
STATE OF MINNESOTA



Community & Technical College

Affirmative Action Plan

August 2014 – August 2016

501 West College Drive,
Brainerd, MN 56401

An affirmative action, equal opportunity employer and educator. This document can be made available upon request in alternative formats by contacting Disability Services, disabilityservices@clcmn.edu office E138 at 218-855-8175. Deaf and Hard of Hearing users or TTY communication contact the "Minnesota Relay Service" at 7-1-1 or 1-800-627-3529.

CENTRAL LAKES COLLEGE
2014 – 2016 Affirmative Action Plan

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I. EXECUTIVE SUMMARY

CENTRAL LAKES COLLEGE
Affirmative Action Plan 2014-2016

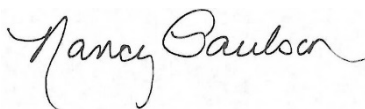
Review revealed underutilization of the following protected group(s) in the following job categories:

Table 1. Underutilization Analysis of Protected Groups

Job Categories	PROTECTED GROUPS			
	Women	Racial/Ethnic Minorities	Indiv. With Disabilities	Veterans
Officials/Administrators		XX	XX	XX
Professionals 2a		XX	XX	
Professionals 2b	XX	XX	XX	
Professionals 2c	XX			
Office/Clerical		XX		XX
Technicians	XX	XX	XX	XX
Paraprofessionals		XX	XX	
Service Maintenance		XX		XX

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

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



Nancy Paulson, Affirmative Action Officer

July 30, 2014

(date)



Larry Lundblad, President

July 30, 2014

(date)

II. STATEMENT OF COMMITMENT

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

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

- No individual shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, 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.
- Central Lakes College is committed to the implementation of the affirmative action policies, programs, and procedures included in this plan to ensure that employment practices are free from discrimination. Employment practices include, but are not limited to the following: hiring, promotion, demotion, transfer, recruitment or recruitment advertising, layoff, disciplinary action, termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. We will provide reasonable accommodation to employees and applicants with disabilities.
- Central Lakes College 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.
- Central Lakes College will evaluate its efforts, including those of its directors, managers, and supervisors, in promoting equal opportunity and achieving affirmative action objectives contained herein. In addition, Central Lakes 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.

Larry G. Lundblad

Larry Lundblad, President

July 30, 2014

(date)

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

A. College President

Larry Lundblad, President, Central Lakes College

Responsibilities:

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

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

Accountability:

The College is accountable directly to the Chancellor of Minnesota State Colleges & Universities and indirectly to the Minnesota Management and Budget Commissioner on matters pertaining to equal opportunity and affirmative action.

B. Affirmative Action Officer or Designee

Nancy Paulson, Central Lakes College Affirmative Action Officer

Responsibilities:

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

Accountability:

The Affirmative Action Officer is accountable directly to the President of Central Lakes College and indirectly to the Chancellor on matters pertaining to affirmative action and equal opportunity.

C. Americans with Disabilities Act Coordinator or Designee

Mary Sam, Director of Diversity, Equity and Tribal Relations

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 Vice President of Academic and Student Affairs.

D. Human Resources Director

Nancy Paulson, Director of Human Resources

Responsibilities:

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

Duties:

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

- Provide leadership to human resources staff and others to ensure personnel decision-making processes adhere to equal opportunity and affirmative action principles;
- Ensure, to the extent possible, development and utilization of selection criteria that is objective, uniform, and job-related;
- Initiate and report on specific program objectives contained in the Affirmative Action Plan;
- Ensure pre-hire review process is implemented and receives support from directors, managers, and supervisors;

- Include the Affirmative Action Officer in the decision-making process regarding personnel actions involving protected group members, including hiring, promotion, disciplinary actions, reallocation, transfer, termination, and department and division-wide classification studies;
- Include responsibility statements for supporting affirmative action, equal opportunity, diversity, and/or cultural responsiveness in position descriptions and annual objectives;
- Assist in recruitment and retention of individuals in protected groups, and notify directors, managers, and supervisors of existing disparities;
- Make available to the Affirmative Action Officer and Americans with Disabilities Act Coordinator or designee all necessary records and data necessary to perform duties related to equal opportunity and affirmative action.

Accountability:

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

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 President.

F. All Employees

Responsibilities:

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

Duties:

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

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

Accountability:

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

IV. COMMUNICATION OF THE AFFIRMATIVE ACTION PLAN

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

A. Internal Methods of Communication

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

B. External Methods of Communication

- The College's Affirmative Action Plan is available on the College's external website at <http://www.clcmn.edu/general/AffirmativeActionPlan.pdf> or in print copy to anyone who requests it. As requested, the College will make the plan available in alternative formats.
- The College's website homepage, letterhead, publications, and all job postings, will include the statement "an equal opportunity employer 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.

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

Part 1. Policy Statement.

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

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

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

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

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

This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but not limited to its students, employees, applicants, volunteers, agents, and Board of Trustees, and is intended to protect the rights and privacy of both the complainant and

respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action. This policy supersedes all existing system, college, and university equal opportunity and nondiscrimination policies.

