	200	171	161	120
<b>Students of Color</b>	16.6%	12.8%	16.1%	18.6%	22.1%
<b>International Students</b>	2.7%	2.7%	2.7%	3.7%	3.9%
<b>Pell Grant Eligible</b>	44.5%	40.6%	44.5%	41.2%	34.6%
<b>First Generation</b>	55.7%	52.1%	55.5%	49.4%	50.2%
<b>Post-Traditional (age 25+)</b>	35.7%	36.3%	36.0%	32.7%	26.3%
<b>Winona Campus Top 5 majors (excluding undeclared)</b>	1.El. Ed. / K-6 Ed. 2.Business Admin. 3.Biology 4.Psychology 5.Exercise Science	1.Business Admin. 2.Psychology 3.Biology 4.HLA 5.Exercise Science	1.HLA 2.Biology 3.Exercise Science 4.Business Admin. 5.El. Ed. / K-6 Ed.	1.Business Admin. 2.Exercise Science 3.Psychology 4.HLA, Biology, El.Ed. 5.El.Ed. / K-6 Ed.	1.Business Admin. 2.El.Ed. 3.Biology 4.Computer Science 5.HLA
<b>Rochester Campus Top 5 majors (excluding undeclared)</b>	1.Nursing 2.Social Work 3.El. Ed. / K-6 Ed. 4.Business Admin. 5.Accounting	1.Nursing 2.Social Work 3.El. Ed. / K-6 Ed. 4.Computer Science 5.Education	1.Nursing 2.El. Ed. / K-6 Ed. 3.Social Work 4.Computer Science 5.Business Admin.	1.Nursing 2.El. Ed. / K-6 Ed. 3.Social work 4.Business Admin 5.Computer Science	1.Nursing 2. El.Ed. / K-6 Ed. 3. Business Admin. 4. Computer Sci. 5. Social Work

Compiled by IPAR 09/09/2019

# Graduate Student Profile

The majority of graduate students are from Southeast Minnesota. The new MSW program is starting strong in Fall 2019.

	Fall 2015 (30th Day)	Fall 2016 (30th Day)	Fall 2017 (30th Day)	Fall 2018 (30th Day)	Fall 2019 (10th Day)
<b>Total Graduate Students</b>	475	471	522	560	619
<b>Winona Campus</b>	208	237	294	338	370
Degree Seeking	174	212	258	303	332
Non-Degree Seeking	34	25	36	35	38
<b>Rochester Campus</b>	267	234	228	222	249
Degree Seeking	234	200	192	196	228
Non-Degree Seeking	33	34	36	26	21
<b>Average Credit Hours Registered</b>	6.22	6.17	6.14	6.14	6.55
<b>Post-Traditional (age 25+)</b>	84.2%	84.3%	82.8%	83.4%	83.2%
<b>Students of Color</b>	10.1%	10.2%	10.5%	12.5%	12.4%
<b>International Students</b>	2.7%	3.0%	2.9%	2.3%	1.8%
<b>Pell Grant Eligible</b>	15.6%	14.4%	13.2%	14.6%	16.4%
<b>First Generation</b>	38.3%	35.9%	37.2%	35.9%	39.4%
<b>% from Southeast Minnesota (i.e., Zip Codes starting with 559 and 560)</b>	54.1%	57.5%	59.0%	55.0%	54.8%
<b>% from Other Regions in Minnesota</b>	22.1%	22.9%	21.5%	26.6%	27.0%
<b>% from Wisconsin</b>	15.2%	12.7%	12.6%	13.0%	13.2%
<b>% from Other States</b>	8.6%	6.8%	6.9%	5.4%	5.0%
<b>Winona Campus Top 5 majors (excluding undeclared)</b>	1. Ed. Leadership (MS) 2. Counselor Ed. (MS)  3. Leadership Ed. (MS)  3. English (MA) 5. Applied Research and Management (MS)	1. Leadership Ed. (MS) 2. Addiction Counseling (GC) 3. Counselor Ed. (MS)  4. Ed. Leadership (MS) 5. Cl. Mental Health Counseling (MS)	1. Leadership Ed. (MS) 2. Addiction Counseling (GC) 3. Counselor Ed. (MS)  3. Cl. Mental Health 5. Ed. Leadership (MS)	1. Leadership Ed. (MS) 2. Addiction Counseling (GC) 3. Cl. Mental Health Counseling (MS) 4. Counselor Ed. (DNP) 5. Family Nurse Practitioner (MS)	1. Leadership Ed. (MS) 2. Cl. Mental Health Counseling (MS) 3. Addiction Counseling (GC) 4. Counselor Ed. (MS) 5. Special Education (MS) 5. Family Nurse Prac. (MS)
<b>Rochester Campus Top 5 majors (excluding undeclared)</b>	1. Addiction 2. Counselor Ed. (MS) 3. Family Nurse Prac. 4. A/G Cl. Nursing Sp. (MS) 5. Nursing Leadership 5. Education (MS)	1. Addiction 2. Family Nurse Prac. 3. A/G Cl. Nursing Sp. 4. Counselor Ed. (MS)  4. Nursing Leadership	1. Family Nurse Prac. 2. A/G Cl. Nursing Sp. 3. Nursing Leadership 4. Education (MS)  5. A/G Cl. Nursing Sp.	1. Family Nurse Prac. 2. A/G Cl. Nursing Sp. 3. Addiction 4. Nursing Leadership (DNP) 5. A/G Cl. Nursing Sp.	1. Family Nurse Prac. 2. Social Work (MSW) 3. Nursing Leadership 4. A/G Acute Care Nurse Prac. (DNP) 5. Addiction Counseling 5. Nurse Educator (DNP)



# SYLLABUS

## SOC 480: DIVERSITY FOR CRIMINAL JUSTICE PRACTITIONERS (SECTION 1)

College of Liberal Arts  
Department of Sociology  
Criminal Justice Program

### CLASS MEETING

**Minné Hall 235 T/R 12:30 PM -1:50 PM**

**Final Exam: Monday December 9<sup>th</sup>, 2019 from 10:30AM -12:30PM**

### CONTACT INFORMATION

Dr. Douglas J. Dallier  
Office: Minné Hall 132  
Email: [douglas.dallier@winona.edu](mailto:douglas.dallier@winona.edu)

#### Fall 2019 Office Hours

Monday.....	9:50AM - 1:00 PM
Tuesday.....	10:50AM -11:20AM
Wednesday.....	9:50AM - 1:00 PM
Thursday .....	None
Friday.....	9:50AM - 1:00 PM

Note: *The preferred method of contact is via office hours or in person.* Do not send correspondence using the D2L/Brightspace messaging server on the course website.

### COURSE MATERIALS

Required Text: Hanser, Robert D. and Michael N. Gomilla. (2015). *Multiculturalism and the Criminal Justice System*. NJ: Pearson.

Additional relevant material may be distributed during lectures, placed on reserve in the library for duplication, and/or uploaded to the official course D2L website.

### COURSE DESCRIPTION

This course is intended to develop a deeper understanding of the concept of diversity, its many manifestations within a pluralistic American society, and the implicit biases that can sometimes structure the behavior of criminal justice practitioners. Drawing upon a

number of historical and contemporary examples, the course will touch upon the varying realities of individuals from disparate cultures, ethnicities, races, ages, gender identities, socioeconomic backgrounds, sexual orientations, disability statuses, and nations-of-origin, to name a few. The course will focus on how inequality and marginalization impacts both individuals and criminal justice responses to unwarranted behavior.

Not for the faint-of-heart (or the lackadaisical student), this course is designed to be highly interactive and stimulating for the intellectually curious, requiring students to ‘push the boundaries’ of their conceptual knowledge about the varying diverse realities endemic to American society, and how this impacts the decision-making and behavior of criminal justice practitioners. This course will require students to consider and critically evaluate controversial contemporary issues, and students will be required to offer insight with respect to their personal perspective in the course lecture and discussion sessions vis-à-vis public speaking. In this sense, the course should be conceptualized as a semester-long dialogue aimed at understanding the diverse realities of others and how it can impact the criminal justice process.

## **COURSE POLICIES**

**Attending all lectures is mandatory and critical to earning a satisfactory grade for the course, since course lecture material will complement, but not replicate, course readings.** Laptop computers, tablets, cell phones, and recording devices (e.g. tape recorders, digital media recorders) are **strictly prohibited from use** during lectures and presentations. Such devices should be powered off and put away prior to the start of the lecture session. All lecture materials, notes, assignments and exams are copyrighted and not to be sold, distributed, loaned or granted to any other person or business entity without the expressed written consent of the professor.

**The lecture begins precisely at 12:30 PM. Late attendance will be counted as an absence. Failure to attend the lectures, resulting in missed instructions, quizzes, assignments, presentations, deadlines, or exams will result in a grade (or grades) of “zero”.** There will be no provisions for ‘make-up work’, and students who miss class are responsible for acquiring missed lecture notes on their own from another student. Disruptive or inappropriate behavior in the lecture hall will not be tolerated under any circumstances; violations will result in either dismissal from the session or the course at the discretion of the professor. Students who wish to discuss their performance in the course are encouraged to do so during the posted office hours, as lecture time will not be dedicated to these individual concerns. Grades will be discreetly posted through the official course D2L/Brightspace website.

Academic integrity at Winona State University is based upon honesty. The University requires that all work produced by students represents their personal efforts, and requires that they properly acknowledge the intellectual contributions of others. *Plagiarism, cheating, or other forms of academic dishonesty will **not** be tolerated under any circumstances*, and will result in a grade or grades of zero (0) for the course. Please consult the Winona State University *Academic Integrity Policy* should further clarification be needed.



## ASSIGNMENTS/RESPONSIBILITIES

The student is expected to have read all of the assigned material before the earliest due date listed in the course outline *It is strongly recommended that students take detailed handwritten notes on the readings and lectures, cataloging their thoughts and observations within a notebook dedicated to this course only.*

There are a total of two exams (a midterm and a final) and a required for the course. All exams are “closed book”, and thus the use of notes and/or text is not permitted. Each exam will specifically address content from the text referred to in the course outline, as well as material addressed in the lectures and class presentations. The exams will consist of approximately fifty multiple choice questions, and are **not** intended to be cumulative (or difficult). However, the student is strongly cautioned that subject matter within the social sciences is somewhat *cumulative in nature*; thus, topics covered early in the course will remain relevant to understanding later sections of the course, and correctly responding to examination questions. The exam dates are noted in the course outline.

Students will have some input with regard to the construction of evaluative instruments vis-à-vis contributions to the course test bank. Students will be tasked with creating 6 original multiple-choice questions (3 from the lecture and 3 from the text), and uploading them to the appropriate D2L test bank. These questions *may* contribute to the creation of the midterm and final examination questions administered for the course.

In addition, students are expected to participate in exercises and assignments that are intended to facilitate understanding of the material and/or critical thinking skills. Critical thinking, class participation and dialogue relevant to the subject matter is **strongly encouraged** in this course. Class participation will be assessed throughout the semester and constitutes 5% of your course grade. Students who choose to remain silent, stoic, passive or otherwise not participate in the lecture and discussion sessions will receive a grade of zero (0) for class participation without exception.

## COURSE CONTENT AND OUTLINE: (*textbook material is to be read before the assigned due date*)

### **August**

27 Syllabus and expectations overview

29

### **September**

3 *Minorities, Diversity, Multiculturalism, Globalization and the CJ System*

5 **Read Chapter 1**

10 *Assimilation, Acculturation, Stereotyping, and Classism in a democratic society*

12 **Read Chapter 2; Test bank questions due**

17 *Minorities based on Age and Disability*

19 **Read Chapter 3**

24 *Minorities based on Gender and Sexual Preference*

26 **Read Chapter 4**

### **October**

1 *Cultural Competence and Intercultural Communication;*

3 **Read Chapter 5; Test bank questions due**

8 **NO CLASSES- UNIVERSITY IMPROVEMENT DAY**

10 *Law Enforcement and Minorities: Specific Demographic Groups, Victims, and Offenders; Read Chapter 6*

15	<i>Law Enforcement and Minorities: Community Relations, Hiring, and Training; <b>Read Chapter 7</b></i>
17	<b>MIDTERM EXAMINATION</b>
22	<i>The Courts and Minorities</i>
24	<b>Read Chapter 8; Test bank questions due</b>
29	<i>Minorities in the Court System</i>
31	<b>Read Chapter 9</b>
<b>November</b>	
5	<i>Corrections, Classism, Poverty, and Minority Groups</i>
7	<b>Read Chapter 10</b>
12	<i>Corrections and Minorities: Minorities, Gang Affiliation, Gender, and Staff Issues</i>
14	<b>Read Chapter 11; Test bank questions due</b>
19	<i>Juvenile Minority Wellness and Health Disparities, Gender, Sexual Identity, Youth Culture, and Social Class</i>
21	<b>Read Chapter 12</b>
26	<i>Types of Juvenile Offending, Gang Affiliation by Race and Gender, and Disproportionate Minority Contact in the Juvenile System</i>
28	<b>Read Chapter 13</b>
<b>December</b>	
3	<i>Cultural Competence Training, Assessment and Evaluation of Cultural Competence, and Evidence-Based Practices in Culturally Competent Agencies</i>
5	<b>Read Chapter 14 and 15; Test bank questions due</b>
9	<b>FINAL EXAMINATION- FROM 10:30AM -12:30PM</b>

## **COURSE OBJECTIVES**

Upon the successful completion of this course, the student will be able to:

- Understand the concepts of nations-of-origin, marginalization, culture, race, ethnicity, socioeconomic class, age, gender identity, disability status, ideological orientation and sexual orientation, and how these categorizations can impact the behavior of criminal justice practitioners
- Analyze the role that power differentials and marginalization play in structuring behavior of both criminal justice practitioners and offenders.
- Understand the different types of biases and prejudices that can serve to structure the behavior of criminal justice practitioners, and how that differs from legally prescribed behavior
- Discuss culturally appropriate responses to both victims and perpetrators of crime
- Explain the concept of racial profiling and how it differs from pretextual stops
- Evaluate the roles that diverse social groups play in both Minnesota and American society with regard to their interaction with the criminal justice system
- Fulfill all requirements of the Minnesota *Peace Officer Standards and Training* board where it concerns diversity and multiculturalism

## **GRADING/EVALUATION**

Test bank contributions = 25%

Midterm exam = 30%

Final exam = 35%

Class discussion and participation = 10%

NOTE: Students earn their final score in the course throughout the duration of the semester, based upon the above rubric. Final grades in the course will be calculated by computer algorithm, and will not be adjusted (“rounded”), regardless of the final calculation.

## **GRADING SCALE**

90-100% = A

80-89% = B

70-79% = C

60-69% = D

BELOW 60% = F

## **SYLLABUS CHANGE POLICY**

The professor reserves the right to amend the course content at his discretion; thus, the syllabus is subject to change, albeit only with advanced notice to students.

## **COMMITMENT TO INCLUSIVE EXCELLENCE**

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need for any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

If you or a friend has been a victim of sexual assault, dating violence, domestic violence, or stalking, you can talk to a trained, confidential advocate by calling 507-457-5610. See the Sexual Violence page for more information about your rights and resources.

## **STUDENT DIFFICULTY/GRIEVANCE PROTOCOL**

Students are expected to adhere to the following protocol should they encounter difficulty in the course, whether it be related to substantive course content, academic demands, or any other aspect of the course implementation or design.

First, students who have concerns or have encountered difficulty with the course are to approach the professor and ask for clarification or assistance. The professor will work to see to it that all student concerns are addressed and/or ameliorated in a timely fashion.

Second, if assistance could not be rendered by the professor, the professor will instruct the student to contact the appropriate administrative or academic unit for assistance and/or clarification.

## **SYLLABUS AGREEMENT**

I \_\_\_\_\_ (print name) have read the syllabus for **SOC 480** (Fall 2019) and agree to all the terms and conditions contained therein. I have received notice of all assigned readings, assignments, and due dates, including the dates of major examinations for the course. I have also read the grading rubric that will be used for the course, and have been informed that missing class sessions may result in a failing grade.

