

# **EQUAL OPPORTUNITY** and **AFFIRMATIVE ACTION PLAN** 2016-2018



**Minnesota State**  
Community and Technical College

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**MINNESOTA STATE COMMUNITY AND TECHNICAL COLLEGE (M STATE)**  
**2016 – 2018 Affirmative Action Plan**

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# Minnesota State Community and Technical College

## Affirmative Action Plan 2016-2018

### I. EXECUTIVE SUMMARY

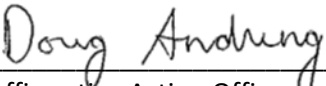
Review revealed underutilization of the following protected group(s) in the following job categories:

Table 1. Underutilization Analysis of Protected Groups

Job Categories	PROTECTED GROUPS			
	Women	Racial/Ethnic Minorities	Indiv. With Disabilities	Veterans
Officials/Administrators		XX		
Professionals-Faculty		XX	XX	XX
Professionals-Non-Faculty		XX	XX	XX
Technicians/Paraprofessionals			XX	XX
Office/Clerical		XX	XX	XX
Skilled Craft				
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 is aware of the College's commitments to affirmative action and equal employment opportunity. The plan will also be posted on the College's website and maintained in the Human Resources.

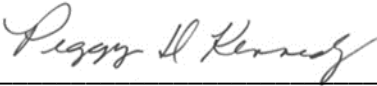
This Affirmative Action Plan meets the requirements as set forth by Minnesota Management and Budget, and contains affirmative action goals and timetables, as well as reasonable and sufficiently assertive hiring and retention methods for achieving these goals.

  
\_\_\_\_\_  
Affirmative Action Officer

\_\_\_\_\_  
7/18/16  
(date)

  
\_\_\_\_\_  
Human Resources Director

\_\_\_\_\_  
7/18/16  
(date)

  
\_\_\_\_\_  
President

\_\_\_\_\_  
7/18/16  
(date)

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## II. STATEMENT OF COMMITMENT

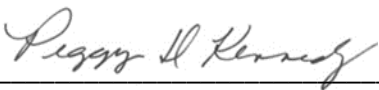
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This statement reaffirms M State is committed to Minnesota's statewide affirmative action efforts and providing equal employment opportunity to all employees and applicants in accordance with equal opportunity and affirmative action laws.

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, 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.
- M State 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.
- M State will continue to actively promote a program of affirmative action, wherever minorities, women, individuals with disabilities, and veterans are underrepresented in the workforce, and work to retain all qualified, talented employees, including protected group employees.
- M State 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, the College will expect all employees to perform their job duties in a manner that promotes equal opportunity for all.

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

  
\_\_\_\_\_  
President

\_\_\_\_\_  
7/18/16  
(date)

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

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

**Dr. Peggy Kennedy, President**

##### **Responsibilities:**

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

##### **Duties:**

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

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

##### **Accountability:**

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

#### **B. Affirmative Action Officer**

**Doug Andring, Assistant Director of Human Resources**

##### **Responsibilities:**

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The Affirmative Action Officer or designee is responsible for implementation of the College's affirmative action and equal opportunity program, and oversight of the College's compliance with equal opportunity and affirmative action laws.

#### **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 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.

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#### **Accountability:**

The Affirmative Action Officer is accountable directly to the Director of Human Resources and indirectly to the President on matters pertaining to affirmative action and equal opportunity.

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

**Doug Andring, Assistant Director Human Resources**

#### **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 Director of Human Resources.

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

**Dacia Johnson, Director of Human Resources**

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#### **Responsibilities:**

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

#### **Duties:**

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

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

#### **Accountability:**

The Human Resources Director is directly accountable to the President.

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

**Responsibilities:**

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

**Duties:**

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

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

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#### **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.

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## **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**

- An e-mail 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 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.minnesota.edu/?id=496> or in print copy to anyone who requests it. As requested, the college will make the plan available in alternative formats.

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- The college's website homepage, letterhead, publications, and all job postings, will include the statement "an equal opportunity employer and educator."
- 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.

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## V. M STATE'S EQUAL OPPORTUNITY AND NONDISCRIMINATION IN EMPLOYMENT AND EDUCATION POLICY

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### Part 1. Policy Statement.

**Subpart A. Equal opportunity for students and employees.** Minnesota State 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 is committed to a policy of equal opportunity and nondiscrimination in employment and education.

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

Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or familial status 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 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.

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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, 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 would subject 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 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

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- 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, 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, 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 who are disabled or are of a different race, color, creed, religion, sexual orientation, gender identity, gender expression, or national origin; or
- Made a complaint or assisted or participated in any manner in an investigation or process with the Equal Employment Opportunity Commission, the U.S. Department of Education Office for Civil Rights, the Minnesota Department of Human Rights or other enforcement agencies, under any federal or stated nondiscrimination law, including the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; the Minnesota Human Rights Act, Minn. Stat. Ch. 363A, and their amendments.

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

**Subpart G. Sexual harassment and violence as sexual abuse.** Under certain circumstances, sexual harassment or violence may constitute sexual abuse according to Minnesota law. In such

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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 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. M STATE'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's policies relating to nondiscrimination by providing a process through which individuals alleging violation of Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education may pursue a complaint. This includes allegations of retaliation, or discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, gender identity, gender expression, marital status, or status with regard to public assistance. In addition, discrimination in employment based on membership or activity in a local human rights commission as defined by law is prohibited.

**Subpart B. Applicability.** This procedure shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including its students, employees, and applicants for employment, and is intended to protect the rights and privacy of both the complainant and respondent and other involved 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.

**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

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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.

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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.

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**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.

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- **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 Website 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 Website 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;

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- 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

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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.

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- **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

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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,

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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. MINNESOTA STATE'S REASONABLE ACCOMMODATIONS IN EMPLOYMENT POLICY

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**Part 1. Purpose.** This procedure sets forth the process to be used for responding to requests for reasonable accommodations in employment based on an applicant's or employee's disability. The scope of this procedure is limited to reasonable accommodations, and is not intended to fully describe other provisions of the Americans with Disabilities Act or the Minnesota Human Rights Act.

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Part 2. Reasonable Accommodations in Employment. It is the policy of Minnesota State to encourage the employment and promotion of any qualified individual including qualified individuals with disabilities. The system office, college or university will not discriminate in providing reasonable accommodations to qualified individuals with a disability in regard to job application procedures, hiring, advancement, discharge, employee compensation, job training or other terms, conditions, and privileges of employment.

Part 3. Definitions. For purposes of this procedure, the following terms have the meaning given them:

Subpart A. Employer. The employer is the system office, college or university.

Subpart B. Essential Functions. Essential functions are the fundamental job duties of the position in question. The term does not include the marginal functions of the position.

- A job function may be considered essential for any of several reasons, including but not limited to the following:
  - The function may be essential because the reason the position exists is to perform that function;
  - The function may be essential because of the limited number of employees available among whom the performance of that job function can be distributed; and/or
  - The function may be highly specialized so that the incumbent in the position is hired for his or her expertise or ability to perform the particular function.
- Evidence of whether a particular function is essential includes, but is not limited to:
  - The employer's judgment as to which functions are essential;
  - Written job descriptions;
  - The amount of time spent on the job performing the function;
  - The consequences of not requiring the incumbent to perform the function;
  - The terms of a collective bargaining agreement;
  - The work experience of past incumbents in the job; and/or
  - The current work experience of incumbents in similar jobs.

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Subpart C. Individual with a Disability. An individual with a disability for the purposes of determining reasonable accommodations is any applicant, current employee, including student employees, or employees seeking promotion, who has a physical or mental impairment which substantially or materially limits one or more of such individual's major life activities. Generally, a disabling physical or mental condition which is expected to be temporary and from which the individual is expected to recover is not a disability under this procedure.

Subpart D. Qualified Individual with a Disability. A qualified individual with a disability is an individual with a disability who meets the requisite skill, education, experience and other job-related requirements of the job and who, with or without reasonable accommodation, can perform the essential functions of the job.

Subpart E. Reasonable Accommodations. A reasonable accommodation is a modification or adjustment to a job or employment practice or the work environment that enables a qualified individual with a disability to perform the essential functions of the job as identified at the time of the reasonable accommodation request and to access equal employment opportunities. Reasonable accommodations may also include those things which make a facility and its operations readily accessible to and usable by individuals with disabilities. Under the law, the employer has a responsibility to make reasonable accommodations for individuals with a disability only if the disability is known and it is not an undue hardship under Part 6, Subpart C.