Part 2. Definitions.

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

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

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

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

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

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

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

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

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

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

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

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

protect victims of alleged sexual abuse. Board Policy 1B.3 Sexual Violence addresses sexual violence.

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

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

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

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

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

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

Part 1. Purpose and applicability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part 4. Reporting incidents of discrimination/harassment.

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

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

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

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

Subpart D. Reports against system office employees or Board of Trustees. For reports/complaints that involve allegations against system office employees, the

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

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

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

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

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

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

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

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

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

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

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

- Provide sufficient information to the respondent consistent with federal and state data privacy laws to allow the respondent to respond to the substance of the complaint;
- Explain to the respondent that in addition to being interviewed by the designated officer, the respondent may provide a written response to the allegations;
- Determine whether other individuals are permitted to accompany the respondent during investigative interviews and the extent of their involvement; and
- Inform the respondent of the provisions of Board Policy 1B.1 prohibiting retaliation.
- Investigatory process. The designated officer shall:
 - Conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings;
 - Inform the witnesses and other involved individuals of the prohibition against retaliation;
 - Create, gather and maintain investigative documentation as appropriate;
 - Disclose appropriate information to others only on a need to know basis consistent with state and federal law, and provide a data privacy notice in accordance with state law; and
 - Handle all data in accordance with applicable federal and state privacy laws.
- Interim actions.
 - Employee reassignment or administrative leave. Under appropriate circumstances, the president or chancellor may, in consultation with system legal counsel and labor relations, reassign or place an employee on administrative leave at any point in time during the report/complaint process. In determining whether to place an employee on administrative leave or reassignment, consideration shall be given to the nature of the alleged behavior, the relationships between the parties, the context in which the alleged incidents occurred and other relevant factors. Any action taken must be consistent with the applicable collective bargaining agreement or personnel plan.
 - Student summary suspension or other action. Under appropriate circumstances, the president or designee may, in consultation with system legal counsel, summarily suspend a student at any point in time during the report/complaint process. A

summary suspension may be imposed only in accordance with Board Policy 3.6 and associated system procedures. After the student has been summarily suspended, the report/complaint process should be completed within the shortest reasonable time period, not to exceed nine (9) class days. During the summary suspension, the student may not enter the campus or participate in any college or university activities without obtaining prior permission from the president or designee. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.

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

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

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

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

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

- **Designated officer.** The designated officer shall:
 - Prepare an investigation report and forward it to the decisionmaker for review and decision;
 - Take additional investigative measures as requested by the decisionmaker; and
 - Be responsible for coordinating responses to requests for information contained in an investigation report in accordance with the Minnesota Government Data Practices Act and other applicable law including, but not limited to the Family Educational Rights and Privacy Act (FERPA). In determining the appropriate response, the designated officer shall consult with the campus data practice compliance official and/or the Office of General Counsel.
- **Decision maker.** After receiving the investigation report prepared by the designated officer, the decisionmaker shall:
 - Determine whether additional steps should be taken prior to making the decision. Additional steps may include:
 - A request that the designated officer conduct further investigative measures;
 - A meeting with the complainant, respondent or other involved individuals. If a meeting involving a represented employee is convened, the complainant or respondent may choose to be accompanied by the bargaining unit representative, in accordance with the applicable collective bargaining agreement and federal and state law; and
 - A request for additional information which may include a written response from the complainant or respondent relating to the allegations of the complaint.
 - Take other measures deemed necessary to determine whether a violation of Board Policy 1B.1 has been established;

- When making the decision, take into account the totality of the circumstances, including the nature and extent of the behaviors, the relationship(s) between the parties, the context in which the alleged incident(s) occurred, and other relevant factors;
- Determine the nature, scope and timing of disciplinary or corrective action and the process for implementation if a violation of the nondiscrimination policy occurs. This may include consultation with human resources or supervisory personnel to determine appropriate discipline;
- As appropriate, consistent with applicable state and federal data privacy laws, report in writing to the complainant, respondent and the designated officer her or his findings, and the basis for those findings, as to whether Board policy 1B.1 has been violated; and
- Conduct that is determined not to have violated Board policy 1B.1 shall be referred to another procedure for further action, if appropriate.

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

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

Part 8. Appeal.

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

Subpart B. Effect of review. For employees represented by a collective bargaining agreement, an appeal under this procedure is separate and distinct from, and is not in any way related to, any contractual protections or procedures. During the pendency of the appeal disciplinary or corrective action taken as a result of the decision shall be enforced. In addition, in cases

involving sanctions of suspension for ten (10) days or longer, students shall be informed of their right to a contested case hearing under Minnesota Statutes §14.

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

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

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

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

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

VII. MNSCU'S REASONABLE ACCOMMODATIONS IN EMPLOYMENT POLICY

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.

Part 2. Reasonable Accommodations in Employment. It is the policy of MnSCU 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.