Additionally, I have read the syllabus change policy and agree to follow the student difficulty/grievance protocol.

I \_\_\_\_\_ (sign full name) on \_\_\_\_\_ (date) have read and agree to all of the terms of the syllabus for **SOC 480** (Fall 2019).

***REMOVE THIS SIGNED PAGE AND SUBMIT IT TO THE PROFESSOR  
FOLLOWING THE FIRST CLASS MEETING***

**Affirmative Action Worksheet 2019 Supplement**

**Department Chair: Dr. Mark Norman**  
507.457.5670

**Office Assistant: Karen McCormick**  
507.457.5222

Program Email: [Criminal\\_Justice@winona.edu](mailto:Criminal_Justice@winona.edu)

**Criminal Justice Program Manager: Attorney Michelle Keller**  
507-457-2275

**MN POST PPOE Coordinator: Assistant Professor James W. Parlow, MD**  
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--Staffing:** Dr. Doug Dallier has been a significant addition to our program. He is currently teaching Juvenile Justice courses as well as the new Diversity course designed with the intent to meet the new MN POST PPOE academic learning objectives. I have attached a copy of the course syllabus as an example. Our Program did request but we were denied a replacement for Attorney Paul Munson which leaves the department with four full-time faculty.

The 3-year contract with the League of Minnesota Cities for the online program PATROL has been working well and student response is that the courses we require as part of the regular curriculum (Operations and Procedures and Criminal Law and Forensic Interviewing) are extremely helpful and beneficial. The law enforcement students are required to complete 15 courses of the PATROL offerings, but not limited to and encouraged to complete as many they can through University availability. Again, the University Department of Sociology is providing this online supplemental learning opportunity free to our senior students.

We again have had many diverse law enforcement agency representatives present and recruit from our students. These agencies were from Minnesota, Wisconsin and other states. We again sponsored a presentation by Towards Zero Deaths, MNDOT and DPS, to present important issues to our student body. We again used the law enforcement Use of Force Decision training simulator to enhance our students experience.

Again we, as in the past year, are experiencing a moderate decline in majoring in Criminal Justice. Our law enforcement majors are still a significant portion of the entire University student population and enrollment seems to be leveling off. We have students looking to obtain a CJ degree from various nationalities and backgrounds.

We had a successful CJ/Law Enforcement Internship and Recruiting Fair that had twenty agencies represented on October 26<sup>th</sup>, 2018. We are again hosting this fair on October 22<sup>nd</sup>, 2019 and are inviting local agencies that have granted internships to WSU students. We are also expanding our invitation to agencies that students have shown an interest in as potential employment opportunities.

NOTE: Requests for additional statistics and input was requested From Inclusions and Diversity Office and the Office of Enrollment Management and Student Life. Those documents were not available at this time and will be forwarded as an addendum to this supplement to our WSU Affirmative Action Report.

Respectfully submitted,

James W. Parlow, Assistant Professor,  
Sociology Department, Criminal Justice Program/Law Enforcement  
and MN POST PPOE Coordinator  
Winona State University, Winona MN 55987-5838  
507-457-5564                      jparlow@winona.edu

# *Student, Faculty and Administrative Resources at Winona State University*

*Affirmative Action/Equality and Legal Affairs Office,*

Director: **Lori Miki**,  
[lmikel@winona.edu](mailto:lmikel@winona.edu)

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

**Most Recent Affirmative Action Report Available At:**

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

Office of Academic Affairs/Provost Somsen Hall 211 507-457-5010

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Dr. Edward Reilly, Academic Affairs Vice President/Provost

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**Dr.**

**Jonathan Locust Jr.** Associate Vice President

[Jonathan.Locust@winona.edu](mailto:Jonathan.Locust@winona.edu)

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

**Ne'Angela L Edwards,**

Intercultural and Completion Coordinator Recruitment and Retention Specialist

[nedwards@winona.edu](mailto:nedwards@winona.edu)

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*

[KEAPStudent@winona.edu](mailto:KEAPStudent@winona.edu)

<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/student senate>



Affirmative Action at Vermilion Community College

Minority recruiting of the sports teams at Vermilion.

Minority recruiting at Nett Lake School

Wrote proposal to become a National Park Service ProRanger Program designed to recruit, train, and hire minorities.

Promoted Women in Law Enforcement Month

Promoted Women's Campus Defensive Tactics Program

Recruited from Boy Scout Law Enforcement Explorer Conference

Partnership with University of Minnesota at Crookston

Partnership with University of Wisconsin at Steven's Point

## Strand, Peggy (DPS)

---

**From:** Van Zee, Heather R <hrvanzee@unwsp.edu>  
**Sent:** Monday, September 30, 2019 8:58 PM  
**To:** Strand, Peggy (DPS)  
**Subject:** 2019 Affirmative Action Worksheet  
**Attachments:** 2019 Affirmative Action Worksheet - UNWSP.doc

Hi Peggy,

Attached is the Affirmative Action Worksheet. For additional information, our Intercultural Program continues to be intentional in providing students and faculty with classes and training to hone our teaching and awareness skills. We have monthly faculty workshops that address diversity and cultural awareness. As a university, we are focusing on a commitment to reconciliation and journey to unity this year. We have a staff member that is assigned to carry out and enhance our diversity objectives. We also continue to be involved with ActSix, which focuses on scholarships for low income, minority students who are academically qualified but lack the resources to attend.

The criminal justice program currently has 49 students, of which 25 are female and 24 are male. 7 of the 49 are minorities. Of the 49 students, 22 are currently in the law enforcement program. Of that 22, 4 are female and 18 are male. Of the 22, 4 are minorities (3 are male and 1 is female).

I hope this includes the information that you need. Looking forward to seeing you at the conference in November!

Thank you!  
Heather



**Heather R. Van Zee, J.D.**  
Assistant Professor, Psychology Department  
Coordinator of the Criminal Justice Program  
P: 651-286-7472 | Office: N3209  
Cell: 612-998-1087  
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*Equipping Christ-centered learners and leaders  
to invest in others and impact the world.*

**STATE OF MINNESOTA**  
**RIDGEWATER COLLEGE**  
**Affirmative Action Plan**

**August 2016 – August 2018**

**WILLMAR CAMPUS**  
2101 15<sup>th</sup> Avenue NW  
Willmar, MN 56201

**HUTCHINSON CAMPUS**  
2 Century Avenue SE  
Hutchinson, MN 55350

This document can be made available upon request in alternative formats by contacting Keith Balaski at [Keith.Balaski@Ridgewater.edu](mailto:Keith.Balaski@Ridgewater.edu) or (320) 222-5211.

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**I. EXECUTIVE SUMMARY**

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

**Table 1: UNDERUTILIZATION ANALYSIS OF PROTECTED GROUPS**

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

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

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

*Keith Bulaski* \_\_\_\_\_ *08/05/2016*  
 Chief Human Resources Officer/Affirmative Action Officer Date Signed

*Dybwall* \_\_\_\_\_ *08/19/2014*  
 College President Date Signed

## II. STATEMENT OF COMMITMENT

---

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

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

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

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

  
College President

  
Date Signed

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

---

#### **A. College President**

**Dr. Douglas Allen, President**

**Responsibilities:**

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

**Duties:**

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

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

**Accountability:**

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

#### **B. Affirmative Action Officer or Designee**

**Keith Balaski, Chief Human Resources Officer**

**Responsibilities:**

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

**Duties:**

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

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

**Accountability:**

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

### **C. Americans with Disabilities Act Coordinator or Designee**

**Keith Balaski, Chief Human Resources Officer**

#### **Responsibilities:**

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

#### **Duties:**

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

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

#### **Accountability:**

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

### **D. Human Resources Director or Designee**

**Keith Balaski, Chief Human Resources Officer**

#### **Responsibilities:**

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

#### **Duties:**

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

RIDGEWATER COLLEGE  
AFFIRMATIVE ACTION PLAN 2016-2018

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

**Accountability:**

The Human Resources Director is directly accountable to the College President.

**E. Directors, Managers, and Supervisors**

**Responsibilities:**

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

**Duties:**

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

RIDGEWATER COLLEGE  
AFFIRMATIVE ACTION PLAN 2016-2018

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

**Accountability:**

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

**F. All Employees**

**Responsibilities:**

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

**Duties:**

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

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

**Accountability:**

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

## **IV. COMMUNICATION OF THE AFFIRMATIVE ACTION PLAN**

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

### **A. Internal Methods of Communication**

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

### **B. External Methods of Communication**

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



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

---

### Part 1. Policy Statement.

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

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

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

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

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

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

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

Part 2. Definitions.

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

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

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

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

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

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

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

- Protected class includes race, sex, color, creed, religion, age, national origin, disability, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, membership or activity in a local human rights commission is a protected class in employment.
- This policy prohibits use of protected class status as a factor in decisions affecting 96 education and employment where prohibited by federal or state law.

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

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

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

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

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

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

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

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

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

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

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Part 1. Purpose and applicability.

**Subpart A. Purpose.** This procedure is designed to further implement Minnesota State Colleges and Universities policies relating to nondiscrimination by providing a process through which individuals alleging violation of Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education may pursue a complaint. This includes

allegations of retaliation, or discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, gender identity, gender expression, marital status, familial status, or status with regard to public assistance. In addition, discrimination in employment based on membership or activity in a local human rights commission as defined by law is prohibited.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part 4. Reporting incidents of discrimination/harassment.

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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- Explain to the respondent that in addition to being interviewed by the designated officer, the respondent may provide a written response to the allegations;
- Determine whether other individuals are permitted to accompany the respondent during investigative interviews and the extent of their involvement; and
- Inform the respondent of the provisions of Board Policy 1B.1 prohibiting retaliation.
- Investigatory process. The designated officer shall:
  - Conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings;
  - Inform the witnesses and other involved individuals of the prohibition against retaliation;
  - Create, gather and maintain investigative documentation as appropriate;
  - Disclose appropriate information to others only on a need to know basis consistent with state and federal law, and provide a data privacy notice in accordance with state law; and
  - Handle all data in accordance with applicable federal and state privacy laws.
- Interim actions.
  - Employee reassignment or administrative leave. Under appropriate circumstances, the president or chancellor may, in consultation with system legal counsel and labor relations, reassign or place an employee on administrative leave at any point in time during the report/complaint process. In determining whether to place an employee on administrative leave or reassignment, consideration shall be given to the nature of the alleged behavior, the relationships between the parties, the context in which the alleged incidents occurred and other relevant factors. Any action taken must be consistent with the applicable collective bargaining agreement or personnel plan.
  - Student summary suspension or other action. Under appropriate circumstances, the president or designee may, in consultation with system legal counsel, summarily suspend a student at any point in time during the report/complaint process. A summary suspension may be imposed only in accordance with Board Policy 3.6 and associated system procedures. After the student has been summarily suspended, the report/complaint process should be completed within the shortest reasonable time period, not to exceed nine (9) class days. During

the summary suspension, the student may not enter the campus or participate in any college or university activities without obtaining prior permission from the president or designee. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.

- No basis to proceed. At any point during the processing of the complaint, the designated officer may determine that there is no basis to proceed under Board Policy 1B.1. The designated officer shall refer the complaint as appropriate. The designated officer shall notify the complainant and respondent of the outcome as appropriate, in accordance with applicable data privacy laws.
- Timely Completion. Colleges, universities and the system office must provide resources sufficient to complete the investigative process and issue a written response within 60 days after a complaint is made, unless reasonable cause for delay exists. The designated officer shall notify the complainant and respondent if the written response is not expected to be issued within the 60-day period. The college, university or system office must meet any applicable shorter time periods, including those provided in the applicable collective bargaining agreement.

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

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

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

- **Designated officer.** The designated officer shall:
  - Prepare an investigation report and forward it to the decisionmaker for review and decision;
  - Take additional investigative measures as requested by the decisionmaker; and
  - Be responsible for coordinating responses to requests for information contained in an investigation report in accordance with the Minnesota Government Data Practices Act and other applicable law including, but not limited to the Family Educational Rights and Privacy Act (FERPA). In determining the appropriate response, the designated officer shall consult with the campus data practice compliance official and/or the Office of General Counsel.
- **Decision maker.** After receiving the investigation report prepared by the designated officer, the decisionmaker shall:
  - Determine whether additional steps should be taken prior to making the decision. Additional steps may include:
    - A request that the designated officer conduct further investigative measures;
    - A meeting with the complainant, respondent or other involved individuals. If a meeting involving a represented employee is convened, the complainant or respondent may choose to be accompanied by the bargaining unit representative, in accordance with the applicable collective bargaining agreement and federal and state law; and
    - A request for additional information which may include a written response from the complainant or respondent relating to the allegations of the complaint.
  - Take other measures deemed necessary to determine whether a violation of Board Policy 1B.1 has been established;
  - When making the decision, take into account the totality of the circumstances, including the nature and extent of the behaviors, the relationship(s) between the parties, the context in which the alleged incident(s) occurred, and other relevant factors;
  - Determine the nature, scope and timing of disciplinary or corrective action and the process for implementation if a violation of the nondiscrimination policy occurs. This may include consultation with human resources or supervisory personnel to determine appropriate discipline;

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- As appropriate, consistent with applicable state and federal data privacy laws, report in writing to the complainant, respondent and the designated officer her or his findings, and the basis for those findings, as to whether Board policy 1B.1 has been violated; and
- Conduct that is determined not to have violated Board policy 1B.1 shall be referred to another procedure for further action, if appropriate.

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

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

Part 8. Appeal.

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

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

**Subpart C. Appeal process.** The president or designee shall review the record and determine whether to affirm or modify the decision. The president or designee may receive additional information if the president or designee believes such information would aid in the consideration of the appeal. The decision on appeal shall be made within a reasonable time and the complainant, respondent and designated officer shall be notified in writing of the decision,

consistent with applicable state and federal data privacy laws. The decision on appeal exhausts the complainant's and respondent's administrative remedies under this procedure except as provided herein.

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

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

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

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

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## **VII. MNSCU'S REASONABLE ACCOMODATION IN EMPLOYMENT POLICY**

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

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

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

#### Applicant

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

#### Americans with Disabilities Act (ADA) Coordinator

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

#### Direct Threat

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

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

#### Essential Functions

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

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

#### Interactive Process

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

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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



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

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

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

#### Reassignment

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

#### Support Person

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

#### Undue Hardship

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

#### General Standards and Expectations

##### **Individuals who may request a reasonable accommodation include**

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

The college must abide by the **Minnesota Government Data Practices Act, Chapter 13**, in obtaining or sharing information related to accommodation requests.

##### **How to request a reasonable accommodation**

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

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

##### **Timing of the request**

An applicant or employee may request a reasonable accommodation at any time, even if the individual has not previously disclosed the existence of a disability or the need for an

accommodation. A request is any communication in which an individual asks or states that he or she needs the college to provide or change something because of a medical condition.

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

### **Form of the request**

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

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

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

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

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

When a supervisor or manager observes or receives information indicating that an employee is experiencing difficulty performing the job due to a medical condition or disability, further inquiry may be required. Supervisors or managers should consult with the college 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 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;

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- 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.

#### President

The College President 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 the college's Human Resources, to implement the approved reasonable accommodation.

#### Supervisors and Managers

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

- Requests for standard office equipment that is needed as a reasonable accommodation and adaptive items costing less than \$100. [Agencies can adjust the dollar amount based on their needs]; and

- Requests for a change in a condition of employment such as modified duties, or a change in schedule, or the location and size of an employee's workspace. [Agencies can choose to delegate specific requests to supervisors or managers or require these types of requests to work through the college ADA Coordinator].