Part 4. Identification of Assigned Staff Member. The system office, and each college and university shall assign and identify a staff member responsible for administering requests for reasonable accommodations.

Part 5. Right to Representation. In accordance with applicable collective bargaining agreement language, employees may have the right to request and receive union representation during the reasonable accommodations process.

Part 6. Providing Reasonable Accommodations.

Subpart A. Job Relatedness. Reasonable accommodations will be provided only for job-related needs of individuals with a disability. The primary factor in evaluating an accommodation's job relatedness is whether the accommodation specifically assists the individual to perform the essential functions of the job as identified at the time of the reasonable accommodation request. If the requested accommodation is primarily for the benefit of the individual with a disability to assist that individual in daily personal activities, the employer is not required to provide the accommodation. The appropriate reasonable accommodation is best determined through a flexible, interactive process that involves both the employer and the qualified individual with a disability; it may include the appropriate union representative as provided by the applicable collective bargaining agreement.

Subpart B. Essential Functions. The system office, college or university may deny employment or advancement in employment based on the inability of an individual with a disability to

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perform the essential functions of the job and may decline to make accommodations to the physical or mental needs of an employee or job applicant with a disability if:

- The accommodation would impose an undue hardship on the system office, college or university as provided under Subpart C.;
- The individual with a disability, with or without reasonable accommodations, is not qualified to perform the essential functions of that particular job; or
- Having the individual in the job would create a direct threat because of a significant risk to the health and safety of the individual or others and the risk cannot be eliminated by reasonable accommodation.

Subpart C. Undue Hardship. In determining whether providing a reasonable accommodation would impose an undue hardship on the employer, the factors to be considered include:

- The nature and net cost of the accommodation needed;
- The overall financial resources of the employer involved in the provision of the reasonable accommodation, the number of persons employed, and the effect on expenses and resources;
- The overall financial resources of the employer, the overall size of the business of the employer with respect to the number of its employees, and the number, type and location of its facilities;
- The type of operation or operations of the employer, including the composition, structure and functions of the workforce, and the geographic separateness and administrative or fiscal relationship of the employer in question to the covered entity; and
- The impact of the accommodation upon the operation of the employer, including the impact on the ability of other employees to perform their duties and the impact on the employer's ability to conduct business.

Subpart D. Documentation. Documentation of a disability is required as part of the reasonable accommodation process unless the nature and extent of the disability is already known to the employer, or as a practical matter, the requested accommodation is minimal and the employer makes modifications for its convenience, regardless of whether the employee or applicant meets the requirements for a reasonable accommodation under this procedure.

Subpart E. Choice of Accommodations. The employer is not required to provide the specific accommodation requested by the individual and may choose an effective accommodation

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which is less expensive or easier to provide. Accommodations provided to the individual are the financial responsibility of the employer.

Subpart F. Request Process. Employees requesting reasonable accommodations that are directly related to performing their job will make such requests to their supervisor or the EO/AAO as outlined in the following Procedure for Requesting Accommodations. Students requesting reasonable accommodations that are directly related to their coursework will make their requests to the Dean, or the campus Learning Services Coordinator (ADA Coordinator for students). The following list identifies individuals to contact on each campus:

#### **Detroit Lakes Campus.....(218) 846-3700**

- Steve Erickson, Academic Dean
- Kristina Seifert, Academic Advisor/Disabilities Coordinator/Director Student Life

#### **Fergus Falls Campus.....(218) 736-1500**

- Matt Borcharding, Academic Dean
- Jon Kragness, Director, Center for Students with Disabilities

#### **Moorhead Campus.....(218) 299-6500**

- Shawn Anderson, Dean of Student Success
- Claudia Simon, Director of Disabilities and Learning Services

#### **Wadena Campus.....(218) 631-7800**

- Monty Johnson, Academic Dean
- Christian Breczinski, Director of Student Services

### **Job Applicant Procedure**

Job applicants will contact the Director of Human Resources or Equal Opportunity/Affirmative Action Officer (EO/AAO) if accommodations are needed to take part in the application process. Current employees with disabilities seeking promotion shall contact their campus designee or the EO/AAO to request a reasonable accommodation.

Procedure for Employee's Requesting Accommodation for Disability at the College:

- Employee requests for accommodations shall be made by contacting the Director of Human Resources or the college EO/AAO.

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- The immediate supervisor shall contact the Director of Human Resources or EO/AAO and advise of their receipt of a request for accommodation.
- The Director of Human Resources or EO/AAO may request documentation of the individual's functional limitation to support the request. All medical documentation collected will be strictly confidential and maintained in confidential files. No access to medical information will be allowed unless the disability might require emergency treatment.
- When a qualified individual with a disability has requested an accommodation, the employer shall in consultation with the individual:
  - Discuss the purpose and essential functions of the particular job involved. Completion of a step-by-step job analysis may be necessary.
  - Determine the precise job-related limitation.
  - Identify the potential accommodation and assess the effectiveness each accommodation would have in allowing the individual to perform the essential functions of the job.
  - Select and implement the accommodation that is the most appropriate for both the individual and the employer. While an individual's preference will be given consideration, the College is free to choose among equally effective accommodations and may choose the one that is less expensive or easier to provide.
- The Director of Human Resources or EO/AAO will work with the employee to obtain technical assistance as needed. The employee will provide reasonable assistance in obtaining medical documentation and/or accommodation assessments that may be necessary.
- The Director of Human Resources or EO/AAO will provide a decision to the employee within a reasonable amount of time after all documentation and assessments are completed.
- If an accommodation cannot overcome the existing barriers or if the accommodation would cause an undue hardship to the employer on the operation of the business, the employee and the Director of Human Resources or ADA Coordinator shall work together to determine whether reassignment may be an appropriate accommodation.

Part 7. Application. Nothing in this procedure is intended to expand, diminish or alter the provisions of the Americans with Disabilities Act or the Minnesota Human Rights Act.

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## **VIII. EVACUATION PROCEDURES FOR INDIVIDUALS WITH DISABILITIES**

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In order to provide special accommodation assistance for individuals with disabilities during “Weather Emergencies and Evacuations,” the following persons on each of the respective campuses shall be contacted:

Detroit Lakes:                      Steve Erickson, Academic Dean:  
218-846-3721 or Steve.Erickson@minnesota.edu  
Kristina Seifert, Academic Advisor/Disabilities Coordinator/Director  
Student Life: 218-846-3734 or Kristina.Seifert@minnesota.edu

Fergus Falls:                      Matt Borcharding, Academic Dean:  
218-736-1506 or Gary.Henrickson@minnesota.edu  
Jon Kragness, Director, Center for Students with Disabilities:  
218-736-1595 or Jon.Kragness@minnesota.edu

Moorhead:                      Shawn Anderson, Dean of Student Success:  
218-299-6535 or Shawn.Anderson@minnesota.edu  
Claudia Simon, Director of Disabilities and Learning Services:  
218-299-6882 or Claudia.Simon@minnesota.edu

Wadena:                      Monty Johnson, Academic Dean:  
218-631-7812 or Monty.Johnson@minnesota.edu  
Christian Brezczinski, Director of Student Services:  
218-631-7832 or Christian.Breczinski@minnesota.edu

At the beginning of each academic year every instructor shall advise students with hearing, visual or mobility disabilities, within their respective classrooms, lab or shop areas, of evacuation procedures for their campus.

If an emergency situation arises during classroom instruction, students who may be unable to hear or see an emergency alarm/announcement because of a hearing or visual disability, will be informed of the emergency by their classroom instructor. If the emergency arises during a work-study job assignment, their immediate supervisor will advise the student. If evacuation of the building is ordered, the instructor or his/her designee, shall accompany the student out of the building via established evacuation routes posted for each area of the building. If more than one student with hearing, visual or mobility disability occupies the classroom, the instructor shall designate another non-disabled student to accompany the disabled student. Moving individuals in wheelchairs using the stairway is not recommended. Individuals should not be left alone when seeking assistance during evacuation. The persons shall be moved as a

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group from the building or to a designated safe haven where emergency personnel will remove them.

Each Dean or designee shall have the responsibility of informing all employees of Emergency and Evacuation procedures for their campus. This information may be disseminated during mandatory in-service meetings, individual campus staff meetings, or for new employees at orientation meetings.

The campus Dean and other campus supervisors are in the best position to know the identity and work station of each employee who has a hearing, visual or mobility disability. If an emergency situation arises on campus, the Dean or their pre-appointed designee, shall have the responsibility to advise visually impaired or hearing deficient personnel of the emergency. If evacuation of the building becomes necessary, employees with a visual or mobility disability shall be accompanied by at least one non-disabled employee from the building via posted emergency exits. The campus Dean shall appoint non-disabled employees with workstations in the vicinity to accompany the disabled employee from the building.

During emergencies individuals should avoid windows, doorways or other areas where glass may shatter. Auditoriums and gymnasiums with spanned roofs should also be avoided.

It shall be the decision of the campus Dean or designee, along with the aid and assistance of responding emergency personnel, to determine when the building may be re-entered or campus operations resumed following evacuation.

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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, 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 2016-2018

Job Categories	UNDERUTILIZATION – # OF INDIVIDUALS				HIRING GOALS FOR 2016-2018			
	Women	Racial/ Ethnic Minorities	Individuals with Disabilities	Veterans	Women	Racial/ Ethnic Minorities	Individuals with Disabilities	Veterans
Officials/Administrators	0	3	0	0	0	1	0	0
Professionals-Faculty	0	35	9	8	0	3	1	1
Professionals-Non Faculty	0	0	2	2	0	0	2	1
Technicians/Paraprofessionals	0	0	2	1	0	0	1	1
Office/Clerical	0	1	1	6	0	1	1	1
Skilled Craft	0	0	0	0	0	0	0	0
Service Maintenance	2	0	0	2	2	0	0	1

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#### **Availability:**

The College determined the recruitment area to be the Moorhead/Fargo Metropolitan statistical area for the EEO Job Categories of Clerical/Office, Professionals-Non Faculty, Service Maintenance, Skilled Craft, and Technicians/Paraprofessionals. National availability statistical data was used for the EEO Job Categories of Officials and Administrators and Professionals-Faculty per Minnesota State recommendation. 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 it helps to identify relationships between variables, assists in data reduction, and helps the researcher to cluster the product and population being analyzed.

#### **Women:**

At the College, women have improved in the job category of Professionals Non-Faculty and have remained the same in all other job categories from the plan year 2014-2016 to 2016-2018. The College has improved in that category due to a reduction in total number of employee's in that job group.

We will continue to strive for qualified and diverse applicant pools through targeted posting sources utilizing limited budgetary resources.

#### **Minorities:**

At the College, minorities have improved in the following job categories from plan year 2014-2016 to 2016-2018: Officials/Administrators, Professionals/Faculty, Professionals-Non-Faculty, Office/Clerical and Service Maintenance. We have improved in the above noted areas due to regional availability data used for this plan. This census data is a more accurate representation of the demographics of the region we recruit from and serve. Other factors contributing to improvement are hiring minorities into these categories as well as the College making the decision to not fill some positions due to budget and restructuring. The College has had limited success in recruiting qualified minorities in the categories of Officials/Administrators and Professionals-Faculty but is making progress as indicated in this plan.

We will continue to strive for qualified and diverse applicant pools through targeted posting sources utilizing limited budgetary resources.

#### **Individuals with Disabilities:**

At the College, individuals with disabilities have improved in the job category of Office/Clerical and have not improved in the following job categories from the plan year 2014-2016 to 2016-2018: Professionals-Non-Faculty and Technicians/Paraprofessionals. The Office of Federal Contractor Compliance Program mandates availability percentage at 7%. Categories that are not improved are a direct result of separations. Percentages of individuals with disabilities in most groups have decreased.

We will continue to strive for qualified and diverse applicant pools through targeted posting sources utilizing limited budgetary resources.

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Search committee training specific to awareness of personal biases is in process of being developed by the Chief Diversity Officer.

#### **Veterans:**

Effective March of 2013, the Office of the Federal Contract Compliance Program ("OFCCP") included veterans in affirmative action reporting.

At the College, veterans have improved in the job category of Office/Clerical and Professionals/Faculty and has not improved in the category of Professionals-Non-Faculty for the plan year 2014-2016 to 2016-2018. The Office of Federal Contractor Compliance Program mandates availability percentage at 8%. There were no Veteran separations in either fiscal year. Improvement or non-improvement numbers are driven by total employees in the job group.

We will continue to strive for qualified and diverse applicant pools through targeted posting sources utilizing limited budgetary resources.

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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, with some actions having taken place during the previous plan:

### **Objective #1: Enhance Recruitment Efforts**

#### **Action Steps:**

1. The AAO/Human Resources department will advocate with search committees to review recruitment and hiring guidelines, hiring goals, and answer questions.
2. Provide feedback to the President, President's Cabinet and others having responsibility for searches regarding the status of hiring goal accomplishment.
3. Examine and evaluate recruitment and hiring guidelines in order to support the College's commitment to affirmative action and to aid search committees and administrators in identifying and selecting qualified candidates for positions, including women, minorities and persons with disabilities.
4. Recruit in publications that will reach protected groups, including but not limited to the following: Black Issues in Higher Education, Hispanic Outlook, Tribal College Journal of American Indians in Higher Education, Higher Education Recruitment Consortium, Women's Press, HigherEdJobs.com, Minnesota Management and Budget Diversity email list, and in the Chronicle of Higher Education. Recruit utilizing appropriate websites. Place an emphasis on publications that addresses people with disabilities and veterans.
5. Send job openings to regional university multicultural/diversity offices, including but not limited to Women's and African American Colleges.
6. Support Minnesota State Strategic Diversity Plan, Goal 2.2, for the purposes of job postings.

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7. AAO/Human Resources will research trends and provide feedback to appropriate administrators, supervisors, and search committees for successful recruitment of disparate groups.
8. The AAO/Director of Human Resources will review applicant pools and work with Hiring Managers to promote a diverse pool of applicants.

#### **Evaluation:**

Assignment responsibility: Coordinated effort between several persons or groups including, but not limited to the President, President's Cabinet, AAO, Chief Human Resources Officer, Chief Diversity Officer, Search Committee Chairs, and the college wide Diversity Committee. The College continues to investigate and utilize when feasible the above objectives, with the last bullet point being a new objective for the 2016-2018 Affirmative Action Plan.

Timelines: Will continue to be implemented during the 2-year AAP period. Action steps will be ongoing.

Evaluation of Action Steps: 1. The Chief Human Resources Officer (CHRO) and Assistant Director Human Resources (ADHR) collaborate and meet with search committees through the entire search process to review guidelines and goals. 2. President's Cabinet and other administrators/supervisors are involved as decision makers and search chairs for hiring processes. Training is provided to search process owners. 3. Hiring guidelines are communicated to search committees by the CHRO and ADHR. 4. Human Resources, in conjunction with hiring managers continue to explore diverse hiring publications. 5. Job postings, such as IT positions, have been shared with other Minnesota State institutions for posting. 6. The College continues to support strategic diversity plan, goal 2.2 relating to job postings. 7. Monitoring the Hiring Process quarterly results and underutilization goals are communicated to college employees as well as search committees and those having decision making authority in the hiring process. In addition, Human Resources in collaboration with hiring managers and the college wide diversity committee are reviewing the new search advisory committee handbook produced by the Minnesota State Talent Acquisition Sub-committee. A determination will be made how to implement within the College's search process. 8. The AAO & Director of Human Resources continue to work with Hiring Managers to recruit and make affirmative hiring appointments.

#### **Objective #2: Enhance Retention Efforts**

##### **Action Steps:**

1. Performance reviews will be completed in a timely manner and consistent with requirements found in the applicable collective bargaining agreements.
2. Distribute a notice to all employees annually regarding the college's commitment to providing a campus environment that is free of discrimination, harassment, and violence, focusing on but not limited to the following avenues: All staff meetings, college-wide leadership meetings, faculty duty days, college-wide e-mail distribution, and new employee orientation materials. The notice will include information regarding the Nondiscrimination policy and complaint procedure, Minnesota State Board Policy 1B.1 and Procedure 1B.1.1.

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3. Notify all employees annually of the procedure for requesting and providing reasonable accommodations.
4. Provide information about the Employee Assistance Program, including available services for employees and work-related concerns.
5. Develop a comprehensive orientation program for new employees, exploring mentoring and peer support groups.
6. Support Minnesota State Systemwide Strategic Diversity Plan, Goal 2.2.

#### **Evaluation:**

Assignment responsibility: Coordinated effort between several persons or groups including, but not limited to the President, President's Cabinet, AAO, Chief Human Resources Officer, Chief Diversity Officer, Search Committee Chairs, and the college wide Diversity Committee. The College continues to notify employees on important retention efforts per the objectives outlined above. The Human Resources Office released a comprehensive online orientation for all new and current employees in the spring of 2013. We continue to partner with supervisors to define mentoring and peer support groups.