### **Analysis for processing requests**

Before approving or denying a request for accommodation, the college decision maker with assistance from the college ADA Coordinator will:

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

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

### **Obtaining medical documentation in connection with a request for reasonable accommodation**

In some cases, the disability and need for accommodation will be reasonably evident or already known, for example, where an employee is blind. In these cases, the college will not seek further medical documentation. If a requestor's disability and/or need for reasonable accommodation are not obvious or already known, the college ADA Coordinator may require medical information showing that the requestor has a covered disability that requires accommodation. The college ADA Coordinator may request medical information in certain other circumstances. For example, when:

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

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

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

### **Confidentiality requirements**

#### Medical Information

Medical information obtained in connection with the reasonable accommodation process must be kept confidential. All medical information obtained in connection with such requests must be collected and maintained on separate forms and in separate physical or electronic files from non-medical personnel files and records. Electronic copies of medical information obtained in connection with the reasonable accommodation process must be stored so that access is limited to only the college ADA Coordinator. Physical copies of such medical information must be stored in a locked cabinet or office when not in use or unattended. Generally, medical documentation obtained in connection with the reasonable accommodation process should only be reviewed by the college ADA Coordinator.

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

- Supervisors, managers or college HR staff who have a need to know may be told about the necessary work restrictions and about the accommodations necessary to perform the employee's duties. However, information about the employee's medical condition should only be disclosed if strictly necessary, such as for safety reasons;

- First aid and safety personnel may be informed, when appropriate, if the employee may require emergency treatment or assistance in an emergency evacuation;
- To consult with the State ADA Coordinator or Employment Law Counsel at MMB, or the Attorney General's Office about accommodation requests, denial of accommodation requests or purchasing of specific assistive technology or other resources; or
- Government officials assigned to investigate college compliance with the ADA.

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

#### Accommodation Information

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

#### General Information

General summary information regarding an employee's or applicant's status as an individual with a disability may be collected by college equal opportunity officials to maintain records and evaluate and report on the college'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.

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

### **Determining direct threat**

The determination that an individual poses a “direct threat,” (i.e., a significant risk of substantial harm to the health or safety of the individual or others) which cannot be eliminated or reduced by a reasonable accommodation, must be based on an individualized assessment of the individual's present ability to safely perform the essential functions of the job with or without reasonable accommodation. A determination that an individual poses a direct threat cannot be based on fears, misconceptions, or stereotypes about the individual’s disability. Instead, the college must make a reasonable medical judgment, relying on the most current medical knowledge and the best available objective evidence.

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

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

### **Appeals process in the event of denial**

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

- Must include review by 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

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

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

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## VIII. EVACUATION PROCEDURES FOR INDIVIDUALS WITH DISABILITIES

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

<https://www.ridgewater.edu/Employee-Portal/Safety/Pages/default.aspx>

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

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

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

<b>Campus</b>	<b>Primary Person Responsible for Student Support</b>	<b>Primary Person Responsible for Employee Support</b>
Willmar	Director of Disabilities Services – Willmar 222-8040	Chief Human Resource Officer 222-5211
Hutchinson	Director of Disabilities Services – Hutchinson 234-8564	Chief Human Resource Officer 222-5211

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 multi-building complexes;

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- Stairway evacuation: Using steps to reach ground level exits from building;
- Shelter in place: Unless danger is imminent, remain in a room with an exterior window, a telephone, and a solid or fire resistant door. If the individual requiring special evacuation assistance remains in place, they should dial 911 immediately and report their location to emergency services, who will in turn relay that information to on-site responders. The shelter in place approach may be more appropriate for sprinkler protected buildings where an area of refuge is not nearby or available. It may be more appropriate for an individual who is alone when the alarm sounds;
- Area of rescue assistance: Identified areas that can be used as a means of egress for individuals with disabilities. These areas, located on floors above or below the building's exits, can be used by individuals with disabilities until rescue can be facilitated by emergency responders; and/or

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 assistant should offer assistance, and if accepted, guide the individual with a visual disability through the evacuation route.

Severe Weather Evacuation Options:

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

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

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**IX. GOALS AND TIMETABLES**

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

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

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

**Underutilization - # of Individuals**

**Hiring Goals for 2016-2018**

Job Categories	Underutilization - # of Individuals				Hiring Goals for 2016-2018			
	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans
Officials/Administrators			1					
Professionals		6		3		2		1
Faculty	2	30	5	6		3	1	1
Office/Clerical		4	3	4				1
Technicians								
Skilled Craft								
Service Maintenance	4	3	1					

**Availability:**

In consultation with MnSCU's Associate Director for Diversity and Equity, the college determined the recruitment area to be statewide for all job categories due to our affiliation with the Higher Education Recruitment Consortium (HERC). In conducting its underutilization analysis, the college used the one-factor analysis. The college determined it was best to use this type of analysis because the data was the most consistent and all-inclusive.

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

**Women:**

The college's utilization of women has stayed relatively the same in following job categories: Officials/Administrators; Professionals; Faculty; and Office Clerical; and has not improved in the following job category: Technicians. The appearance of improvement in the Service Maintenance area is because we are now using statewide labor force availability but we have not posted any new positions in that job category in the past two years. Due to retirements/resignations of women in the Faculty unit during the 2014-2016 AA Plan year, the college did not arrive at its anticipated hiring goal; however, the college maintained the number of underutilized in this category by hiring women to replace those who retired/resigned. Although the college expects hiring opportunities to arise from retirements/resignations and other separations in the 2016-2018 AA Plan year, budget constraints, potential program closures, and student enrollment must be considered before creating a new hiring opportunity in all categories.

**Minorities:**

At the college, the population of minorities has improved in the following job categories: Officials/Administrators; and has stayed the same or not improved in the following job categories: Professionals, Technicians, and Skilled Craft. At the beginning for fiscal year 2017 (July 1, 2016), the college adopted a new internal process of collecting applicant materials for temporary part-time faculty hires. This online, centralized collection of data will enable the college to ascertain the availability of minority faculty outside of our current process for unlimited (2-year college tenure equivalent) hires. While the college diligently assures that all search pools are inclusive of qualified minority candidates, 25-30% of all candidates decline our offer to interview when contacted. The college only anticipates a limited number of hiring opportunities during the 2016-2018 AA Plan; however, if a vacancy should arise, the college will conscientiously seek to hire qualified minority employees in all job categories.

**Individuals with Disabilities:**

At the college, the population of individuals with disabilities has improved in the following job categories: Faculty. The improvement is due to hires during the 2014-2016 AA Plan year; however, self-disclosing continues to be an issue with current employees. It is the intention of the college to continue to actively hire qualified candidates in the disability job category as new and/or vacant positions are filled; however, with declining student enrollment and additional college budgetary constraints, many positions may go unfilled.

**Veterans:**

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

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**X. AFFIRMATIVE ACTION PROGRAM OBJECTIVES**

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

**Objective #1: Increase the recruitment of underutilized individuals in compliance with the goals of MnSCU and of the college.**

**Action Steps:**

Meet with hiring supervisors to review recruitment and hiring objectives. Pilot the newly created Search Advisory Committee Handbook that was provided to campuses by MnSCU's Talent Management unit within the Human Resources division ([http://www.hr.mnscu.edu/talent\\_management/Talent%20Mgmt%20documents/Search%20Committee%20%20Handbook%202016%20FINAL.pdf](http://www.hr.mnscu.edu/talent_management/Talent%20Mgmt%20documents/Search%20Committee%20%20Handbook%202016%20FINAL.pdf)) and use available tools and action steps for recruiting a diverse pool of applicants.

**Evaluation:**

This has been an objective in previous AA plans and will continue to be pursued and supported and measured via increased numbers of underutilized applicants and hires. The Affirmative Action Officer will continue to monitor the applicant pools and will request additional recruitment efforts if the pools lack available qualified individuals not being utilized.

**Objective #2: Mitigate the Effects of Unconscious Bias**

**Action Steps:**

Provide training and awareness to members of the search advisory committee regarding unconscious bias. Examine the search advisory committee activities and processes to ensure they are free of stereotypes about capabilities or suitability of particular candidates for particular jobs.

**Evaluation:**

Training will be tracked and recorded. Assess the value of the training by monitoring the effectiveness, fairness, and implementation of the evaluation criteria developed by the committee members.

**Objective #3: Ensure a welcoming & supportive campus environment climate free of harassment and discrimination.**

**Action Steps:**

Through a formal new employee orientation process, inform all new staff/faculty of policies and regulations pertaining to discrimination and harassment and ADA compliance. Provide affirmative action and sexual harassment and sexual violence awareness training for all students and employees. Increase cultural competency among faculty/staff through use of the online Intercultural Development Inventory (IDI), workshops and dialogue.

**Evaluation:**

Participation will continue to be tracked and recorded in all online training modules. Increase participation at cultural events and activities and increase off campus outreach of underrepresented individuals. Assess the Intercultural Development Inventory (IDI) results to help guide the college's intercultural goals and our intercultural challenges.

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

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

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

is carried out. Directors, managers, and supervisors will be asked to document their hiring decisions and equal opportunity professionals will review for bias.

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

When candidates are offered interviews, employees scheduling interviews will describe the interview format to the candidate and provide an invitation to request a reasonable accommodation for individuals with disabilities to allow the candidate equal opportunity to participate in the interview process. A copy of the position description, a short demonstration topic and the forms of technology that may be used during the interview process are provided prior to the actual interview. This allows for an individual with a disability to determine if they may need a reasonable accommodation in advance of the interview.

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

## **B. Pre-Review Procedure for Layoff Decisions**

The Affirmative Action Officer, in conjunction with the college's human resources office, shall be responsible for reviewing all pending layoffs to determine their effect on the college's affirmative action goals and timetables.

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

## **C. Other Methods of Program Evaluation**

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

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



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

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

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## **XII. RECRUITMENT PLAN**

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

Recruitment costs incurred during the 2014-2016 plan year total: \$35,101.00

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

### **A. Advertising Sources**

- Appleton Press
- Benson Monitor
- Bird Island Union / Mirror
- Canby News
- Clara City Herald
- Dawson Sentinel
- Hire MN Grads sent to 7 state universities
- Hutchinson Area Chamber of Commerce
- Lake Area Review
- Lambertton News
- Montevideo American-News
- Ortonville Independent
- Paynesville Press
- Renville County Register
- SHRM's HR Jobs
- Standard-Gazette and Messenger
- Sun Patriot
- Swift County Monitor
- The National Registry of Diverse & Strategic Faculty (The Registry)
- The Western Guard
- Wabasso Standard
- Western Peach
- Willmar Lakes Area Chamber of Commerce
- Job and Community Fairs

We have advertised vacancies for several years in the Veterans Journal. Due to the high cost of advertising in their publication, and given we have not received any applicants as a result of placing those ads, we are no longer using their publication. We have a Veterans Resource Center at the college, and will continue to work with the Veterans liaison to promote employment vacancies at the college. We will continue to explore other cost-effective means of advertising our employment vacancies utilizing print ads, social media, websites, and online advertising sources, etc.

## **B. College and University Recruitment Events**

Due to limited personnel and budget constraints, the college does not attend employee recruitment events. HR occasionally receives requests from instructors to visit with their students regarding how to apply for a job with the State of Minnesota; however, it is not regularly occurring request.

## **C. Recruitment for Individuals with Disabilities**

Ridgewater College recognizes that recruitment for persons with disabilities continues to be a high priority in increasing diversity in the college's workforce. The college will look for opportunities to participate in workshops/training sessions to increase awareness, and will look for opportunities to broaden sources of advertising to better target this population for employment vacancies.

## **D. Relationship Building and Outreach**

Ridgewater College values relationship building and outreach with community partners. College leadership and employees participate in many community-wide organizations; e.g. Chamber of Commerce, Kiwanis, Rice Hospital Board, etc. Ridgewater's Student Success Coordinator created a Jumpstart program that targets 11th & 12th grade students of color and works to help them transition from high school to a college setting. This was a very successful program and will continue. The College Recruiter's work through school aides, counselors, and school bulletins.

## **E. Internships**

Ridgewater College does not offer internships.

## **F. Supported Employment (M.S. 43A.191, Subd. 2(d))**

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

## **G. Additional Recruitment Activities**

The college did not participate in additional recruitment activities during the past two- years.

### **XIII. RETENTION PLAN**

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

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

The College strives to maintain an environment that promotes retention of a diverse workforce. Administrators and supervisors are responsible for the retention of their employees. Retention is monitored by the Chief Human Resources Officer: Keith Balaski; 320.222.5211; [keith.balaski@minneapolis.edu](mailto:keith.balaski@minneapolis.edu),

#### **B. Separation and Retention Analysis by Protected Groups**

Separation data for Ridgewater College for the period of July 2014 through June of 2016 was collected and analyzed. During the last biennium, a total of thirty-six (36) employees left employment at Ridgewater College. The Professionals category had nine (9) separations. Of those individuals, 66.67% (6) were women, 11.11% (1) were individuals with disabilities, and 11.11% (1) was a Veteran. Six (6) of the separations were due to resignations, two (2) retirements, and one (1) termination without rights. The Faculty category had twenty-two (22) separations. Of those individuals, 45.45% (10) were women, 9.09% (1) were individuals with disabilities and 11.11% (1) was a Veteran. Four (4) of the Faculty separations were due to resignations, nine (9) retirements, five (5) enhanced separations and four (4) were layoffs. The Office/Clerical category had five (5) separations. Of those individuals, 80% (4) were women. All of the five (5) separations were due to resignations & retirements.

#### **C. Methods of Retention of Protected Groups**

The college has implemented a welcoming onboarding process which includes a comprehensive New Employee Orientation session. In addition to the New Employee Orientation session, each new employee meets one-on-one with HR staff to review benefits, payroll, credentialing, and other employment related questions specific to their employment condition. A "Who Do I Call" list is also made available to all employees to ensure they receive prompt responses to their questions.

As an off-shoot of the former employee "Pier-2-Pier" program, a "Get to Know Your Neighbor" feature is randomly included in the President's Weekly Bulletin as a means to learn about your fellow colleagues on a more personal level.

Employee Recognition: The College is committed to the idea that employees who are recognized for their efforts are less likely to leave the organization. Additional employee recognition is also highlighted in the President's Weekly Bulletin, and on the Ridgewater website.

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The college has implemented an “Exit Interview” process for all employees who are separating their employment from the college. The Exit Interview Form gives employees an opportunity to share their overall personal and professional viewpoint of the college, relationship with their supervisor, administration, training opportunities, career advancement opportunities, and salary. The information collected on the form is used by the Administration/HR/supervisor to implement areas of improvement, if applicable.