Timelines: Will continue to be implemented during the 2-year AAP period. Action steps will be ongoing.

Evaluation of Action Steps: 1. Human Resources sends staff performance reviews a month before due date to supervisors and employees. Quarterly completion reports are presented to President's Cabinet. 2. Minnesota State board policy 1B.1 and 1B.1.1 annual notices are sent to College employees by the AAO. 3. The ADA notice is sent annually to College employees by the AAO. 4. Human Resources partners with administrators and supervisors to educate the college population on the services of the EAP. 5. New employee on-boarding checklists have been created for both faculty and staff. In addition, the M State Employee Resource Center on-line training was implemented and a Share-point driven automated on-boarding system will be implemented by summer of 2016. 6. Concerning retention, Minnesota State System-wide Strategic Diversity Plan, Goal 2.2 is supported by the College. In addition, a new staff evaluation form is being developed that streamlines goals and objectives and aligns with the College's mission and vision, creating a more impactful review experience for both the supervisor and employee. A new employee on-boarding checklist for new employees was developed and implemented for both staff and faculty. It provides a comprehensive on-boarding experience for both the new employee, supervisor, and department. The creation of a college wide staff development work group was implemented. This group identifies and makes recommendations on professional development opportunities for staff as well as assists in the annual college staff in-service. Finally, the College successfully created and submitted a Diversity Plan.

#### **Objective #3: Provide a Working and Educational Environment that Promotes and Welcomes Diversity**

##### **Action Steps:**

1. In partnership with the college wide Diversity Committee, plan and implement specific activities designed to increase awareness regarding specific protected classes.
2. At least one time per year, an administrative duty day will include programming regarding diversity education.

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3. Explore grant opportunities to provide diversity education to employees.
4. Explore and make a recommendation to the President in implementing an Intercultural Development Inventory (IDI) to College employees. The goal is to assess a broad understanding of sensitive cultural and diversity topics.
5. Explore informal diversity education opportunities with the College community (i.e.: brown bag lunches, book clubs, campus based diversity task forces, etc.).

#### **Evaluation:**

Assignment responsibility: Coordinated effort between several persons or groups including, but not limited to the President, President's Cabinet, AAO, Director of Human Resources, Chief Diversity Officer, Search Committee Chairs, and the college wide Diversity Committee. The Diversity Committee continues to work on disseminating information to each campus regarding cultural and diversity events happening on each of our campuses. Physical Plant concerns continue to be addressed in a manner consistent with the OCR review. During this plan year, the Diversity committee will research and investigate implementing an Intercultural Development Inventory to college employees. Recommendations will be made to the President.

Timelines: Will continue to implement during the 2-year AAP period. Action steps will be ongoing.

Evaluation of Action Steps: 1. The College hired a Chief Diversity Officer (CDO) in the summer of 2016. The CDO and AAO will collaborate with the Diversity Committee to plan activities for the 2016-2018 biennium. 2. With the hiring of a CDO, diversity programming will be addressed in a more consistent manner for duty days. This is an area of need. 3. Grant opportunities were explored by the College Diversity Committee but were halted due to the resignation of the CDO at that time. This is an area in need of exploration. Successfully created and submitted a College Diversity Plan. 4. The College Diversity Committee currently has the IDI on hold and will review it with the new CDO. 5. Informal diversity education opportunities are held on each campus throughout the year, for example: Why Treaties Matter exhibit is being held on the Detroit Lakes campus summer of 2016. The CDO will review future campus opportunities and make recommendations to College leadership. In addition, the College has addressed the physical plant concerns which have arisen from OCR reviews and provided recommendations for the college facility plan for implementation.

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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**

State law governing affirmative action programs requires the College to establish methods of auditing, evaluating and reporting program success. This includes a procedure for pre-employment review of all hiring decisions for units where underutilization currently exists. When such a vacancy occurs, the procedure below will be followed before an offer of employment is made:

Purpose of Process: To notify employees/interested parties of the vacant positions, screen candidates for final recommendation in a consistent manner, and to provide a guide for interview teams.

A. Human Resources consults with supervisor of position to be filled to:

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1. Explain the hiring process.
2. Review timelines.
3. Review bargaining unit specifications relative to the position, for layoffs and internal/external postings.
4. Gain administrative approval to fill the vacancy.
- B. Supervisor and search committee establishes criteria:
  1. Supervisor establishes team and serves as the committee chair or designates a chair.
  2. Supervisor and Human Resources establish a schedule for the search, including but not limited to: interview dates, times, and locations.
  3. Supervisor reviews the position description and revises as needed.
  4. Supervisor and search committee develop screening tool and interview questions.  
--Supervisor submits information on team members and interview information to EO/AAO for review
  5. The EO/AAO or the Chief Human Resources Officer meets with the search committee to review the position description, vacancy notice, appropriate affirmative action data (availability, whether or not underutilization exists), outlines the search process and confidentiality parameters as governed by the Minnesota Government Data Practices Act.
- C. Human Resources posts the vacancy notice in appropriate publications. Human Resources and the search committee develop a plan of recruitment sources and activities.  
--Closing date must follow the contractual guidelines, respective to the collective bargaining agreement in which the vacancy exists.
- D. Team screens all applicants to determine those qualified for the position.  
--Supervisor submits information to EO/AAO for review.
- E. Human Resources contacts applicants to set up interviews. In the search schedule noted above, it is intended that applicants will be notified at least one week prior to interview.
- F. Team conducts interviews:
  1. Each applicant for an instructional position will prepare and present an approximately 15-minute teaching demonstration.
  2. Compensation and benefit information is furnished to applicant by the Human Resources Office.
- G. Supervisor or Human Resources conduct reference checks.
- H. EO/AAO conducts final overview of process. The Monitoring the Hiring Process form will be completed for each unlimited vacancy where an underutilization exists.
- I. Supervisor submits all paperwork involved with hiring to Human Resources for non-finalists.
- J. Supervisor makes hiring recommendation and forwards files of recommended applicants to appropriate Administrator.
- K. Appropriate Administrator selects applicant he/she wishes to make offer to.
- L. Appropriate Administrator confers with Human Resources on salary/benefits and reviews relevant budget implications.

### **Detailed Information on the Pre-Hire Process**

1. An interview team should be comprised of minorities, other underrepresented groups, and various bargaining unit affiliates. The interview chair will work with Human Resources and/or the appropriate Administrator to determine team members (5-7 on the average). The EO/AAO will approve the composition of the team. Interview teams will be encouraged but are not mandatory, especially if the proposed vacancy is clearly part-time or of short duration.
2. The role of the interview team is to be a partner with the administration in filling the vacancy. Tasks will include a review of the position description, creation of the interview questions, the screening and selection of candidates, and the evaluation of candidates. The team should determine the distribution of tasks to be performed so the entire process becomes a shared responsibility.
3. The search committee chair, the supervisor for the position to be filled, in cooperation with the appropriate supervisor and the Chief Human Resources Officer and/or EO/AAO, develops a plan of recruitment sources and activities, drafts of advertisements, vacancy notice, interview questions, and evaluation forms, and then forwards this information to the EO/AAO for approval.
4. The EO/AAO examines the initial applicant pool for its composition of women, minorities, and candidates with disabilities. When this review is completed, the AAO/EEO approves or disapproves the pool of candidates.
5. When underutilization exists, it is imperative that protected class candidates are included at every stage of the application process. If a protected group member is not selected, no job offer can be made to any other candidate until approval is received from the EO/AAO. The supervisor has the responsibility for providing rationale for the selection/hire of the recommended candidate or a rationale for not selecting/hiring all other candidates within the pool interviewed.
6. The EO/AAO reviews the rationale and either approves or denies the justification. The EO/AAO notifies the supervisor or interview team of the decision. If the rationale is denied, the EO/AAO notifies the appropriate administrator of the determination and indicates what remedial action is recommended. The appropriate administrator will make the determination; the President would serve as the final decision maker if agreement cannot be reached.
7. At any stage of the process, the EO/AAO may request that the President or designee extend and/or close the search if the pool of under-represented group candidates is not satisfactory.

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

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The College will make lay-off determinations consistent with applicable collective bargaining agreements and personnel plans. Proposed lay-off decisions will be reviewed by the EO/AAO to evaluate their effect on the College's affirmative action program.