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APPENDIX

Complaint of Discrimination/Harassment Form

Ridgewater College  
 2101 15th Avenue NW  
 Willmar MN 56201  
 (320) 222-5200

**Please Read Before Completion of Form**

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

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

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

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

<b>Information on Witnesses Who Can Support Your Case</b>		
Witness Names	Witness Work Addresses	Witness Work Telephones

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

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

---

Complainant Signature Date

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Affirmative Action Officer Signature Date

Employee/Applicant Request for ADA Reasonable Accommodation Form



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

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

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Employee Name

Job Title

---

Work Location

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

**Questions to clarify accommodation requested.**

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

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



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

**Information Pertaining to Medical Documentation**

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

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

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

---

Employee Signature

Date

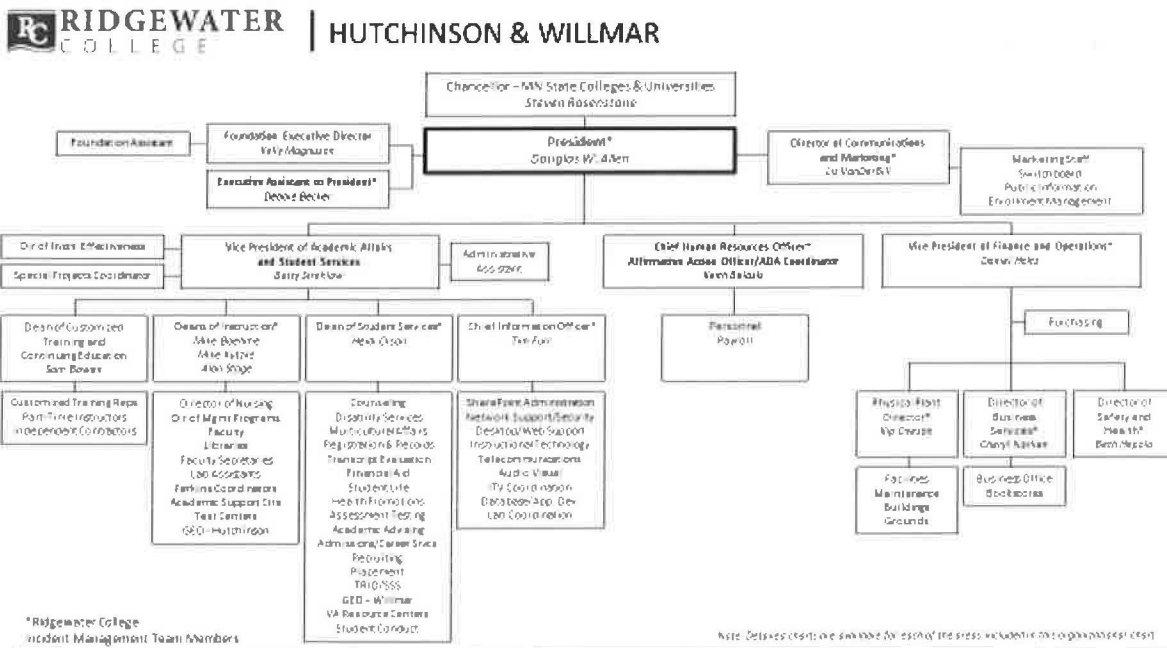
### College Profile and Organizational Chart

Ridgewater College is a community and technical college that offers more than 100 educational programs in Transfer Education, transfer options, and technical education. Ridgewater College serves more than 5500 students on its campuses in the growing communities of Willmar and Hutchinson, Minnesota.

Ridgewater College also offers some programs that are unique in the state of Minnesota and nationally. Small class sizes, up-to-date technology, and access to many student activities and organizations (including intercollegiate sports, choir, theater, and Student Senate) give students the opportunity to enjoy a positive college experience. Ridgewater College is proud of its scholarship foundation, and excellent graduation and job placement rates.

As a partner in the region's business and industry, Ridgewater College strives to maintain a quality of education for tomorrow's workforce, and to keep pace with the needs of the community by offering Customized and Continuing Education courses.

Ridgewater College is recognized as an educational leader that exemplifies innovation and excellence within a student-centered learning environment, and is dedicated to providing an accessible, affordable, and supportive setting for all students.



**Underutilization Analysis Worksheets**

See Attachment

**Separation Analysis by Protected Groups Worksheets**

See Attachment

**Other Relevant System Office, College, or University Information, Policies, or Documents**

<http://www.ridgewater.edu/Documents/RidgewaterDiversityEquityStrategicPlan.pdf>

**RIDGEWATER COLLEGE**

**JOB CATEGORY AVAILABILITY/UTALIZATION/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 %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	10	4	40.00%	40.20%	4	0	0	Same	0
Professionals	84	54	64.29%	55.70%	47	-7	-7	Same	0
Faculty	127	57	44.88%	46.20%	59	2	2	Same	0
Office/Clerical	46	44	95.65%	63.40%	29	-15	-15	Same	0
Technicians	1	1	100.00%	57.20%	1	0	-1	Not Improved	-1
Skilled Craft	4	0	0.00%	6.30%	0	0	0	Same	0
Service Maintenance	16	3	18.75%	44.40%	7	4	5	Improved	1
<b>Totals</b>	<b>288</b>	<b>163</b>	<b>56.60%</b>						

MINORITIES									
Job Categories	Total Employees in Job Group	Total Number of Minorities in Group	% of Minorities in the Group	Availability %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	10	1	10.00%	7.60%	1	0	3	Improved	3
Professionals	84	3	3.57%	10.60%	9	6	6	Same	0
Faculty	127	2	1.57%	24.90%	32	30	29	Not improved	-1
Office/Clerical	46	1	2.17%	10.50%	5	4	2	Not improved	-2
Technicians	1	0	0.00%	10.60%	0	0	0	Same	0
Skilled Craft	4	0	0.00%	8.80%	0	0	0	Same	0
Service Maintenance	16	0	0.00%	19.50%	3	3	2	Not improved	-1
<b>Totals</b>	<b>288</b>	<b>7</b>	<b>2.43%</b>						

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 %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	10	0	0.00%	7.00%	1	1	1	Same	0
Professionals	84	6	7.14%	7.00%	6	0	-2	Not Improved	-2
Faculty	127	4	3.15%	7.00%	9	5	7	Improved	2
Technicians	1	0	0.00%	7.00%	0	0	0	Same	0
Office/Clerical	46	0	0.00%	7.00%	3	3	2	Not Improved	-1
Skilled Craft	4	0	0.00%	7.00%	0	0	0	Same	0
Service Maintenance	16	0	0.00%	7.00%	1	1	-2	Not Improved	-3
<b>Totals</b>	<b>288</b>	<b>10</b>	<b>3.47%</b>						

VETERANS									
Job Categories	Total Employees in Job Group	Total Number of Veterans in Group	% of Veterans in the Group	Availability %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	10	1	10.00%	8.00%	1	0	0	Same	0
Professionals	84	4	4.76%	8.00%	7	3	3	Same	0
Faculty	127	4	3.15%	8.00%	10	6	7	Improved	1
Technicians	1	0	0.00%	8.00%	0	0	0	Same	0
Office/Clerical	46	0	0.00%	8.00%	4	4	4	Same	0
Skilled Craft	4	0	0.00%	8.00%	0	0	0	Same	0
Service Maintenance	16	1	6.25%	8.00%	1	0	-1	Not Improved	-1
<b>Totals</b>	<b>288</b>	<b>10</b>	<b>3.47%</b>						

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).

**RIDGEWATER COLLEGE****SEPERATION ANALYSIS - FY'15 & FY'16**

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	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	12	33.33%	7	58.33%	0	0.00%	1	8.33%	1	8.33%
Enhanced Separation	5	13.89%	3	60.00%	0	0.00%	1	20.00%	0	0.00%
Retirement	14	38.89%	8	57.14%	0	0.00%	1	7.14%	2	14.29%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	4	11.11%	1	25.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	1	2.78%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total Separations</b>	<b>36</b>	<b>100.00%</b>	<b>20</b>	<b>55.56%</b>	<b>0</b>	<b>0.00%</b>	<b>3</b>	<b>8.33%</b>	<b>3</b>	<b>8.33%</b>

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	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%
<b>Total Separations</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

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	66.67%	3	50.00%	0	0.00%	1	16.67%	1	16.67%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	2	22.22%	2	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	11.11%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total Separations</b>	<b>9</b>	<b>100.00%</b>	<b>6</b>	<b>66.67%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>11.11%</b>	<b>1</b>	<b>11.11%</b>

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	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	4	18.18%	3	75.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	5	22.73%	3	60.00%	0	0.00%	1	20.00%	0	0.00%
Retirement	9	40.91%	3	33.33%	0	0.00%	1	11.11%	2	22.22%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	4	18.18%	1	25.00%	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%
<b>Total Separations</b>	<b>22</b>	<b>100.00%</b>	<b>10</b>	<b>45.45%</b>	<b>0</b>	<b>0.00%</b>	<b>2</b>	<b>9.09%</b>	<b>2</b>	<b>9.09%</b>

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	2	40.00%	1	50.00%	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	3	60.00%	3	100.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total Separations</b>	<b>5</b>	<b>100.00%</b>	<b>4</b>	<b>80.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

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%
<b>Total Separations</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>



SKILLED CRAFT										
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%

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%



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## **DIVERSITY & EQUITY STRATEGIC PLAN**

FY 2017 - FY 2020

**RIDGEWATER COLLEGE**  
Hutchinson, MN • Willmar, MN

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## PRESIDENT'S STATEMENT



This diversity plan establishes Ridgewater College's commitment to issues of equity, inclusion and diversity that are critical in preparing the college and especially our students to meet the challenges of the global community in which we live. This plan articulates our goals for meeting those challenges and improving the access and welcoming environment that lie at the core of our mission and values.

This plan was created by a cross-section of faculty, students, staff and administration, but its value and effectiveness will only be realized if the entire college community works toward its goals and embraces its vision. I call upon the members of the community to embrace the plan's strategic initiatives and desired outcomes. Minnesota has a rich tradition of valuing and embracing diversity—working together we can continue and build upon that tradition.

Warm regards,

A handwritten signature in black ink, which appears to read "Joseph P. Opatz". The signature is stylized and includes a long horizontal flourish extending to the right.

Joseph P. Opatz  
Interim President

## **RATIONALE**

The demographics in the Ridgewater College regional service area are changing quickly. In five years, the population over 50 years of age will increase by 17%, while high school graduating class size will decrease by 5% and the population age 25-34 will decrease by 1.4%. Population growth in five of the six counties surrounding the college is projected to slow to 1-3% and it is projected that by 2045 populations of color in the Ridgewater College geographic area will increase by 60%.

The MnSCU Trends of Performance Metrics indicate that Ridgewater College continues to have a trend of lower completion rates for students of color to white students. We will expand on student support services and enhance early alert and interventions to better support retention and completion.

## **INSTITUTIONAL MISSION STATEMENT**

Ridgewater College provides quality educational opportunities for diverse student learners in an inclusive, supportive, and accessible environment.

## **INCLUSIVE VISION & VALUES STATEMENT**

Ridgewater College will be a dynamic educational leader exemplifying innovation and excellence within a student-centered learning environment.

Ridgewater College values a learning environment that:

- Focuses on student needs and student success.
- Demonstrates and reinforces the value of lifelong learning.
- Reaches beyond the college's walls to the community, the region, and the world.
- Promotes ethical and honest behavior and accountability at both an institutional and individual level.
- Equips students to think critically and creatively, solve problems, and adapt to rapidly changing world.
- Embraces diversity of thought, diversity of individual background, and affirms the worth and dignity of each individual.
- Centers on continuous improvement by establishing success indicators, measuring against those indicators, and using the results to make strategic decisions.

## **OBJECTIVES**

Ridgewater College provides quality educational opportunities for diverse student learners in an inclusive, supportive, and accessible environment.

## ADMINISTRATIVE IMPERATIVES

Assessment & Accountability	Budget & Fundraising
Improve assessments of and accountability for inclusivity at every level of the college.	Create and sustain an institutional financial infrastructure that effectively supports inclusivity.

## OBJECTIVE: ACCESS, EQUITY & OPPORTUNITY

Goal #1	Action Steps	Primary Stewards	Proposed Partners	Tracking	Completion Target
Reduce and eliminate the achievement/opportunity gap.	<p>Clarify common language especially between sporadic attender and academic alert.</p> <p>Academic Alert System resource (instructional for faculty use).</p> <p>Increase early alert usage by faculty to increase advisor intervention for at risk students.</p>	<p>Faculty</p> <p>Deans</p>	<p>Counselors</p> <p>Student Services Advisors</p>	<p># of early alerts per semester</p> <p># of students that successfully complete course after alert and action was taken</p> <p># of students that met GPA of requirement of 2.0</p> <p>Image Now Query</p> <ul style="list-style-type: none"> <li>• Date of alert</li> <li>• Type of faculty</li> <li>• Completion Rate</li> <li>• GPA</li> </ul>	Starting Fall 2016; reports will be generated for each semester completion.

### ADDITIONAL ACTION STEPS FOR CONSIDERATION:

- General reminder dates with recommendations on using Early Alert.  
e.g.) if an instructor does not track attendance consider alerting the first low assignment score or missed assignment.  
e.g.) Before end of first week of semester; instructor could alert for no-shows.
- Training for faculty on how to use Early Alert System.

## OBJECTIVE: ACCESS, EQUITY & OPPORTUNITY

Goal #2	Action Steps	Primary Stewards	Proposed Partners	Tracking	Completion Target
Increase the outreach to diverse populations to achieve greater diversity in the student body.	Continue to increase off campus outreach opportunities that include faculty and current students.	Admissions Deans Faculty/ program Current Students	WAM-BC (Willmar Area Multicultural Business Center) Vision 2040 Heartland Community Action Business Owners African Development Center	Host two off-campus recruitment events and document the impact of these events on recruitment of diverse populations. Establish a baseline from these numbers to evaluate effectiveness of off-campus recruitment events.  Increase database usage and collection of data for Admissions and events.	May 2017
Increase the outreach to diverse populations to achieve greater diversity in the student body.	Incorporate translation services into the college website and make available key admission and financial documents in the language of Somali and Spanish.	Marketing IT/ Johnson Group/ Webmaster	ARCH Language Network  Office of Higher Education  Student Services	Google Analytics for translation of website information.  Translate Financial Aid documents; Business Office FAQ, and Parent/Student Support System Packet into Somali and Spanish.	December 2018

### ADDITIONAL INFORMATION/NOTES:

- Increase proposed partnership lists for both campuses.
- Google Translating Apps (or app in similar function) incorporated into website.
- Get materials such as FAQs and financial aid forms translated and be willing and able to provide additional required forms upon request.

# OBJECTIVE: EMPLOYEE DIVERSITY & INCLUSION

Goal #3	Action Steps	Primary Stewards	Partners	Tracking	Completion Target
Employ and train culturally competent staff and faculty.	Increase Cultural competency among faculty/staff through workshops and dialogue.	Administration	MnSCU Speakers/ Trainers Conferences	Will offer 5 opportunities related to cultural competency each academic year.	May 2017
		Faculty	Diversity Training Programs; Student Success Staff Session		Fall 2016
		Staff	Complete IDI Assessment for student services staff and all administrators.		



## OBJECTIVE: SUPPORTIVE CAMPUS ENVIRONMENT

Goal #4	Action Steps	Primary Stewards	Partners	Tracking	Completion Target
Ensure a welcoming & supportive campus environment.	Complete PACE climate survey establish trend using previous surveys.	Administration	PACE Survey Representatives	Complete the PACE survey spring 2016, compare to previous survey results, and identify action steps to increase satisfaction.	Fall 2016
Ensure a welcoming & supportive campus environment.	All institutional policy revisions will be reviewed by the Diversity Committee to insure culturally consistent language and best practices.	Diversity Committee Administration	Ridgewater College Employees Student Senate	Number of policies reviewed.	Ongoing
Ensure a welcoming & supportive campus environment.	Provide training opportunity to students in leadership roles that build cultural intelligence.	Student Life Advisors Students in leadership roles (Clubs)	Ridgewater Employees Community Resources	Before and after surveys to track development of cultural competence.	April 2017 Reevaluate Fall 2017

### ADDITIONAL INFORMATION/NOTES:

- CCSEE DATA from 2010 will be used for student data.

## KEY TERMS & DEFINITIONS

**Achievement Gap/Opportunity Gap:** Refers to the observed disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, ability, and socioeconomic status.

**Affirmative Action:** Specific action 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 effort to ensure equal employment opportunity. Executive Order 11246 prohibits federal contractors from discriminating against employees on the basis of race, religion, sex, creed, 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 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 actions programs, and the establishment of an internal audit and reporting system.

**Campus Climate:** Campus climate is a measure - real or perceived - of the campus environment as it relates to interpersonal, academic and professional interactions. It refers to the experience of individuals or groups at the institution as they interact with community members. A healthy campus climate is one in which people feel welcome, safe and valued. In an unhealthy campus climate, people often feel isolated, marginalized, and unsafe.

**Cultural Competence:** Cultural competence is the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.

**Diversity:** The MnSCU 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, marital status, disability, color, religious beliefs, creeds, and income. MnSCU's system's commitment to diversity compels it to confront prejudicial, to diversity compels it to confront prejudicial discriminatory or racist behavior and policies.