#### **C. Methods of Program Auditing, Evaluation, Reporting Program Success**

1. Minnesota Management and Budget will review and approve the Affirmative Action Plan for the College.
2. The EO/AAO at the College will monitor the employment procedures to evaluate progress and ensure that the nondiscriminatory policy is carried out.
3. Affirmative Action goals and objectives are reviewed and recorded at each Affirmative Action/Diversity committee meeting and are therefore recorded in the meeting minutes.
4. Consultation with Chief Human Resources Officer and/or the EO/AAO may be necessary prior to the hiring phase if a disparity of protected classes exists in the hiring unit. In addition, consultation with the Chief Human Resources Officer and/or the EO/AAO may be necessary prior to layoff decisions to determine their impact on the College's Affirmative Action Plan goals and timetables.
5. Submit the following compliance reports:
  - Quarterly Monitoring the Hiring Process Report
  - Biannual Affirmative Action Plan
  - Annual Americans with Disabilities Act Report
  - Annual Internal Complaint Report

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## **XII. RECRUITMENT PLAN**

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

Recruitment costs incurred during the 2014-2016 plan year total:

- FY 2015--\$11,223.16
- FY 2016--\$10,742.68

Below are various recruitment methods or strategies utilized by the college in past years.

#### **A. Advertising Sources**

##### **Regional Newspapers**

- Alexandria Echo Press
- Brainerd Daily Dispatch

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- Duluth News Tribune
- Fargo Forum
- Fergus Falls Daily Journal
- Grand Forks Herald
- International Falls Daily Journal
- Job Dig
- Lakes Country Network (Detroit Lakes, Perham, Wadena, New York Mills and Park Rapids)
- Minneapolis Star Tribune
- St. Cloud Times
- Roseau Times
- Warroad Pioneer
- Wahpeton Daily News

#### **Higher Education Publications**

- Chronicle of Higher Education
- Diverse Issues in Higher Education (formerly Black Issues)
- Hispanic Outlook
- Insight into Diversity
- Tribal College Journal of American Indians in Higher Education
- Women in Higher Education

#### **Websites**

- Chronicle of Higher Education
- Craigslist
- Diverse Issues in Higher Education (formerly Black Issues)
- Duluth News
- Facebook
- Fargo Forum (different than FargoJobs.com)
- FargoJobs.com
- Google Adwords
- HigherEdJobs.com
- Hispanic Outlook
- Inside Higher Ed
- JobTarget
- Job Dig
- JobsHQ
- Latinos in Higher Ed
- Minneapolis Star Tribune
- Minnesota Department of Employee Relations
- Minnesota State College & University Career Service Association
- Minnesota State Community and Technical College

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- Minnesota Workforce Center
- MN Health Care Job Bank
- MN Hospital Assn. Website
- MnSCU Job Opportunities Bulletin
- National Job Bank
- NursingALD.com
- South Dakota State University Career Planning
- St. Cloud Times
- Team ND Consortium (Bismarck State College, Dickinson State University, Jamestown College, Mayville State University, Minot State University, Valley City State University, University of North Dakota)
- Tribal College Journal of American Indians in Higher Education

#### **Other Recruitment Sources**

- Email vacancies to all College faculty and staff
- Higher Education Recruitment Consortium
- National Association of Student Personnel
- National Rural Health Association
- National Society of Hispanic MBA's Conference Booklet
- Regional Help Wanted Com Inc.
- Minnesota Management and Budget Diversity E-mail List
- Minnesota Management and Budget Jobs eBlast

#### **Strategies:**

The College projects low to moderate turnover in all EEO categories for which we have disparities. We will continue to educate the supervisors within the College regarding advertising deadlines and publication dates to enable us to more effectively utilize diversity and disabled focused publications.

The recruitment strategies are:

1. Continue to recruit in publications that will reach protected groups, including, but not limited to the following: Women's Press, Black Issues in Higher Education, Hispanic Outlook and the Tribal College Journal of American Indians in Higher Education and the Chronicle of Higher Education.
2. Recruit on appropriate websites, including but not limited to HigherEdJobs.com.
3. Actively search the classified list for protected class candidates.
4. Include a protected group member(s) on each search committee, when possible.
5. Inform the college president, administration, staff, faculty, and interview teams of the goals and the justification for the goals to create awareness and understanding for Affirmative Action.
6. Educate search committees through training specific on selection bias and issues of diversity in recruiting.

#### **B. Job and Community Fairs**

None attended.

**C. College and University Recruitment Events**

The Human Resources Office participates in conducting mock interviews with students in the college Human Resources program. The HR office will continue to assist and participate in helping graduating students prepare their interviewing skills.

**D. Recruitment for Individuals with Disabilities**

The College will continue its efforts, within budget parameters, to expand the advertisement of future vacancies within publications that reach a greater population base and thereby increase opportunities to attract individuals with disabilities. The College Director of Human Resources and EO/AAO will continue efforts to evaluate hiring practices to ensure that discrimination against individuals with disabilities does not occur. The College will continue to communicate a willingness to provide accommodations for individuals with disabilities as part of the advertisement of employment vacancies.

The College will analyze the effectiveness of its advertising for position vacancies to determine what source(s) are most effective in reaching job applicants with disabilities. All applicants are asked, on a voluntary basis, to complete a confidential Supplemental Personal Data Form that is not part of the application process. If completed, the Supplemental Personal Data form will indicate, along with other information, whether the applicant has a disability. With the Supplemental Personal Data information the Human Resources Office and the EO/AAO can analyze advertising effectiveness to the disabled. This information can then be used to concentrate efforts in advertising at those locations. The EO/AAO and the Human Resources Director are responsible for recruitment efforts.

**E. Relationship Building and Outreach**

M State has a strong history of working collaboratively with high schools, other educational institutions, and business and industry partners within our region; we work strategically to create a synergy among our collaborative partnerships. Our partners include:

- K-12 partners through the eCampus in the High School (eCHS) and concurrent enrollment
- Lakes Country Services Cooperative in our career and technical education articulations for college credit (Perkins) programs
- Veterans Administration throughout the state
- University partners for articulations and regional planning
- Employers in advisory groups
- Clinical and internship sites
- Industry and foundation donors
- Vendors
- External agencies

Our relationship and outreach accomplishments:

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- Led the development of an initiative to bring online college courses to high school students in rural schools throughout the state and continues to offer this option through the eCampus in the High School program.
- Partnered with high schools to offer concurrent courses to high school students for over 20 years.
- Signed a formal agreement to add Concordia College as an up2U partner to increase student scholarship opportunities.
- Developed several new programs and program options: Cardiovascular Technician- Invasive, Business and Banking, Dialysis Technician, and Safety Certification. Rewrote the Plumbing and Practical Nursing program curriculums and replicated the Early Childhood program to the Moorhead campus.
- Partnered with industry to meet regional workforce needs for nurses by starting a practical nursing cohort at an HLC approved off site cohort in Twin Valley, MN.
- Partnered with rural long term care industry partners to meet regional workforce needs for practical nurses by creating a regional, part-time, evening blended/telepresence practical nursing offering.
- Partnered with Custom Training to offer a flexible training program options that met the needs of business and industry. Had 15 students, who are American Crystal Sugar employees, graduate from the 18-credit Industrial Workplace Certificate.
- Developed and delivered unique ELL training to prepare New Americans for employment.
- Expanded the Herdina Trades Academy to incorporate additional trade areas.

#### **F. Internships**

The college utilizes interns in its Counseling Department. Counseling master's programs require students to have a certain number of student contact hours before they graduate. M State has partnered with other universities counseling programs to obtain interns where they can gain their contact hours, valuable experience, and provide a service to our college.

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

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

#### **H. Additional Recruitment Activities**

No other activities.

### **XIII. RETENTION PLAN**

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

#### **A. Individual Responsible for the College's Retention Program/Activities**

The College EO/AAO, Human Resources Director, and/or all administrators and supervisors have the responsibility to ensure retention programs and efforts are conducted.

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

In FY 15, the College had 42 total separations with 27 of those being women. In FY 16, the College had 35 total separations with 12 of those being women. Based on exit interview surveys, the majority of these employees left due to other job opportunities. There were 20 total retirements in both fiscal years with 14 of those being women. Resignations account for a majority of the separations. Other protected groups saw minimal to no separations.

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

Each College supervisor plays a key role in supporting the retention of employees. The College will initiate the following activities, among others, to support employee retention. These efforts will enhance retention for all employees and allow us to evaluate specific efforts related to protected group employees.