**Equal Employment Opportunity:** Where all personnel activities are conducted so as to assure equal access in all phases of the employment process. Employment decisions are based solely on the individual merit and fitness of applicants and employees related to

specific jobs, without regard to race, color, religion, sex, age, national origin, handicapping conditions, marital status or criminal record.

Equity (student focus): The creation of opportunities for historically underrepresented populations to have equal access to and participation in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity (employee focus): The creation of opportunities for historically underrepresented populations of employees (faculty and staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.

Inclusion: The active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect – in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Inclusiveness: How people from all backgrounds are involved in the organization, how their perspectives are valued, and how their needs are understood.

Minority: The term "minorities" as used in affirmative action refers to four historically underrepresented ethnic groups: American Indians, Asians or Pacific Islanders, Blacks, and Hispanics.

Underrepresented: Underrepresented students include underserved students (African American/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.)

Underserved: Underserved students are those who have been traditionally excluded from full participation in our society and its institutions and include African American/Black, Asian, Hispanic, American Indian, and multiracial students. The basis of exclusion has been primarily on race and color.

Reference MnSCU: [www.diversity.mnscu.edu/resources/glossary/index.html](http://www.diversity.mnscu.edu/resources/glossary/index.html)

**From:** [Van Zee, Heather R](#)  
**To:** [Strand, Peggy \(DPS\)](#)  
**Subject:** 2019 Affirmative Action Worksheet  
**Date:** Monday, September 30, 2019 9:00:18 PM  
**Attachments:** [Outlook-cid\\_image0.png](#)  
[2019 Affirmative Action Worksheet - UNWSP.doc](#)

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Hi Peggy,

Attached is the Affirmative Action Worksheet. For additional information, our Intercultural Program continues to be intentional in providing students and faculty with classes and training to hone our teaching and awareness skills. We have monthly faculty workshops that address diversity and cultural awareness. As a university, we are focusing on a commitment to reconciliation and journey to unity this year. We have a staff member that is assigned to carry out and enhance our diversity objectives. We also continue to be involved with ActSix, which focuses on scholarships for low income, minority students who are academically qualified but lack the resources to attend.

The criminal justice program currently has 49 students, of which 25 are female and 24 are male. 7 of the 49 are minorities. Of the 49 students, 22 are currently in the law enforcement program. Of that 22, 4 are female and 18 are male. Of the 22, 4 are minorities (3 are male and 1 is female).

I hope this includes the information that you need. Looking forward to seeing you at the conference in November!

Thank you!

Heather



**Heather R. Van Zee, J.D.**

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January 2018

Academic and Student Affairs

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# DEVELOPMENTAL EDUCATION STRATEGIC ROADMAP

Minnesota State's Strategic Plan for Developmental Education Redesign

Minnesota State



*Minnesota State is an affirmative action, equal opportunity employer and educator.*

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# SUMMARY OF DEVELOPMENTAL EDUCATION STRATEGIC ROADMAP

The Minnesota State Developmental Education Strategic Roadmap (DESR) outlines Minnesota State's collective initiative for developmental education redesign over the next four years. The purpose of this DESR is to guide our systemwide work on developmental education with strategic goals, action steps, targeted timelines for implementation, and measurable outcomes.

## **Strategic Goal 1: Improve student completion of developmental education and entry into college-level courses by redesigning developmental education curricula to include an acceleration option.**

1.1: Align developmental education courses with shared learner outcomes and develop course equivalencies to increase ease of transfer from one campus to another.

1.2: Establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental reading coursework and a college-level reading intensive course within one academic year.

1.3: Establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental writing coursework and a college-level writing course within one academic year.

1.4: Establish math pathways model that provides the appropriate developmental mathematics curricula aligned to the college-level mathematics course in the math pathways and that allows for students to take the appropriate college-level mathematics course that meets their program requirements. Provide at least one option for students to complete developmental mathematics coursework, starting at the lowest aid eligible mathematics course, and a non-STEM college-level mathematics course (i.e. statistics, liberal arts math) within one academic year.

1.5: Identify best practices and targeted support strategies and share them across the system. Encourage campuses to use these best practices and targeted support strategies where appropriate.

## **Strategic Goal 2: Improve the accuracy of course placement by implementing a multiple measures placement program at all colleges and universities.**

2.1: Implement a multiple measures program and policy and procedure at each campus that includes preparation information and post-assessment models.

2.2: Develop uniform cut scores on multiple measures for student placement into college-level courses.

2.3: Research, develop, and implement a multiple measures placement policy and procedure and infrastructure across the system, with attention to course placement measures for adult students and English language learner students.



**Strategic Goal 3: Improve student success in developmental education by developing a comprehensive student support system for students in developmental education programs.**

3.1: Establish a student support approach that includes at least one high-touch cross-functional process (i.e., tutoring, advising, learning centers, etc.) for students in developmental education.

3.2: Establish processes and resources to inform students of the developmental education pathway options available to them.

3.3: Establish and/or strengthen partnerships with Adult Basic Education, community organizations, and/or other student support services (i.e., TRIO, etc.) to provide support for students in developmental education.

3.4: Identify best practices and share them across the system.

**Strategic Goal 4: Increase college readiness of high school graduates attending Minnesota State campuses by partnering with secondary partners.**

4.1: Convene high school and college or university faculty to review the shared learner outcomes and develop ways to transition students successfully from secondary to postsecondary.

4.2: Pilot and evaluate secondary-postsecondary programs that enable high school students to meet college readiness requirements before high school graduation.

**Strategic Goal 5: Increase college affordability for students by implementing student-cost-saving approaches.**

5.1: Expand the use of open education resources and more affordable course materials in developmental education courses.

5.2: Examine, identify, and share potential financial incentives for students in developmental education (i.e., designated scholarships, tuition incentives based on successful completion of courses, ancillary financial assistance with non-academic needs, etc.).

5.3: Establish and/or strengthen bridging options that facilitate student placement into college-level courses (i.e., partnership with Adult Basic Education, summer bridge program, boot camp, course placement assessment prep, etc.).

5.4: Pilot and evaluate summer bridge programs that increase students' enrollment into college-level courses.

**Strategic Goal 6: Improve student success in developmental education by expanding and strengthening professional development for faculty, staff, and administrators.**

6.1: Coordinate and expand professional development opportunities for faculty members, staff members, and administrators.

**Strategic Goal 7: Improve student success in developmental education by strengthening evaluation and continuous improvement efforts.**

7.1: Complete the development and implementation of the Developmental Education Data Mart.

7.2: Create institutional metrics and establish an annual public reporting and review process.





# INTRODUCTION

## Developmental Education is Valuable and Critical to Student Success

The Strategic Framework for Minnesota State colleges and universities is designed to ensure access to an extraordinary education for all Minnesotans; to meet Minnesota’s workforce and community needs; and to deliver to students, employers, communities, and taxpayers the highest value and most affordable higher education option. To meet these broad goals, when students choose to attend a Minnesota State college or university, we are committed to supporting their successful enrollment, persistence, retention, and completion.

Some of our students arrive to our colleges and universities with readiness gaps, requiring more academic preparation to be successful in their college-level gateway courses and academic programs. Given that academic preparation is a significant predictor of persistence and completion, we must effectively bridge the gap between the academic readiness of our new entering students and the skills needed for college success. Developmental education serves as that critical bridge. Our colleges and universities offer developmental education to support the success of students by delivering pre-collegiate courses in reading, writing, and mathematics and by providing a variety of optional and/or mandatory student support services.

Minnesota State recognizes our responsibility to re-imagine how students are placed into developmental or college-level courses, as well as how students can successfully complete required developmental-level courses and subsequent college-level gateway courses, enabling them to be on-track in the first year of pursuing their academic program. This Developmental Education Strategic Roadmap (DESR) is Minnesota State’s plan of re-envisioning and redesigning developmental education to best support student success statewide. Our intent is not to eliminate developmental education. Though we believe that students who do not need additional academic preparation should not be required to enroll in developmental education courses; those who do need additional academic and student support require and deserve our best efforts to aid their success. Minnesota State also challenges the current narratives and misconceptions about developmental education. We believe that developmental education is valuable and critical to student success. Through strategic and collaborative efforts between all stakeholders, we can provide effective developmental education and college-level gateway courses and increase students’ academic preparation. By addressing readiness gaps and preparing students for college-level coursework, developmental education is key to significantly increasing the number of students successfully completing degrees, licenses, and certifications.

Our systemwide data show that enrollment in developmental education is disproportionately overrepresented by students of color, low-income, and first-generation students. Gaps in opportunity and subsequent achievement is evident in our current postsecondary institutions and is even more exacerbated in developmental education enrollment, persistence, and completion. Developmental education is not only key to significantly increasing degree



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attainment but is a key lever in addressing disparities in opportunities and outcomes by race and ethnicity and by income. We must be steadfast in addressing these educational disparities in racial/ethnicity and income gaps and will do so strategically in how we deliver and support students in developmental education.

## Strategic Roadmap Process

In the past four years, a developmental education workgroup of Minnesota State faculty members, staff members, students, administrators, and system office leadership has been reviewing and promoting national, systemwide, and campus efforts to redesign developmental education. To support our collective efforts, the colleges and universities of Minnesota State have shared best practices with one another at different venues; invited national, regional, and local experts to inform, challenge, and inspire our thinking around developmental education; and redesigned campus policies, procedures, practices, and programs with evidence-based principles.

In 2016-2017, to advance the system's collective work around developmental education, the workgroup developed a draft strategic roadmap for developmental education redesign. The workgroup developed the DESR strategic goals and action items based on national evidence-based principles and practices and based on best practices that have been implemented across Minnesota State campuses that have shown measurable results. Between April 2017 and November 2017, campus stakeholders provided input on two drafts of the DESR. This final Minnesota State DESR provides our "roadmap" for the next four years. The purpose of this DESR is to guide our systemwide work on developmental education redesign with clearly identified strategic goals, key action steps, targeted timelines for implementation, and measureable outcomes.

## Data behind the Strategic Roadmap

To inform the development of the DESR and to inform our continuous improvement of the DESR strategies, we have and will continue to examine developmental education student enrollments and persistence and completion data.

Over 30,000 students enrolled in developmental education across Minnesota State colleges and universities in 2016, with the majority of this enrollment at the state colleges (88 percent of all developmental education headcount). In the last seven years, student enrollment in developmental education courses has declined.

- The number of fall entering students that took developmental courses during their first two years decreased by 37.5 percent between Fall 2009 (23,712 students) and Fall 2015 (14,829 students). The decrease during this timeframe at the colleges was 40.2 percent and at the universities was 18.5 percent.
- The percent of the system's undergraduate students enrolled in developmental education courses in their first two years decreased in all subjects of reading, writing,



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and mathematics between Fall 2009 (41.8 percent) and Fall 2016 (33.0 percent).

Across the Minnesota State system, student completion of developmental education courses and college-level gateway courses has increased. The percent of students completing developmental courses in mathematics, writing, and reading in the first two years have increased.

- The percentage of students completing developmental mathematics increased by 13.5 percent, going from 29.9 percent for Fall 2009 to 43.4 percent for Fall 2015.
- Completion of developmental writing increased from 58.7 percent for Fall 2009 to 62.4 percent for Fall 2015 and completion of developmental reading increased from 55.4 percent to 57.0 percent respectively.

The percent of students completing a college-level mathematics or writing course in their first year increased between Fall 2009 and Fall 2015.

- The percentage of students completing college-level mathematics in their first year increased from 18.0 percent for Fall 2009 entering students to 22.7 percent for Fall 2016 entering students.
- Completion of college-level writing in the first year increased from 34.4 percent to 37.3 percent during the same timeframe.

Beginning in January 2018, Minnesota State submitted an annual report to the Minnesota legislature on our activities and progress in improving timely completion of degrees and certificates. The report included the following measures and longitudinal trends:

- (1) The percent of students placed in remedial/developmental education;
- (2) The percent of students who complete remediation/developmental programming within one academic year;
- (3) The percent of students that complete college-level gateway courses in one academic year;
- (4) The percent of students who complete 30 semester credits per academic year;
- (5) The student retention rate;
- (6) Time to complete a degree or certificate; and
- (7) Credits earned by those completing a degree or certificate or other program.

The report also disaggregated data for each college and university by race, ethnicity, Pell Grant eligibility, and age and provided aggregated data.

In addition to these state required measures, Minnesota State will develop our own metrics centered on developmental education completion and progression into college-level coursework and establish an annual public reporting and review process. Through using baseline data and measuring our progress, we can continuously improve policy, procedures, practices, and programs.

## Next Steps for Implementation

By 2020-2021, Minnesota State must have all components of the DESR in implementation across all college and university developmental education programs. The system office will



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support systemwide efforts through: identifying best practices and targeted support strategies; sharing through multiple modalities and supporting campuses to scale practices; developing a systemwide multiple measures program; coordinating and offering professional development opportunities; and establishing policy and procedures where needed. The system office will work to provide resources where available and seek additional funding to support the DESR.

The colleges and universities of Minnesota State are responsible for meeting the strategic goals, with recognition that individual campuses can implement the action steps with a variety of evidence-based practices and programs and developmental education offerings may differ from campus to campus. The implementation of each goal at the campus-level should be done in a collaborative manner that involves appropriate faculty members, staff members, administrators, and student leaders. It is recommended that each campus establish a cross-functional developmental education group (e.g., steering group, workgroup, taskforce, committee) that includes students, faculty, staff, and administrators from academic and student affairs divisions to develop a developmental education campus-level plan aligned to the system DESR. The entire campus, not simply a group of individuals on campus, should be collectively and equally accountable for the implementation of the campus-level developmental education plan. For each and all of our colleges and universities to create sustainable and transformative change in developmental education to best support our students, developmental education must be recognized as high priority, with resources allocated to support the work.

Because addressing the opportunity gaps is a key priority for Minnesota State, campuses have implemented policies, practices, and programs aimed to support the success of students traditionally underrepresented and underserved in higher education. This DESR furthers our commitment to addressing educational disparities in race and ethnicity and income. Models, programs, and policies that have demonstrated outcomes that decrease or eliminate the opportunity gaps for first-generation students, students of color, and low-income students should be scaled. Professional development, with an emphasis on culturally responsive pedagogy and cultural competence, for faculty members, staff members, and administrators should also be expanded to further support student success and equity in developmental education.

## Strategic Roadmap Goals and Action Steps

The next section outlines each of the strategic goals, as well as specific action steps, responsible parties, targeted timelines, and measurable outcomes for each strategic goal. The seven strategic goals represent the objectives that will support our overall purpose – to significantly increase the success of students in developmental education and college-level gateway courses towards an increase of overall degree, certificate, or diploma completion. Each of the action steps outline specific tasks Minnesota State colleges and universities will complete towards meeting the strategic goals. Colleges and universities are expected to work toward the strategic goals and to implement the action steps identified within the targeted timelines, allowing for



individualized and diverse innovative programs and practices. The measurable outcomes identify how we will know whether we have completed the action steps and how we will know we are making progress towards reaching the strategic goals. The DESR provides an overall framework for the entire system on how we will approach developmental education redesign and also purposefully provides space for campus innovations that meet the unique needs of institutional cultures, resources and capacity, and diverse student populations.



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# DEVELOPMENTAL EDUCATION STRATEGIC ROADMAP

## Developmental Education Curricula Redesign

**Strategic Goal 1: Improve student completion of developmental education and entry into college-level courses by redesigning developmental education curricula to include an acceleration option.**

Intent of Strategic Goal 1:

- To communicate the standards and expectations of college readiness in reading, writing and mathematics through clearly defined shared learner outcomes;
- To provide for successful completion of developmental education courses to transfer across the entire system and to ensure consistency across the system in the transfer of these developmental education courses and credits;
- To provide multiple developmental options that may include both a traditional, sequential model and accelerated model(s) according to students’ needs;
- To provide a rigorous developmental education curricula that reflects high standards and offers students accelerated options with the necessary support. There are multiple best-practice acceleration models and campuses will implement strategies that work best for their students without sacrificing academic rigor; and
- To share best practices and strategies among campuses and to encourage systemwide implementation of evidence-based practices and strategies.

Action Steps for Campuses	Responsible Parties	Timelines	Measurable Outcome
1.1 Align developmental education courses with shared learner outcomes and develop course equivalencies to increase ease of transfer from one campus to another.	College and university campuses – Reading, English, and Mathematics Departments	To be completed by May 2019, and implemented no later than fall semester, 2020	On each campus, developmental education course equivalencies completed and identified in transferology
1.2 Campuses providing developmental reading instruction: establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental reading coursework and a college-level reading intensive course within one academic year.	College and university campuses – Reading Department	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus that offers developmental reading, a one-year pathway established in developmental reading
1.3 Campuses providing developmental writing instruction:	College and university	To be developed by May 2019,	On each campus that offers



<p>establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental writing coursework and a college-level writing course within one academic year.</p>	<p>campuses – English Department</p>	<p>and implemented no later than fall semester, 2020</p>	<p>developmental writing, a one-year pathway established in developmental English</p>
<p>1.4 Campuses providing developmental mathematics instruction: establish a math pathways model and provide the appropriate developmental mathematics curricula that aligns with the college-level mathematics course in the math pathways.</p> <p>1.4a The math pathways model allows students to select the appropriate college-level mathematics course that meets their program requirements.</p> <p>1.4b The math pathway model includes at least one option for a one-year pathway allowing students to complete developmental mathematics coursework, starting at the lowest aid eligible mathematics course, and a non-STEM college-level mathematics course (i.e. statistics, liberal arts math) within one academic year.</p>	<p>College and university campuses – Mathematics Department</p>	<p>To be developed by May 2019, and implemented no later than fall semester, 2020</p>	<p>On each campus that offers developmental mathematics, a math pathways model is established and at least one one-year pathway established in mathematics</p>
<p>Action Steps for Minnesota State System Office</p>	<p>Responsible Parties</p>	<p>Timelines</p>	<p>Measurable Outcome</p>
<p>1.5 Identify best practices and targeted support strategies and share them across the system through multiple modalities to ensure that faculty have the resources they need to make decisions about curriculum and instruction.</p> <p>1.5a Encourage campuses to use these best practices and targeted support strategies where appropriate.</p>	<p>System Academic and Student Affairs – P-20 and College Readiness unit</p>	<p>Plan developed by May 2018, to be implemented ongoing</p>	<p>Best practice sharing at annual Minnesota State system conferences; Resources available on ASA Connect</p>



## Assessment for Course Placement

**Strategic Goal 2: Improve the accuracy of course placement by implementing a multiple measures placement program at all colleges and universities.**

Intent of Strategic Goal 2:

- To improve the accuracy of course placement processes, increasing the likelihood that students are placed into courses that meets their level of academic abilities;
- To allow for multiple assessments to be used for course placement rather than a single high stakes test; measurements must include ACT, SAT, MCA (statutory requirement) and may include course placement assessments such as ACCUPLACER, high school GPA, high school courses and grades, non-cognitive assessments, and others;
- To allow for different types of assessments needed to more accurately place students with different backgrounds, such as adult students and English language learner students; and
- To provide a holistic approach to the course placement process that includes pre-preparation, in-take processes, and post-assessment.

Action Steps for Campuses	Responsible Parties	Timelines	Measureable Outcome
<p>2.1 Each campus implement a multiple measures placement program and policy/procedure in alignment with the systemwide multiple measures placement requirements.</p> <p>2.1a The campus multiple measures program provides students with information on how to prepare for the course placement process and assessments.</p> <p>2.1b The campus multiple measures program includes post-assessment models that enable students to be aware of course placement and course registration processes.</p>	<p>College and university campuses – Chief Academic and Student Affairs Officers</p>	<p>To be developed by May 2019, and implemented no later than fall semester, 2020</p>	<p>On each campus, multiple measures placement program implemented</p>
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcome
<p>2.2 Develop uniform cut scores on multiple measures for student placement into college-level</p>	<p>System Academic and Student Affairs – Assessment for</p>	<p>To be developed by May 2019, and</p>	<p>Uniform cut scores identified in System</p>



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<p>courses.</p>	<p>Course Placement Committee and Senior Vice Chancellor for Academic and Student Affairs</p>	<p>implemented no later than fall semester, 2020</p>	<p>Procedure 3.3.1 for course placement instrument, to include ACT, SAT, MCA, and others</p>
<p>2.3 Research, develop, and implement a systemwide multiple measures placement policy and procedure.</p> <p>2.3a The systemwide multiple measures program includes the necessary infrastructure to support successful campus implementation.</p> <p>2.3b The systemwide multiple measures program includes appropriate assessments of adult students and English language learner students.</p> <p>2.3c The systemwide multiple measures placement policy and procedure includes an appeals process.</p>	<p>System Academic and Student Affairs - - Assessment for Course Placement Committee and Senior Vice Chancellor for Academic and Student Affairs</p>	<p>To be developed by May 2019, and implemented no later than fall semester, 2020</p>	<p>Multiple measures placement identified in System Procedure 3.3.1; Infrastructure in place to implement multiple measures placement program</p>



## Comprehensive Student Support System

### Strategic Goal 3: Improve student success in developmental education by developing a comprehensive student support system for students in developmental education programs

Intent of Strategic Goal 3:

- To strengthen the collaboration between academic and student affairs as both are integral to the success of students in developmental education courses;
- To emphasize that a comprehensive developmental education program includes strong student support services;
- To provide transparent communication to students about developmental education options on campus and support student course placement and registration decisions; and
- To leverage the partnerships with Adult Basic Education, community organizations, and student support services to provide wrap-around support where it is needed.

Action Steps for Campuses	Responsible Parties	Timelines	Measureable Outcomes
3.1 Each campus' academic and student affairs divisions collaborate to establish a student support approach that includes at least one high-touch cross-functional process (i.e., tutoring, advising, learning centers, etc.) for students in developmental education.	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, at least one process in place to support students in developmental education programs
3.2 Each campus establish processes and resources to inform students of the developmental education pathway options available to them.	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, establish processes and resources for students to access information on developmental education options
3.3 Each campus establish and/or strengthen partnerships with Adult Basic Education, community organizations, and/or other student support services (i.e., TRIO, etc.) to provide support for students in developmental education.	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, identification of campus partnerships or programs that leverage additional support or programming for



			students in developmental education
<b>Action Steps for Minnesota State System Office</b>	<b>Responsible Parties</b>	<b>Timelines</b>	<b>Measureable Outcomes</b>
3.4 Identify best practices and share them across the system through multiple modalities to ensure that campuses have the resources they need to make decisions about student support services.	System Academic and Student Affairs – P-20 and College Readiness unit	Plan developed by May 2018, to be implemented ongoing	Best practice sharing at annual Minnesota State system conferences; Resources available on ASA Connect; Affinity-group meetings focused on developmental education student support

## Secondary-Postsecondary Partnership

**Strategic Goal 4: Increase college readiness of high school graduates attending Minnesota State campuses by partnering with secondary partners.**

Intent of Strategic Goal 4:

- To help address the college-readiness gap between high school and post-secondary and increase Minnesota high school students’ career and college readiness by high school graduation;
- To encourage collaboration between high school and college and university faculty members and establish stronger alignment between secondary and postsecondary curricula to support college transitions; and
- To pilot programs that increases college readiness by high school graduation and increase the scaling such programs across Minnesota State campuses.

Action Steps for Campuses	Responsible Parties	Timelines	Measureable Outcomes
4.1 Each campus convene high school and college or university faculty to review the shared learner outcomes and develop ways to transition students successfully from secondary to postsecondary.	College and university campuses – Chief Academic and Student Affairs Officers	Local plans established by May 2019, and implemented no later than spring semester, 2020	On each campus, convene at least one meeting and establish at least one partnership action step
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcomes
4.2 Pilot and evaluate secondary-postsecondary programs that enable high school students to meet college readiness requirements in reading, writing, or mathematics before high school graduation.	System Academic and Student Affairs - - P-20 and College Readiness unit  Interested college and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and pilot implemented no later than fall semester, 2020	Pilot and evaluation completed and recommendations for scaling of program(s) provided to System ASA



## College Affordability

### Strategic Goal 5: Increase college affordability for students by implementing student-cost-saving approaches.

Intent of Strategic Goal 5:

- To recognize that college affordability, along with student success and degree attainment, is important to all stakeholders;
- To allow for a comprehensive examination of the cost structures of developmental education, including examination of financial incentives for students or other mechanisms to lower the cost of developmental education courses;
- To recognize that tuition expenses for developmental education courses impacts financial aid availability across a student’s life cycle and provide approaches that minimize these costs; and
- To provide bridging options that enable new incoming students who initially placed in developmental-levels to enter as college or university students with college-ready skills, reducing the need for developmental education course enrollment and subsequent cost.

Action Steps for Campuses	Responsible Parties	Timelines	Measurable Outcomes
5.1 Expand the use of open education resources (OER) and more affordable course materials in developmental education courses.	System Academic and Student Affairs -- Academic Affairs unit  College and university campuses – Faculty members	Ongoing, with initial expansion targeted for spring semester, 2018	Increase adoption of OER and more affordable course materials in developmental education courses; Accounting of number of courses and calculated student savings
5.2 Examine, identify, and share potential financial incentives for students in developmental education (i.e., designated scholarships, tuition incentives based on successful completion of courses, ancillary financial assistance with non-academic needs, etc.).	System Academic and Student Affairs - - Senior Vice Chancellor for Academic and Student Affairs  College and university campuses – Chief Academic and	To be completed by May 2019, and implemented ongoing	Identification of options of financial incentives for students to share with campuses for possible implementation; Increase of options available on campuses



	Student Affairs Officers		
5.3 Each campus establish and/or strengthen bridging options that facilitate student placement into college-level courses (i.e., partnership with Adult Basic Education, summer bridge program, boot camp, course placement assessment prep, etc.).	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, establish at least one program or partnership
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcomes
5.4 Pilot and evaluate summer bridge programs that increase students’ enrollment in college-level courses.	System Academic and Student Affairs - - P-20 and College Readiness unit  Interested college and university campuses	To be developed by December 2017, and pilot implemented summer semester, 2018	Pilot and evaluation completed and recommendations of scaling of program(s) provided to System ASA



## Professional Development

**Strategic Goal 6: Improve student success in developmental education by expanding and strengthening professional development for faculty, staff, and administrators.**

Intent of Strategic Goal 6:

- To ensure professional development is a critical component of establishing successful developmental education redesign and acknowledge that investment in professional development must be prioritized;
- To recognize that students in developmental education have diverse backgrounds and needs and to support faculty and staff in effectively and appropriately providing support to diverse student populations; and
- To address equity and decrease the opportunity and outcome gaps.

Action Steps for Campuses and Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcome
<p>6.1 Coordinate and expand professional development (PD) opportunities for faculty members, staff members, and administrators on topics such as culturally responsive pedagogy and cultural competence; curriculum redesign frameworks; evidence-based practices; and content-based best practices (within context of broader professional development at all campuses for all employees)</p> <p>6.1a: Each campus establish a plan of targeted PD that meets campus needs and implement PD to support faculty, staff, and administrators.</p>	<p>Academic and Student Affairs – P-20 and College Readiness unit and Academic Affairs unit</p> <p>College and university campuses – Chief Academic and Student Affairs Officers</p>	<p>Plan incorporated into current PD efforts developed by May 2018, to be implemented ongoing</p> <p>Campus plans developed by December 2018, to be implemented ongoing</p>	<p>Best practice sharing at annual Minnesota State system conferences; Resources available on ASA Connect; Culturally responsive pedagogy training developed and offered to interested campuses; Inventory of campus-level PD practices</p>



## Evaluation and Continuous Improvement

### Strategic Goal 7: Improve student success in developmental education by strengthening evaluation and continuous improvement efforts.

Intent of Strategic Goal 7:

- To clearly identify appropriate measures and metrics that campuses and the system are accountable for relative to developmental education;
- To support data-driven decision making and program development;
- To support program evaluation and continuous improvement; and
- To promote the successes of campuses and programs and keep our focus on what is working.

Action Steps for Campuses and Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcome
7.1 Complete the development and implementation of the Developmental Education Data Mart, making available student-level course success and progression data to all institutions for local analysis and action.	System Academic and Student Affairs - - Research unit	To be completed by December 2017, to be implemented ongoing	Data Mart completed that provides system-level and campus-level data
7.2 Create institutional metrics centered on developmental education completion and progression into college-level coursework and establish an annual public reporting and review process.	System Academic and Student Affairs - - Senior Vice Chancellor for Academic and Student Affairs  Colleges and universities – Chief Academic and Student Affairs Officers	Metrics established by May 2019, and implemented no later than fall semester, 2020	Institutional metrics on developmental education identified; Annual reporting and review process identified





# APPENDIX A: GLOSSARY OF TERMS

## **Acceleration options**

Within developmental education, acceleration models are designed to increase students' progress through developmental education over a shorter period of time. There are a number of different acceleration models used across postsecondary institutions. Some models enroll students immediately into college-level courses while providing optional or required supplemental supports. Other models combine content from multiple developmental education levels into a single course, while other models compress the course content over a shorter period of time. The developmental education curriculum provided in acceleration models have the same level of high standards and rigor as courses delivered in non-accelerated models.

## **Bridging options**

Pre-college programs that provide opportunities for students to be better prepared for the course placement assessments and/or to allow new entering students to receive academic coursework and student success support that increases their college readiness. These programs are typically alternatives to credit-based programs that students complete the summer preceding fall enrollment. Program examples include instruction provided by Adult Basic Education, summer bridge program, summer boot camp, ACCUPLACER-prep courses, etc.

## **Comprehensive student support system**

A holistic approach to support student success that addresses both 1) students' cognitive abilities and content knowledge and 2) students' transition to college and learning skills (i.e., access to financial literacy and financial aid information, academic and career planning, developing a "growth mindset," personal and mental health counseling, self-advocacy, etc.). A **high-touch cross-functional process** within this holistic approach to support student success may include tutoring, advising, counseling, learning centers, supplemental instruction, etc.

## **Multiple measures**

A course placement process that uses more than one assessment or measure to identify students' college readiness and inform decisions on students' course placement. Examples of types of assessments or measures within a multiple measures approach include: assessments such as writing samples; course placement instruments, such as ACCUPLACER; nationally-normed college entrance exams, such as ACT or SAT; use of high school course information, such as high school grade point average (GPA), class rank, courses taken, and grades for specific courses taken; non-cognitive assessment instruments, such as GRIT scale, College Student Self-Assessment Survey (CSSAS), Learning and Study Strategies (LASSI), or Smarter Measures; and other instruments that identify knowledge and skills.



## APPENDIX B: DEVELOPMENTAL EDUCATION WORKGROUP MEMBERS 2017-2018

<b>Member Name</b>	<b>Institution or Association</b>	<b>Role</b>
Ron Anderson	Minnesota State system office	System office staff, Co-chair
Shirley Johnson	North Hennepin Community College	Faculty, Co-chair
Sarah Berns	Students United	Student
Kirstin Bratt	St. Cloud State University	Faculty
Carrie Brimhall	Minnesota State Community and Technical College	Administrator
Merci Van Bruggen	Students United	Student
Lexi Byler	Students United	Student
Carey Castle	Northland Community and Technical College	Administrator
Mike Dean	LeadMN	Student
Jennifer Erwin	Rochester Community and Technical College	Staff
Tamara Fitting	Minnesota State University Moorhead	Faculty
Elizabeth Howe	Students United	Student
Isaac Jahraus	LeadMN	Student
Cindy Kaus	Metropolitan State University	Faculty
Laurie Kielbasa	Century College	Staff
Dana LeMay	Century College	Faculty
Baorong Li	Metropolitan State University	Staff
Kim Lynch	Minnesota State system office	System office staff
Cecilia Morales	LeadMN	Student
Andrew Nessel	Century College	Administrator
Ali Pickens-Opoku	Saint Paul College	Staff
Faical Rayani	Students United	Student
Craig Schoenecker	Minnesota State system office	System office staff
Kaley Schoonmaker	LeadMN	Student
Judy Shultz	South Central College	Administrator
Shelly Siegel	North Hennepin Community College	Staff
Mike Tieleman	Anoka Technical College	Faculty
Laurel Watt	Inver Hills Community College	Faculty
Pakou Yang	Minnesota State system office	System office staff



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Submitted By Northland Community College  
to Accompany 2019 Affirmative Action Report

## Minnesota West Community College

### Addendum to Affirmative Action Worksheet 2019

#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 group

#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.