- Annual performance reviews for administrators, supervisors and staff. Evaluations are to be completed in a manner consistent with any requirements found in the collective bargaining agreements. This is consistent with the requirements in Minnesota Statutes, Chapter 43A.
- Create a new staff evaluation form that streamlines goals and objectives and aligns with the College's mission and vision. Create a more impactful review experience for both the supervisor and employee.
- Create an organized professional development opportunity for non-instructional employees including but not limited to: funds, training and professional development opportunities.
- Continue to enhance new employee orientation for all employees. A comprehensive online orientation has been developed that outlines State, Minnesota State, and College policy/procedure that all new and current employees may access.
- A new employee on-boarding checklist for new employees was developed and implemented for both staff and faculty. It provides a comprehensive on-boarding experience for both the new employee, supervisor, and department.
- Analyze separation and layoff patterns of all employees to determine impact on protected members. Analysis must contain data for the previous two-year period. (M.S. 43A. 19 subd. 1 (3); A.P. 19.3A)
- A college wide staff development work group was created during the plan year 2014-2016. This group identifies and makes recommendations on professional development opportunities for staff as well as assists in the annual college staff in-service.

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- Successfully create and implement a Diversity Plan for the College.
- Partner with the College Chief Diversity Officer to ensure intentional recruitment and retention to leverage data and carefully examine the needs of the organization well before vacancies occur.

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## APPENDIX

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### A. Complaint of Harassment/Discrimination Form

## Minnesota State Discrimination/Harassment Complaint Form

Date: \_\_\_\_\_

Name of COMPLAINANT: \_\_\_\_\_

(if more than one complainant, complete intake form for each)

Address (local): \_\_\_\_\_

Address (residence): \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (work) \_\_\_\_\_ (home) \_\_\_\_\_

Sex: ☐ Male ☐ Female

Status: ☐ Student ☐ Faculty ☐ Staff ☐ Administrator ☐ External/Non-Campus

TYPE OF COMPLAINT: ☐ DISCRIMINATION ☐ HARASSMENT ☐ RETALIATION

I WAS DISCRIMINATED/HARASSED/RETALIATED AGAINST ON THE BASIS OF MY:

- |                                 |  |  |
|---------------------------------|--|--|
| <input type="checkbox"/> Race   | <input type="checkbox"/> Age               | <input type="checkbox"/> Reliance on Public Assistance           |
| <input type="checkbox"/> Sex    | <input type="checkbox"/> National Origin   | <input type="checkbox"/> Sexual Orientation                      |
| <input type="checkbox"/> Color  | <input type="checkbox"/> Disability        | <input type="checkbox"/> Marital Status                          |
| <input type="checkbox"/> Creed  | <input type="checkbox"/> Religion          | <input type="checkbox"/> Membership/Activity in Local Commission |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Gender Expression |  |
| Identity                        |  |  |

I believe I was discriminated/harassed/retaliated against by:

Name of RESPONDENT: \_\_\_\_\_

(if more than one respondent, list complete information for each) Address (local): \_\_\_\_\_

Address (residence): \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (work) \_\_\_\_\_ (home) \_\_\_\_\_

Sex: ☐ Male ☐ Female

Status: ☐ Student ☐ Faculty ☐ Staff ☐ Administrator ☐ External/Non-Campus

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Name of RESPONDENT #2: \_\_\_\_\_

(if more than one respondent, list complete information for each)

Address (local): \_\_\_\_\_

Address (residence): \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (work) \_\_\_\_\_ (home) \_\_\_\_\_

Sex: ☐ Male ☐ Female

Status: ☐ Student ☐ Faculty ☐ Staff ☐ Administrator ☐ External/Non-Campus

Name of RESPONDENT #3: \_\_\_\_\_

(if more than one respondent, list complete information for each)

Address (local): \_\_\_\_\_

Address (residence): \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (work) \_\_\_\_\_ (home) \_\_\_\_\_

Sex: ☐ Male ☐ Female

Status: ☐ Student ☐ Faculty ☐ Staff ☐ Administrator ☐ External/Non-Campus

Name of RESPONDENT #4: \_\_\_\_\_

(if more than one respondent, list complete information for each)

Address (local): \_\_\_\_\_

Address (residence): \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (work) \_\_\_\_\_ (home) \_\_\_\_\_

Sex: ☐ Male ☐ Female

Status: ☐ Student ☐ Faculty ☐ Staff ☐ Administrator ☐ External/Non-Campus

EXPLAIN YOUR COMPLAINT IN DETAIL. INCLUDE THE FOLLOWING INFORMATION. ADD ADDITIONAL PAGES IF NECESSARY. ATTACH DOCUMENTS YOU BELIEVE MAY BE HELPFUL IN INVESTIGATING YOUR COMPLAINT.

1. Describe the specific incident(s) of discrimination/harassment/retaliation. List times, dates, locations, names and titles of the people involved in the incident(s).
2. Explain why you believe that you were discriminated/harassed/retaliated against because of your protected class status (race, age, gender, disability, etc.).
3. Provide the names and titles of people you believe were treated more favorably than you due to your protected class status. List the protected class status (race, age, gender, disability, etc.) of each person.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

LIST POTENTIAL WITNESSES YOU BELIEVE POSSESS INFORMATION ABOUT YOUR COMPLAINT. ADD ADDITIONAL PAGES IF NECESSARY.

Name of WITNESS #1: \_\_\_\_\_  
(if more than one witness, list complete information for each)  
Address (local): \_\_\_\_\_  
Address (residence): \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Phone: (work) \_\_\_\_\_ (home) \_\_\_\_\_  
What information can this witness provide? \_\_\_\_\_  
\_\_\_\_\_

Name of WITNESS #2: \_\_\_\_\_  
(if more than one witness, list complete information for each)  
Address (local): \_\_\_\_\_  
Address (residence): \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Phone: (work) \_\_\_\_\_ (home) \_\_\_\_\_  
What information can this witness provide? \_\_\_\_\_  
\_\_\_\_\_

Name of WITNESS #3: \_\_\_\_\_  
(if more than one witness, list complete information for each)  
Address (local): \_\_\_\_\_  
Address (residence): \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Phone: (work) \_\_\_\_\_ (home) \_\_\_\_\_  
What information can this witness provide? \_\_\_\_\_  
\_\_\_\_\_

LIST DOCUMENTS YOU BELIEVE MAY HELP IN INVESTIGATING YOUR COMPLAINT. PROVIDE THE NAME, DATE AND EXPLANATION OF THE CONTENTS OF EACH DOCUMENT. ADD MORE PAGES IF NECESSARY.

NAME OF DOCUMENT #1:

[illegible]

NAME OF DOCUMENT #2:

[illegible]

NAME OF DOCUMENT #3:

[illegible]



**B. Employee/Applicant Request for ADA Reasonable Accommodation Form**

**State of Minnesota – Minnesota State Community and Technical College  
Employee/Applicant Request for Americans with Disabilities Act (“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.

<b>Employee/Applicant Name:</b>	<b>Job Title:</b>
<b>Work Location:</b>	<b>Phone Number:</b>

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

**A. 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?

YES NO

- a. If yes, please explain.

**B. 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?

**Reasonable Accommodation Request Form, Page 2**

2. What, if any, employment benefits 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 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.

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

**Employee/Applicant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## C. Underutilization Analysis Worksheets

### Minnesota State Community and Technical College Job Group Availability/Utilization/Underutilization Analysis & Annual Goals Worksheet for comparing incumbency to availability and setting goals to correct underutilization

WOMEN									
Job Categories	Total Employees in Job Group	Total Number of Women in Group	% of Women in the Group	Availability %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	16	7	43.75%	40.40%	6	0	0	Same	0
Professionals-Faculty	159	80	50.31%	47.60%	76	0	0	Same	0
Professionals-Non-Faculty	70	43	61.43%	56.90%	40	0	2	Improved	2
Technicians/Paraprofessionals	23	17	73.91%	57.50%	13	0	0	Same	0
Office/Clerical	42	40	95.24%	62.20%	26	0	0	Same	0
Skilled Craft	3	0	0.00%	5.30%	0	0	0	Same	0
Service Maintenance	21	7	33.33%	42.80%	9	2	2	Same	0
Totals	334	194	58.08%						

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<b>MINORITIES</b>									
<b>Job Categories</b>	<b>Total Employees in Job Group</b>	<b>Total Number of Minorities in Group</b>	<b>% of Minorities in the Group</b>	<b>Availability %</b>	<b>Availability Number</b>	<b>AAP 2016-2018 Number Underutilized</b>	<b>AAP 2014-2016 Underutilized</b>	<b>Improved, Not Improved, Same</b>	<b>Numerical Difference in the Two Plans</b>
Officials/Administrators	16	0	0.00%	21.70%	3	3	4	Improved	1
Professionals-Faculty	159	5	3.14%	24.90%	40	35	38	Improved	3
Professionals-Non-Faculty	70	6	8.57%	7.30%	5	0	4	Improved	4
Technicians/Paraprofessionals	23	1	4.35%	4.50%	1	0	0	Same	0
Office/Clerical	42	1	2.38%	4.40%	2	1	3	Improved	2
Skilled Craft	3	0	0.00%	5.00%	0	0	0	Same	0
Service Maintenance	21	2	9.52%	9.10%	2	0	1	Improved	1
<b>Totals</b>	<b>334</b>	<b>15</b>	<b>4.49%</b>						

<b>INDIVIDUALS WITH DISABILITIES</b>									
<b>Job Categories</b>	<b>Total Employees in Job Group</b>	<b>Total Number of Indiv./ with Disabilities in Group</b>	<b>% of Indiv. w/ Disabilities in the Group</b>	<b>Availability %</b>	<b>Availability Number</b>	<b>AAP 2016-2018 Number Underutilized</b>	<b>AAP 2014-2016 Underutilized</b>	<b>Improved, Not Improved, Same</b>	<b>Numerical Difference in the Two Plans</b>
Officials and Administrators	16	1	6.25%	7.00%	1	0	0	Same	0
Professionals-Faculty	159	2	1.26%	7.00%	11	9	9	Same	0
Professionals-Non-Faculty	70	3	4.29%	7.00%	5	2	1	Not Improved	1
Technicians/Paraprofessionals	23	0	0.00%	7.00%	2	2	1	Not Improved	1
Office/Clerical	42	2	4.76%	7.00%	3	1	2	Improved	1
Skilled Craft	3	1	33.33%	7.00%	0	0	0	Same	0
Service Maintenance	21	1	4.76%	7.00%	1	0	0	Same	0
<b>Totals</b>	<b>334</b>	<b>10</b>	<b>2.99%</b>						

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<b>VETERANS</b>									
<b>Job Categories</b>	<b>Total Employees in Job Group</b>	<b>Total Number of Veterans in Group</b>	<b>% of Veterans in the Group</b>	<b>Availability %</b>	<b>Availability Number</b>	<b>AAP 2016-2018 Number Underutilized</b>	<b>AAP 2014-2016 Underutilized</b>	<b>Improved, Not Improved, Same</b>	<b>Numerical Difference in the Two Plans</b>
Officials and Administrators	16	1	6.25%	8.00%	1	0	0	Same	0
Professionals-Faculty	159	7	4.40%	8.00%	13	6	8	Improved	2
Professionals-Non-Faculty	70	3	4.29%	8.00%	6	3	2	Not Improved	1
Technicians/Paraprofessionals	23	1	4.35%	8.00%	2	1	1	Same	0
Office/Clerical	42	0	0.00%	8.00%	3	3	6	Improved	3
Skilled Craft	3	1	33.33%	8.00%	0	0	0	Same	0
Service Maintenance	21	0	0.00%	8.00%	2	2	2	Same	0
<b>Totals</b>	<b>334</b>	<b>13</b>	<b>3.89%</b>						

Source: American Fact Finder (U.S. Census Bureau, 2010 Census)

For Disabilities and Veterans, the Availability % comes from the Office of Federal Contractor Compliance Program ("OFCCP")

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**D. Separation and Retention Report by Protected Groups**

TOTAL SEPARATIONS-FY 15										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	2	4.76%	1	50.00%	0	0.00%	1	50.00%	0	0
Resignations	22	52.38%	17	77.27%	3	13.64%	0	0.00%	0	0
Enhanced Separation	1	2.38%	0	0.00%	0	0.00%	0	0.00%	0	0
Retirement	14	33.33%	9	64.29%	0	0.00%	0	0.00%	0	0
Deaths	0	0.00%	0	0.00%	0	0.00%	1	0.00%	0	0.00%
Lay-off	2	4.76%	0	0.00%	0	0.00%	1	50.00%	0	0
Termination without Rights	1	2.38%	0	0.00%	0	0.00%	0	0.00%	0	0
<b>Total Separations</b>	<b>42</b>	<b>100.00%</b>	<b>27</b>	<b>64.29%</b>	<b>3</b>	<b>7.14%</b>	<b>3</b>	<b>7.14%</b>	<b>0</b>	<b>0</b>

OFFICIALS AND ADMINISTRATORS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	1	100.00%	1	100.00%	0	0.00%	0	0.00%	0	0
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>1</b>	<b>100.00%</b>	<b>1</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>

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PROFESSIONAL - 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	2	18.18%	1	50.00%	0	0.00%	0	0.00%	0	0
Enhanced Separation	1	9.09%	0	0.00%	0	0.00%	0	0.00%	0	0
Retirement	6	54.55%	2	33.33%	0	0.00%	0	0.00%	0	0
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	2	18.18%	0	0.00%	0	0.00%	1	50.00%	0	0
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total Separations</b>	<b>11</b>	<b>100.00%</b>	<b>3</b>	<b>27.27%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>9.09%</b>	<b>0</b>	<b>0</b>

PROFESSIONAL NON-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
Resignations	8	66.67%	6	75.00%	1	12.50%	0	0.00%	0	0
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	3	25.00%	2	66.67%	0	0.00%	0	0.00%	0	0
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	8.33%	0	0.00%	0	0.00%	0	0.00%	0	0
<b>Total Separations</b>	<b>12</b>	<b>100.00%</b>	<b>8</b>	<b>66.67%</b>	<b>1</b>	<b>8.33%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>

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TECHNICIANS / PARAPROFESSIONALS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	1	25.00%	0	0.00%	0	0.00%	1	100.00%	0	0
Resignations	3	75.00%	3	100.00%	2	66.67%	0	0.00%	0	0
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>4</b>	<b>100.00%</b>	<b>3</b>	<b>75.00%</b>	<b>2</b>	<b>50.00%</b>	<b>1</b>	<b>25.00%</b>	<b>0</b>	<b>0</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	1	8.33%	1	100.00%	0	0.00%	0	0.00%	0	0
Resignations	6	50.00%	6	100.00%	0	0.00%	0	0.00%	0	0
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	5	41.67%	5	100.00%	0	0.00%	1	20.00%	0	0
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>12</b>	<b>100.00%</b>	<b>12</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>8.33%</b>	<b>0</b>	<b>0</b>

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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%
<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>

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	2	100.00%	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>2</b>	<b>100.00%</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>

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TOTAL SEPARATIONS-FY16										
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	20	57.14%	12	60.00%	1	5.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	6	17.14%	5	83.33%	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	6	17.14%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	3	8.57%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total Separations</b>	<b>35</b>	<b>100.00%</b>	<b>17</b>	<b>48.57%</b>	<b>1</b>	<b>2.86%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

OFFICIALS AND 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	2	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total Separations</b>	<b>2</b>	<b>100.00%</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>

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PROFESSIONAL - 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	2	15.38%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	2	15.38%	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	3	23.08%	2	66.67%	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	6	46.15%	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>13</b>	<b>100.00%</b>	<b>2</b>	<b>15.38%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

PROFESSIONAL NON-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	6	100.00%	3	50.00%	0	0.00%	0	0.00%	0	0
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>6</b>	<b>100.00%</b>	<b>3</b>	<b>50.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>

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TECHNICIANS / PARAPROFESSIONALS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	1	100.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total Separations</b>	<b>1</b>	<b>100.00%</b>	<b>1</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</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	8	72.73%	7	87.50%	0	0.00%	0	0.00%	0	0
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	3	27.27%	3	100.00%	0	0.00%	0	0.00%	0	0
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>11</b>	<b>100.00%</b>	<b>10</b>	<b>90.91%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>

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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%
<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>

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%	1	0.00%	0	0.00%	0	0.00%
Resignations	5	83.33%	1	20.00%	1	20.00%	0	0.00%	0	0
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	1	16.67%	0	0.00%	0	0.00%	0	0.00%	0	0
<b>Total Separations</b>	<b>6</b>	<b>100.00%</b>	<b>1</b>	<b>16.67%</b>	<b>2</b>	<b>33.33%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0</b>

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**E. Other System Office, College, or University Information, Policies, or Documents****Detroit Lakes – Becker County****WEATHER CONDITIONS INFORMATION**

NAME	LOCATION	PHONE
State Highway Patrol Offices	1000 US Hwy 10, Detroit Lakes	218-847-1584
MN Dept. of Transportation	Statewide Road Conditions	800-542-0220
County Law Enforcement	925 Lake Avenue, Detroit Lakes	218-847-2661
County Highway Maintenance	200 East State St, Detroit Lakes	218-847-4463
City Law Enforcement	106 Holmes Street, Detroit Lakes	218-847-4222
City Street Maintenance	508 Front Street East, Detroit Lakes	218-847-4637