Law Enforcement students present the program at high school expositions and high school visits.

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

#9 D - A study table was created the 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. During school year 2018-2019, MN West was home to the Race in Greater MN exhibit sponsored by the Science Museum of MN.



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August 30, 2019

**Via Electronic Mail: [peggy.strand@state.mn.us](mailto:peggy.strand@state.mn.us)**

Ms. Peggy Strand  
Education Coordinator  
Minnesota Peace Officer Standards and Training Board  
1600 University Avenue, Suite 200  
Saint Paul, Minnesota 55104

**Re: Minneapolis College: 2019 Professional Peace Officer Education  
Affirmative Action Plan Evaluation**

Dear Ms. Strand:

I write to deliver the attached *Affirmative Action Worksheet 2019* and Appendix A to the Worksheet. These two documents together constitute the 2019 Professional Peace Officer Education Affirmative Action Plan Evaluation for Minneapolis Community & Technical College.

As you will see in our Affirmative Action Plan Evaluation, Minneapolis College applied nine of the ten Affirmative Action Strategies to recruit and retain students of color and women reported by Minnesota's Professional Peace Officer Education (PPOE) programs. Moreover, we engaged in additional affirmative action efforts arising out of College-wide policies and events. The work reported in our Affirmative Action Plan Evaluation is evidence of our College's institutional commitment to be a leader in equity and inclusion, and to provide access to the transformative power of education in a diverse environment. According to our most recent Program Review data, 74% of our Law Enforcement majors are underrepresented American Indian students or students of color. 36% of our Law Enforcement majors are women.

Minneapolis College students began their 2019 Fall Semester classes this week. As we start a new semester, we are excited about the future of our Law Enforcement Transfer Pathway program. Our new Law Enforcement Instructor and PPOE Coordinator, Nick Kellum, is a Minneapolis native and graduate of Edison High School. Mr. Kellum previously served as President of the Minnesota chapter of the National Black Police Officers Association. We are confident that Mr. Kellum's lived experience and professional network will enhance all of our PPOE Affirmative Action Plan work in the 2019-2020 academic year.

Thank you for your attention to our Affirmative Action Plan Evaluation. If you have any questions, or require additional information, please contact either Mr. Kellum ([nick.kellum@minneapolis.edu](mailto:nick.kellum@minneapolis.edu)) or Vincent Thomas, Academic Dean ([Vincent.thomas@minneapolis.edu](mailto:Vincent.thomas@minneapolis.edu)).

Sincerely,

Sharon J. Pierce, Ed.D.  
President

Cc: Nick Kellum, PPOE Coordinator  
Vincent Thomas, Academic Dean

## **Attachment to go with Hibbing Community College Affirmative Action Report**

September 11, 2019

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 4.78 % 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, 2019, these figures show 15 % of the college population being of a diverse background, and 57 % female. Our Law Enforcement Program enrollment for 2019 indicates that approximately 20% (11/55) of our Cadets are people of a diverse culture, which is above the 4.78 % of our local community. In addition, enrollment of females currently in the program is 30 % (17/55).

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.

Hibbing Community College continues with the 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 higher.

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 218-262-7362 or e-mail [arronreini@hibbing.edu](mailto:arronreini@hibbing.edu)

Sincerely;

Aaron Reini  
Interim Provost  
Hibbing Community College





**Associate Vice President for Equity and Inclusion**

FY19 Work Plan/Goals for July 1, 2018 – June 30, 2019

**GOAL 1 INSTITUTIONAL CULTURE**

**Alignment to System Goal:** Charting the Future - Diversity & Equity 1.3.1 Develop campus diversity plans, integrated into each college/university overall Student Success plan

**Alignment to College Goal:** Complete Stage Two of Strategic Planning – Equity and Inclusion

**Division/Individual Goal:** Complete Stage Two of Strategic Planning – Equity and Inclusion, and advance resources and structure of Division

<i>Desired Outcome(s)</i>	<ul style="list-style-type: none"> <li>Completed final draft of Equity and Inclusion Plan as part of HTC Strategic Plan to increase student of color credit students as a percent of total headcount; and increase the ratio of the student persistence and completion rates for students of color to white students. <b>(See Attachment A) COMPLETED</b></li> <li>Hire new Director of Equity and Inclusion and onboard at 30/60/90 days to 6 months <b>IN PROGRESS</b></li> </ul>
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Key Actions	Leadership Team Report or Update			
	July – September	October – December	January – March	April – June
1. Develop Equity and Inclusion Plan for HTC Strategic Plan that is in alignment with the college’s mission, goals, and accreditation criteria, as well as Minnesota State’s diversity performance metrics	<ul style="list-style-type: none"> <li>Identify members for equity and inclusion task force</li> <li>Schedule meetings for fall</li> <li>Initial meeting – create charter</li> </ul>	Meet 2-3/month to identify vision, barriers, goals and objectives for: <ul style="list-style-type: none"> <li>Employee Recruitment and Development</li> <li>Civic Engagement</li> <li>Institutional Culture</li> <li>Student Success</li> </ul> Draft #1 completed by end of December	<ul style="list-style-type: none"> <li>Complete Draft#2, aligned with other task force plans, by end of January</li> <li>February – solicit feedback from Diversity Committee and other campus stakeholders</li> <li>March 1 – share Draft#2 at employee workshop day</li> <li>March 6 – share Draft#2 at Shared Governance Council</li> <li>Share Draft #2 with AASC, Student Senates, and other campus stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Lunch &amp; Learn at BPC/EPC</li> <li>Complete sharing of Draft#2 with campus stakeholders</li> <li>Incorporate feedback into Equity and Inclusion Plan</li> <li>Complete final draft of plan by June 30, 2019</li> </ul> ⇨ SEE ATTACHMENT A FOR DRAFT
2. Advance resources and structure for equity and inclusion	<ul style="list-style-type: none"> <li>Create draft and obtain approval of position description for Director of Equity and Inclusion</li> <li>Form search committee, and post position</li> </ul>	<ul style="list-style-type: none"> <li>Review applicants and conduct semifinalist interviews</li> <li>Identify finalists and interview</li> <li>Hire finalist</li> </ul>	<ul style="list-style-type: none"> <li>Onboarding of Director of Equity and Inclusion 30/60 days</li> </ul>	<ul style="list-style-type: none"> <li>Onboarding of Director of Equity and Inclusion 90 days to 6 months</li> </ul>



**Associate Vice President for Equity and Inclusion**

FY19 Work Plan/Goals for July 1, 2018 – June 30, 2019

**GOAL 2 EMPLOYEE RECRUITMENT AND DEVELOPMENT**

**Alignment to System Goal:** Increase employee diversity – employees of color; Improve campus diversity climate

**Alignment to College Goal #4:** Advance equity and inclusion through Employee Professional Development Plans

**Division/Individual Goal:** Advance equity and inclusion through Employee Professional Development Plans

<i>Desired Outcome(s)</i>	<p><b>Increase employees of color as a percent of total employees</b> (MN State HR Trends &amp; Highlights 2/25/19)</p> <ul style="list-style-type: none"> <li>FY17: Goal 13.3% =&gt; Actual 13.0% (Variance -0.3) =&gt; <b>NOT MET</b></li> <li>FY18: Goal &gt;13.3% =&gt; Actual 16.5% =&gt; <b>EXCEEDED</b></li> </ul> <p><b>Inventory of community events, trainings, conferences, and facilitated discussions to advance employee professional development in equity and inclusion. (See Attachment B)</b></p>			
<b>Key Actions</b>	<b>Leadership Team Report or Update</b>			
	<b>July – September</b>	<b>October – December</b>	<b>January – March</b>	<b>April – June</b>
1. To provide college-wide initiatives, training, and programming for employees to promote dialogue about equity and inclusion, build cultural competency skills, and improve campus diversity climate	<ul style="list-style-type: none"> <li>Met with Cabinet, PAC, Diversity Committee’s Employee Diversity Subcommittee and other key stakeholders to identify trainings for fall/spring</li> <li>Training: Cultural Self-Awareness as a Tool for Effective Change (9/4)</li> <li>Training: Sexual Harassment Prevention for Supervisors (9/26)</li> </ul>	<ul style="list-style-type: none"> <li>Training: Sexual Harassment Prevention for Student Affairs (10/17)</li> <li>Training: Sexual Harassment Prevention for Faculty UFT (10/17)</li> <li>Conference: Overcoming Racism Conference (11/2 &amp; 11/3@ Metro State Univ)</li> <li>Training: Big Change with Small Acts of Inclusion (11/19)</li> <li>Training: Serving the needs of students experiencing homelessness (11/19)</li> </ul>	<ul style="list-style-type: none"> <li>Training: Cultural Humility In and Out of the Classroom (3/1)</li> <li>Training: Sexual Harassment Prevention for HTC Employees (3/1)</li> <li>Facilitated Discussion: Diversity Book Club: Hidden Figures</li> </ul>	<ul style="list-style-type: none"> <li>Training: Faces of Asia: Cultural Norms, Traditions, and Celebrations</li> </ul> <p>⇒ SEE ATTACHMENT B FOR SUMMARY</p>
2. To partner with divisions/departments and provide assistance to meet college goal #4	<ul style="list-style-type: none"> <li>Met with VP Finance/Operations and identified 2 training sessions, sexual harassment and respectful workplace, for Facilities, Business</li> </ul>	<ul style="list-style-type: none"> <li>Conducted facilitated discussion on respectful workplace with Maintenance (9/25, 9/27, 10/11), and Business,</li> </ul>	<ul style="list-style-type: none"> <li>Complete facilitated discussion on respectful workplace with Business and Bookstore.</li> <li>Review discussion themes with VP and Business,</li> </ul>	<ul style="list-style-type: none"> <li>Create survey to for baseline data to measure customer satisfaction.</li> <li>Deliver survey and review results.</li> </ul>

	Office, Purchasing, and Bookstore	<p>Purchasing and Bookstore (12/10)</p> <ul style="list-style-type: none"> <li>Reviewed discussion themes with VP and Facilities Director to identify next steps.</li> </ul>	<p>Purchasing, and Bookstore Directors.</p> <ul style="list-style-type: none"> <li>Work with Facilities, Business, Purchasing, and Bookstore to develop themes for what good customer service with students/employees looks like.</li> </ul>	<ul style="list-style-type: none"> <li>Outcome: to have positive overall customer service satisfaction from students/employees.</li> </ul> <p>⇒ SEE ATTACHMENT B FOR SUMMARY</p>
	<ul style="list-style-type: none"> <li>Met with Director of Student Life &amp; Career Development (SLCD) and identified training session on inclusive leadership</li> </ul>	<ul style="list-style-type: none"> <li>Conducted facilitated discussion on inclusive with SLCD (11/20/18)</li> <li>Reviewed discussion themes with Director to identify next steps.</li> </ul>	<p>Work with SLCD to develop inclusive themes and develop an inventory of questions to review for programming and partnership needs</p>	<p>Outcome: to have inventory of questions to integrate equity and inclusion into existing programming and partnerships for FY20</p> <p>⇒ SEE ATTACHMENT B FOR SUMMARY</p>
	<ul style="list-style-type: none"> <li>Met with Chief Information Officer to assist with division goals: Increase diversity of employees in information technology; and increase cultural competency skills of employees in information technology and with partner institutions</li> </ul>	<ul style="list-style-type: none"> <li>Assist with search process for information technology vacancies</li> </ul>	<p>Partner with CIO to hold an employee development event focused on increasing equity and inclusion leadership competencies (Feb/Mar TBD)</p>	



**Associate Vice President for Equity and Inclusion**

FY19 Work Plan/Goals

July 1, 2018 – June 30, 2019

**GOAL 3 CIVIC ENGAGEMENT**

**Alignment to System Goal:** Increase Campus Diversity Climate

**Alignment to College Goal:** Increase Campus Diversity Climate

**Division/Individual Goal:** Increase engagement with community partners

<i>Desired Outcome(s)</i>	<p><b>Increase the extent to which the college promotes contact with and understanding of diverse populations, as measured by student opinion</b> (MN State Accountability Dashboard 4/27/18)</p> <ul style="list-style-type: none"> <li>• F 16: Goal 13.8 =&gt; Actual 13.6 (Variance -0.1) =&gt; <b>NOT MET</b></li> <li>• F 18: Goal 13.8 =&gt; Actual TBD</li> </ul> <p><b>Inventory of curricular and co-curricular initiatives with community partners to advance HTC Learner Value Cultural &amp; Global Awareness. (See Attachment B)</b></p>
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Key Actions	Leadership Team Report or Update			
	July – September	October – December	January – March	April – June
1. To establish baseline and measure engagement with a variety of intercultural communities to be culturally responsive to the needs of students and the workforce	<p>Community Event: They Call Me Q theatrical performance &amp; discussion (9/6)</p>	<ul style="list-style-type: none"> <li>• Community Event: Out North MNLGBTQ History film screening &amp; discussion (11/15)</li> <li>• Community Event: Unconventional Jobs, Unstoppable Women Series: featuring Justice Anne McKeig (11/27)</li> </ul>	<ul style="list-style-type: none"> <li>• Community Event: MLK Day of Service (1/17)</li> <li>• Community Event: Unconventional Jobs, Unstoppable Women Series (3/TBD)</li> <li>• Community Event: Hidden Figures film screening (3/27)</li> </ul>	<ul style="list-style-type: none"> <li>• Community Event: Unconventional Jobs, Unstoppable Women Series: featuring Sha Gage (4/TBD)</li> </ul> <p>⇒ SEE ATTACHMENT B FOR SUMMARY</p>

# EQUITY AND INCLUSION PLAN

HTC Strategic Direction	Goals	Objectives
<b>EQUITY AND INCLUSION: Institutional Culture</b>	1. Provide an accessible, inclusive, and safe campus environment.	<p>1.1 To gather feedback yearly from students and employees about campus spaces to assess their needs for accessibility, inclusivity, and personal safety.</p> <p>1.2 To examine and improve campus spaces to increase a sense of belonging and personal safety for students and employees.</p> <p>1.3 To review and grow culturally-based <b>affinity groups</b> and programs for underrepresented students to support their sense of belonging and safety.</p>
<b>EQUITY AND INCLUSION: Institutional Culture</b>	2. Integrate <b>HTC Learner Value Cultural &amp; Global Awareness</b> into academic courses and <b>co-curricular</b> activities	<p>2.1 To inventory and continue development of a collection of academic courses, co-curricular activities, and delivery methods <b>culturally relevant</b> to students.</p> <p>2.2 To offer trainings and dialogues yearly for faculty and staff to increase their <b>intercultural competence</b>.</p>
<b>EQUITY AND INCLUSION: Employee Retention and Development</b>	3. Increase retention of <b>protected class</b> group employees	<p>3.1 To provide an <b>onboarding</b> program to increase organizational knowledge and social integration for protected class group employees during their first year of employment at HTC.</p> <p>3.2 To provide leadership development to protected class group employees through intentional mentorship for advancement opportunities.</p> <p>3.3 To offer on campus professional development yearly for all HTC employees to build <b>leadership competencies</b> that contribute to an inclusive work environment.</p>
<b>EQUITY AND INCLUSION: Civic Engagement</b>	4. Increase engagement with community partners	4.1 To establish a baseline of community partners from diverse communities and measure engagement yearly in being <b>culturally responsive</b> to the needs of students and the workforce.

**Equity and Inclusion:** We will intentionally remove barriers and develop strategies for the success of individuals from historically underrepresented populations.

**Bold** words – see additional definitions in Glossary of Terms

# EQUITY AND INCLUSION PLAN

## Glossary of Terms

**Affinity Group:** A group of people with common interests, background, and experience that come together to support each other. (<https://www.nais.org/learn/independent-ideas/november-2017/how-racial-affinity-groups-saved-my-life/>)

**Co-curricular:** Activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum. (<https://www.edglossary.org/co-curricular/>)

**Culturally Relevant/Responsible:** Recognizing, understanding, and applying attitudes and practices that are sensitive to and appropriate for people with diverse backgrounds, experiences, and perspectives. (<https://minnstate.edu/system/equity/glossary.html>)

**HTC Learner Values:** Values and attitudes that help make successful employees. (<https://www.hennepintech.edu/about-htc/president-message/mission-vision-values.html>)

**(Inter) Cultural Competence:** An ability to learn about and interact effectively with people of diverse backgrounds, experiences, and perspectives. This competence comprises four components: (1) awareness of one's own cultural worldview, (2) attitude towards cultural differences, (3) knowledge of different cultural practices and worldviews, and (4) cross-cultural skills. (<https://minnstate.edu/system/equity/glossary.html>)

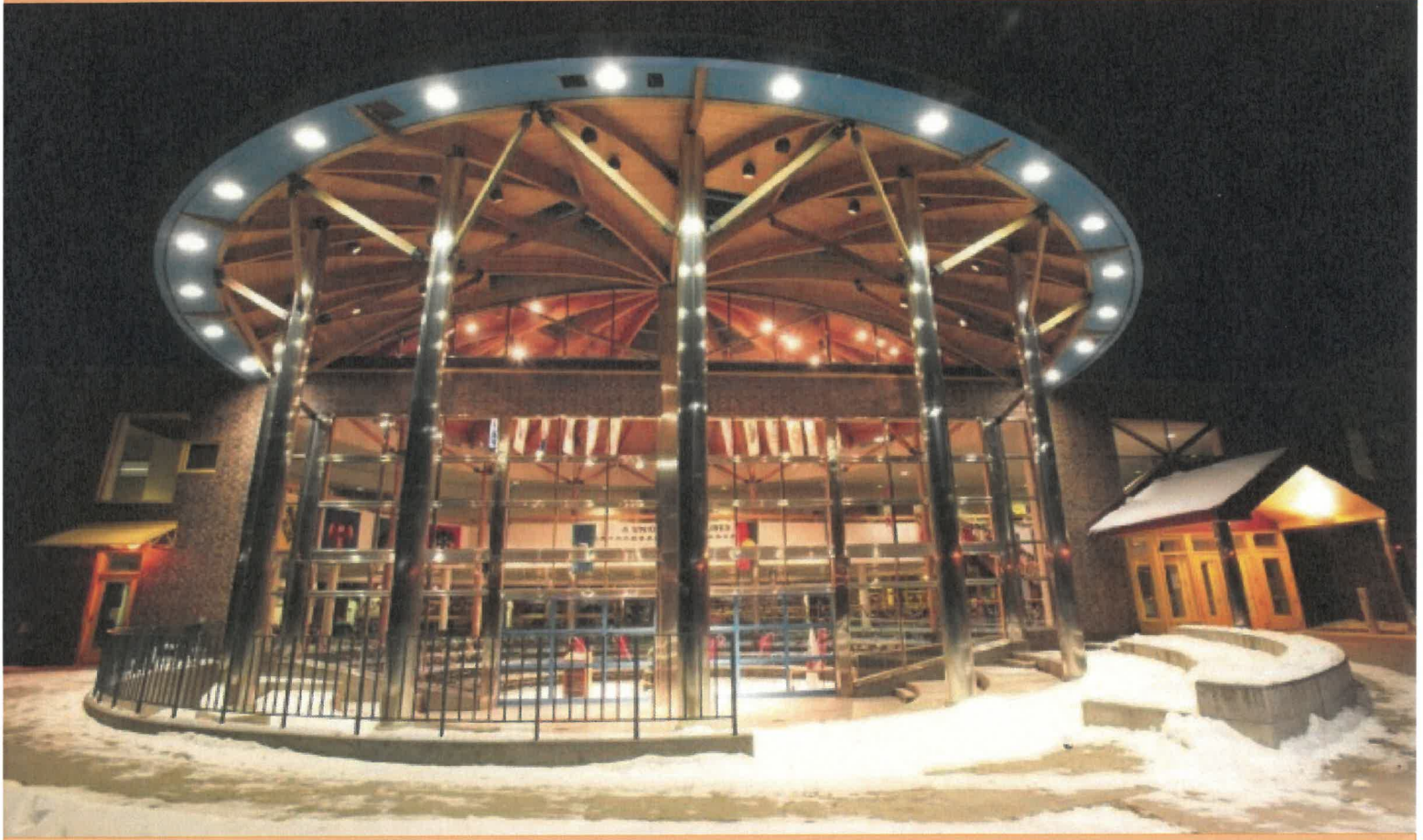
**Leadership Competencies:** The Leadership Competencies describe the knowledge, skills and attributes required to be successful as a leader in the MN State system at any level and in any role or function. They represent the common characteristics across all leaders in our system. ([https://www.minnstate.edu/system/hr/talent\\_management/documents/Leadership%20Competencies%20list\\_Nov2016.pdf](https://www.minnstate.edu/system/hr/talent_management/documents/Leadership%20Competencies%20list_Nov2016.pdf))

**Onboarding:** Successful onboarding makes a new employee feel welcome, helps them build the networks they need and lets them quickly and easily understand their role in the organization. ([http://minnstate.edu/system/hr/talent\\_management/Onboarding.html](http://minnstate.edu/system/hr/talent_management/Onboarding.html))

**Protected class:** Protected class includes race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, familial status and membership or activity in a local human rights commission are protected classes in employment. (<https://www.minnstate.edu/board/policy/1b01.html>)

**Underrepresented:** Any individuals who are historically underrepresented in American higher education in terms of: race/ethnicity/nationality, gender, parental education level, socioeconomic status, disability, sexual orientation, gender identity, gender expression, age, or spirituality/religiosity/philosophy. (<https://minnstate.edu/system/equity/glossary.html>)

# 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



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**State of Minnesota**

**Fond du Lac Tribal and Community College**

**2018-2020 Affirmative Action Plan**

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Fond du Lac Tribal and Community College  
2101 14<sup>th</sup> Street  
Cloquet, MN 55720  
(218) 879-0800  
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[Damien.Paulson@fdltcc.edu](mailto:Damien.Paulson@fdltcc.edu)  
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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.

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## Executive Summary

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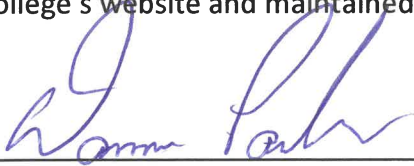
This Affirmative Action Plan meets the requirements as set forth in statute, in Administrative Rule, and by Minnesota Management and Budget, and contains affirmative action goals and timetables, as well as reasonable and sufficiently assertive hiring and retention methods for achieving these goals.

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

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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

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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)	<a href="mailto:Stephanie.Hammitt@fdltcc.edu">Stephanie.Hammitt@fdltcc.edu</a>	(218) 879-0804
<b>Name/Title</b>	<b>Email</b>	<b>Phone</b>

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## **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

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Damien Paulson, Coordinator of Placement/CITS	<a href="mailto:Damien.Paulson@fdltcc.edu">Damien.Paulson@fdltcc.edu</a>	(218) 879-0795
Name/Title	Email	Phone

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## 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	<a href="mailto:Marisa.Haggy@fdltcc.edu">Marisa.Haggy@fdltcc.edu</a>	(218) 879-0879
<b>Name/Title</b>	<b>Email</b>	<b>Phone</b>

**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	<a href="mailto:Marisa.Haggy@fdltcc.edu">Marisa.Haggy@fdltcc.edu</a>	(218) 879-0879
<b>Name/Title</b>	<b>Email</b>	<b>Phone</b>

**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 assess 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
<b>Name/Title</b>	<b>Email</b>	<b>Phone</b>

**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

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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 on the college's website at <https://fdltcc.edu/human-resources/current-employees> or in print copy 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 14<sup>th</sup> 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 14<sup>th</sup> 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 one-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 <a href="mailto:Stephanie.Hammitt@fdltcc.edu">Stephanie.Hammitt@fdltcc.edu</a>
Marisa Hagggy, Human Resources Director/CHRO	(218) 879-0879 <a href="mailto:Marisa.Hagggy@fdltcc.edu">Marisa.Hagggy@fdltcc.edu</a>
Damien Paulson, Affirmative Action Officer	(218) 879-0795 <a href="mailto:Damien.Paulson@fdltcc.edu">Damien.Paulson@fdltcc.edu</a>

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	<10	<10%	0.00%	100%	0.00%	0.00%
Resignations	13	52%	61.54%	53.85%	0.00%	0.00%
Enhanced Separation	<10	<10%	100%	0%	0.00%	0.00%
Retirement	<10	24%	83.33%	16.67%	0.00%	0.00%
Death	<10	<10%	50%	50%	0.00%	0.00%
Lay Off	<10	<10%	100%	0.00%	0.00%	0.00%
Termination w/o Rights	<10	<10%	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 our 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.

<b>Job Category</b>	<b>% of Ind w/Disabilities in Category</b>	<b>% of Ind w/Disabilities Hired in Category</b>	<b>% of Ind w/Disabilities Separated in Category</b>
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**

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### **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

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## 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](mailto:ADA.MMB@state.mn.us)

## Request for Reasonable Accommodation Form

<p>State of Minnesota – (Agency) _____ Date: _____</p> <p><b>Employee/Applicant Request for Americans with Disabilities Act ("ADA") Reasonable Accommodation Form</b></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><b>Data Privacy Statement:</b> 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><b>Questions to clarify accommodation requested.</b></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><b>Questions to document the reason for the accommodation request (please attach additional pages if necessary).</b></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><b>Information Pertaining to Medical Documentation:</b> 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>
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### 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](mailto:Mark.Bernhardson@fdltcc.edu)
- Anita Hanson, Dean of Student Services (218) 879-0805 [Anita.Hanson@fdltcc.edu](mailto:Anita.Hanson@fdltcc.edu)
- Marisa Haggy, Human Resources Director (218) 879-0879 [Marisa.Haggy@fdltcc.edu](mailto: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.



## **Attachment to Go With Concordia University Affirmative Action Worksheet**

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.
  - o Implementation of the specific strategies of the five-year Diversity, Equity, and Inclusion Plan are underway, with intentional efforts of involving offices and departments across campus for their input and action.
- The university dedicated a Diversity Center last year, which will initiate programs and activities geared toward and relevant to the entire campus community.
  - o In the past few months, the Diversity Affairs Office hired a new diversity center director. This director has been in diversity training, serving on campus-wide committees, collaborating with a variety of offices and individuals, developing activities to orient students and employees to learn, respond, and celebrate cultural differences. The director is working on initiatives, programming, and opportunities for campus-wide engagement, enlightenment, and enrichment, that will be implemented throughout the year.

## APPENDIX A

Minneapolis Community & Technical College  
PPOE Affirmative Action Worksheet 2019  
Description of Any Other Affirmative Action Efforts Made in  
The Past Year or Planned for the Next Year

### **Minneapolis College PPOE Affirmative Action Efforts: July 1, 2018 to June 30, 2019:**

1. **FY18 Demographic Data: Law Enforcement Majors:** Here is the most recent data available on the percentage of our Law Enforcement majors who self-identify as underrepresented American Indian students, students of color, and women:
  - Students of color (including American Indian): 74%
  - Female: 36%
2. **Action Area 9C:** The Minneapolis College Library's Collection Development Policy includes the following language:

Materials selected will

- Reflect a wide range of views representing many sides of contemporary issues in order to promote critical thinking and objective evaluation skills; and
- Foster respect for everyone in our diverse community by accurately reflecting contributions and achievements of women and men, as well as individuals and members of groups of various racial, social, ethnic, religious, sexual orientation, and cultural backgrounds.

College Library staff apply this policy to all subject areas in the Library's collection, including law enforcement and criminal justice. Because of this Policy, a search of our Library catalog using the keywords "law enforcement" revealed that our Library has *at least* the following "materials that represent diverse perspectives on criminal justice and public safety":

- Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do (Eberhardt, Jennifer L.)
- The Torture Machine: Racism and Police Violence in Chicago (Taylor, Flint)
- The War on Neighborhoods: Policing, Prison, and Punishment in a Divided City (Lugalia-Hollon, Ryan and Cooper, Daniel)
- Excessive Use of Force: One Mother's Struggle Against Police Brutality and Misconduct (Prater, Loretta)
- The Black and The Blue: A Cop Reveals The Crimes, Racism, and Injustice in America's Law Enforcement (Horace, Matthew)
- Building The Prison State: Race and The Politics of Mass Incarceration (Schoenfeld, Heather)

The Minneapolis College Library also has databases that provide access to the full-text of scholarly and professional journals in law enforcement, criminal justice, and ethnic and minority studies.

3. **Action Area 8A:** Minneapolis College's Academic Affairs and Student Affairs Divisions present an annual Student Success Day event that includes presentations by the College's academic departments on career opportunities for students studying in the department's subject areas. The College held its 2019 Student Success Day event on February 26. The College's Law Enforcement Transfer Pathway Program delivered a panel presentation on law enforcement careers to students. One of the panel members was Adjunct Law Enforcement Instructor Nick Kellum, an African-American, Minneapolis native and 20 year member of the Saint Paul Police Department. Mr. Kellum previously served as President of the Minnesota Chapter of the National Black Police Officer's Association.

**Minneapolis College PPOE Affirmative Action Efforts: Plans for July 1, 2019 to June 30, 2020:**

1. **Areas 3A, 3B, and 9F:** The Minneapolis College Academic Affairs Division allocated \$12,400 of its Fiscal Year 2020 Federal Carl D. Perkins Career and Technical Education Grant funds to the Law Enforcement Transfer Pathway Program. The Program will use these funds to pay for four Reasonable Credit Equivalence credits for new Law Enforcement Instructor and PPOE Coordinator Nick Kellum during the 2019-20 Academic Year. By applying these credits to Mr. Kellum's teaching load, the Program will release him from teaching a two-credit course each semester. Mr. Kellum will devote his release time to projects intended to develop a Law Enforcement student admissions "pipeline." This work will include his participation in the outreach strategies listed in Action Areas 3A and 3B. It could also include work on the establishment of one or more of the "law enforcement related post-secondary educational opportunity courses in high schools "with high enrollments of underrepresented American Indian and students of color and/or women contemplated by Action Area 9F.
2. **Areas 3A and 3B:** Minneapolis College is a member of the Law Enforcement Professional Licensing Program Consortium with Hennepin Technical College, Century College, Inver Hills Community College, Normandale Community College, and North Hennepin Community College (the "LEC.") The Minnesota State System awarded a Collaboration Grant to the LEC in June of 2019. The LEC will use a portion of its Grant funds to complete a study of national best practices on how to recruit more students, and more underrepresented American Indian students and students of color, to the professional peace officer education programs at the LEC member colleges.
3. **Area 4C:** Minneapolis College granted new Law Enforcement Instructor and PPOE Coordinator Nick Kellum a two-day paid alternate assignment to attend the National Black Police Association's 2019 Training and Education Conference in Philadelphia on August 21 and 22, 2019. Mr. Kellum's membership in this organization, and his past service as President of the Minnesota chapter of this organization, will enable the College to form a new partnership with a national law enforcement organization from outside of Minnesota. Mr. Kellum also intends to meet personally with the president of each one of Minnesota's minority police associations, with the goal of establishing partnerships between these associations and Minneapolis College.