**STORM WARNING RADIO INFORMATION**

CITY	RADIO	PHONE
Detroit Lakes	KRCQ 102.3 FM	218-847-2001
Detroit Lakes	KDLM 1340 AM KBOT 104.1 FM	218-847-5624 1-800-545-1041
Bemidji	KKBJ 103.7 FM	218-444-1037
Fergus Falls	KBRF 1250 FM Z103 103.3 FM KJJK 1020 AM KJJK 96.5 FM	218-736-7596 218-346-7596
Perham	KPRW 99.5 FM	Stations in both FF & Perham
Park Rapids	KPRM 870 AM KDKK 97.5 FM KXXX 92.5 FM	218-732-3306
Wadena	KWAD 920 AM KKWS 105.9 FM	218-631-1806 or 800-733-5923

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CITY	RADIO	PHONE
Fargo/MHD (Triad Broadcasting)	KLTA 105.1 FM KPFX 107.9 FM KQWB 98.7 FM KVOX 99.9 FM KQWB 1660 AM KBMW 1450 AM	701-499-6969 If before 8 am follow automated voice mail system
Mahnomen	KRJM 101.5 FM	218-935-5355
Fargo/MHD	WDAY 93.7 FM KFGO 790 AM KBVB BOB 95 FM KRWK ROCK 102 KMJO POPSTER FM KVOX The Fan 740	701-237-5346 <a href="http://www.kfgo.com">www.kfgo.com</a>

**STORM WARNING TV INFORMATION**

CITY	TELEVISION	PHONE/WEBSITE
Fargo/MHD	WDAY TV CHANNEL 6  WDAZ TV CHANNEL 8	701-237-6500 (switchboard) 701-241-5302 (newsroom) <a href="http://www.wday.com">www.wday.com</a>
Fargo/MHD	KVLY TV CHANNEL 11  KXJB TV CHANNEL 4	701-237-5211 ext 200 800-450-5844 ext 200 701-282-0444 <a href="http://www.kx4.com">www.kx4.com</a>
Fargo/MHD (Red River Broadcast)	FOX-TV KVRR CHANNEL 15	701-277-1515 <a href="http://www.kvrr.com">www.kvrr.com</a> (switchboard not available until 8am)

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**Fergus Falls – Ottertail County****WEATHER CONDITIONS INFORMATION**

NAME	LOCATION	PHONE
State Highway Patrol Offices	Detroit Lakes	(218) 847-1584
MN Dept. of Transportation	Statewide Road Conditions	(800) 542-0220
County Law Enforcement	417 S Court St, Fergus Falls	(218) 998-8555
County Highway Maint.	419 S Court St, Fergus Falls	(218) 998-8470
City Law Enforcement	Court and Junius, Fergus Falls	(218) 736-5438
City Street Maintenance	112 W Washington Ave, Fergus Falls	(218) 739-0135

**STORM WARNING RADIO INFORMATION**

CITY	RADIO	PHONE
Fergus Falls	KBRF 1250 AM KZCR Z-103.3 FM KJK 1020 AM/96.5 FM	(218) 736-7596 <a href="http://www.kxra.com">www.kxra.com</a>
Perham	KPRW 99.5 FM	(218) 346-7596
Alexandria	KXRA 1490 AM/92.3 FM	(320) 763-3131
Detroit Lakes	KDLM 1340 AM KBOT 104.1 FM	(800) 545-1041 (218) 847-5624 or (218) 847-5421
Fargo	KFGO 790 AM	(701) 237-5346 <a href="http://www.kfgo.com">www.kfgo.com</a>
Morris	KMRS 1230 AM KKOK 95.7 FM	(320) 589-3131
Wadena	K106 Superstation KWAD AM/ KKWS FM	(218) 631-1803 or (800) 733-5923
Wahpeton	KBMW 1450 AM KGWB 107 FM	(701) 642-8747 <a href="http://www.kbmwam.com">www.kbmwam.com</a>

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**STORM WARNING TV INFORMATION**

CITY	TELEVISION	PHONE/WEBSITE
Alexandria	KSAX/KSTP Channel 5	(888) 707-7669 <a href="http://www.schoolalert.kstp.com">www.schoolalert.kstp.com</a>
Fargo	KVLY Channel 11 KXJB Channel 4	(701) 237-5211 ext. 200 1-800-450-5844 ext. 200
Fargo	WDAY Channel 6	(701) 237-6500 (701) 241-5302 <a href="http://www.wday.com">www.wday.com</a>
Minneapolis	WCCO Channel 2 Radio: 830 AM	(612) 330-2655 <a href="http://www.wcco.com/cancellations">www.wcco.com/cancellations</a>

**Moorhead Campus – Clay County****WEATHER CONDITIONS INFORMATION**

NAME	LOCATION	PHONE
State Highway Patrol Offices	MN & ND DOT websites	-
MN Dept. of Transportation	Statewide Road Conditions	(800) 542-0220
MSUM Security Office	MSUM Campus	218-477-2449

**STORM WARNING INFORMATION**

LOCATION	MEDIA OUTLET	CONTACT
Fargo/Moorhead	Radio FM Media	701-499-6969
Fargo/Moorhead	KXJB-TV & KVLY-TV (If there is not a prompt/code listed for the particular announcement, press “0” after you’ve dialed the number above.)	701-237-5211 or 701-282-0444
Fargo/Moorhead	WDAY-TV	701-241-5306
M State Moorhead Subscribers	STAR Alert	Phone: text 69301 Internet: <a href="https://www.wensnetwork.com/">https://www.wensnetwork.com/</a>

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M State Moorhead	Campus Weather Phone	218-299-6502
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**Wadena – Wadena County****WEATHER CONDITIONS INFORMATION**

NAME	LOCATION	PHONE
U.S. Weather Service Grand Forks	<a href="http://www.nws.noaa.gov/">http://www.nws.noaa.gov/</a>	701-795-5127
Traveling Road Report	<a href="http://www.511mn.org">www.511mn.org</a>	N/A
State Highway Patrol Offices	1000 US Hwy 10, Detroit Lakes	218-847-1584
MN Dept. of Transportation	Statewide Road Conditions	800-542-0220
County Law Enforcement	Sheriff, Wadena County Court House	218-631-7600
County Highway Maintenance	221 Harry & Rich Drive, Wadena	218-631-7636
City Law Enforcement	121 Colfax Avenue, Wadena	218-631-7701
City Street Maintenance	222 2 <sup>nd</sup> Street SE, Wadena	218-631-7705
Tyler Church (HS Principal)	WDC School District	218-639-2112 (cell) 218-632-2172
Gina (WDC food service)		218-640-1652 (cell)

**STORM WARNING RADIO INFORMATION**

CITY	RADIO	PHONE
Wadena	KSKK 94.7 FMK KVKK 1070 AM	218-631-3441
Fergus Falls	FM-Z103.3, KPRW 99.5 KBRF/KZCR KJJK 96.5	218-736-7596
DL	KBOT/Lakes Country 104.1 KDLM	218-847-5624 218-847-5421
Park Rapids	KDKK/KPRM 97.5 FM	218-732-3306
Brainerd	KLIZ 107.5	218-828-1244 8-5 pm 218-829-1075 after 5pm

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Wadena	KWAD 920 AM KKWS 105.9 FM	218-631-1803 or 800-733-5923
DL	KRCQ 102.3 FM	218-847-2001
Moorhead	KCCM 91.1 (Dan-MN Public Radio)	218-287-0666
St. Cloud	KCLD	320-251-1450
Little Falls	WYRZ, KLTF & KFML	320-632-5414 or 320-632-2992 or 320-632-3844 weather line

**STORM WARNING TV INFORMATION**

CITY	TELEVISION	PHONE/WEBSITE
Alexandria/Twin Cities	KSAX/KRWF TV KSTP TV	<a href="http://www.schoolalert.kstp.com">www.schoolalert.kstp.com</a>
Fargo/MHD	KVLY TV CHANNEL 11  KXJB TV CHANNEL 4	701-237-5211 ext 200 800-450-5844 ext 200 701-282-0444 <a href="http://www.kx4.com">www.kx4.com</a> Follow instructions on Tab KVLY KXJB
Twin Cities	WCCO TV	612-330-2655 Follow instructions under Tab WCCO or log onto <a href="http://wcco.com/schoolclosings">wcco.com/schoolclosings</a>