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

Subpart F. Request Process. The system office, colleges and universities are responsible for establishing a process for individuals with disabilities to make requests for reasonable accommodations in compliance with the Americans with Disabilities Act or the Minnesota Human Rights Act. Such process should include the following:

- MnSCU policy statement and definitions;
- Assignment and identification of a staff member responsible for administering requests for reasonable accommodations;
- Provide a process for appealing a reasonable accommodations decision.

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.

Central Lakes College has designated the Director of Human Resources as the contact for employees seeking reasonable accommodations for a qualified disability. The Director of Human Resources can be reached at 218-855-8054 or in Office #211 on the Brainerd Campus.

The Director of Diversity, Equity & Tribal Relations serves as the ADA Coordinator, Office #132-B, Phone: 218-855-8159/Brainerd Campus.

Disability Coordinators: Andria Belisle, Brainerd Campus, Phone: 218-855-8175

Central Lakes College has an appeal process in place for individuals seeking reasonable accommodations:

Employees or applicants who are dissatisfied with the decision(s) pertaining to his/her accommodation request may file an appeal with the CLC ADA Coordinator, within a reasonable period of time, for a final decision. If the individual believes the decision is based on discriminatory reasons, then they may file a complaint internally through the agency's complaint procedure.

VIII. EVACUATION PROCEDURES FOR INDIVIDUALS WITH DISABILITIES

A copy of the College's weather and emergency evacuation plans can be found at:
http://www.clcmn.edu/general/policies_pdf/4.4.pdf

Central Lakes College asks everyone's help if or when a building needs to be evacuated. Students, faculty or staff on the Brainerd Campus who anticipate they could have a problem should alert the appropriate designee listed below about their individual needs. Students, faculty or staff on the Staples Campus should alert the Dean of the Staples Campus about their evacuation needs.

In case of a fire or building evacuation, the Brainerd/Staples Fire Department will be responsible for evacuating people within the buildings. Faculty and staff are reminded and are asked to remind students that in the event of an emergency building evacuation, anyone having a disability that prohibits them from moving down the stairwells should move to the nearest stairwell landing where the Brainerd/Staples Fire Department or college personnel can provide for their evacuation. The Fire Departments will be notified of their location. When students notify Disability Services of a mobility impairment, an individualized evacuation plan will be put in place and an evacuation team will be designated and notified of their responsibilities on behalf of the student.

Emergency evacuation procedures are also posted in the college classrooms. The Director of Human Resources or designee will be responsible for notification of evacuation for employees who are hearing or visually impaired. Administration housed on the institution's second floor will be responsible for assisting individuals who appear to be in need of assistance down stairwells. Administration/plan maintenance staff will be responsible for notifying the Fire Department of those in need of assistance and their locations.

CLC students needing assistance with evacuation should contact:

ADA Coordinator: Mary Sam, Director of Diversity, Equity & Tribal Relations, 218-855-8159/Brainerd

Disabilities Coordinator: Andria Belisle, 218-855-8175

CLC employees needing assistance with evacuation should contact:

Director of Human Resources: Nancy Paulson, Affirmative Action Officer, 218-855-8054

Evacuation Options:

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

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

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

Individuals with disabilities should follow the following procedures:

- Mobility disabilities (individuals who use wheelchairs or other personal mobility devices ("PMDs")): Individuals using wheelchairs should be accompanied to an area of rescue assistance by an employee or shelter in place when the alarm sounds. The safety and security staff will respond to each of the areas of rescue assistance every time a building evacuation is initiated to identify the individuals in these areas and notify to emergency responders how many individuals need assistance to safely evacuate.
- Mobility disabilities (individuals who do not use wheelchairs): Individuals with mobility disabilities, who are able to walk independently, may be able to negotiate stairs in an emergency with minor assistance. If danger is imminent, the individual should wait until the heavy traffic has cleared before attempting the stairs. If there is no immediate danger (detectable smoke, fire, or unusual odor), the individual with a disability may choose to wait at the area of rescue assistance until emergency responders arrive to assist them.

- **Hearing disabilities:** The College's buildings are equipped with fire alarm horns/strobes that sound the alarm and flash strobe lights. The strobe lights are for individuals with who are deaf and/or hard of hearing. Individuals with hearing disabilities may not notice or hear emergency alarms and will need to be alerted of emergency situations.
- **Visual disabilities:** The College's buildings are equipped with fire alarm horn/strobes that sound the alarm and flash strobe lights. The horn will alert individuals who are blind or have visual disabilities of the need to evacuate. Most individuals with visual disabilities will be familiar with their immediate surroundings and frequently traveled routes. Since the emergency evacuation route is likely different from the common traveled route, individuals with visual disabilities may need assistance in evacuating. The assistant should offer assistance, and if accepted, guide the individual with a visual disability through the evacuation route.

Severe Weather Evacuation Options:

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

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

IX. GOALS AND TIMETABLES

CLC's overall AA goal is to employ and retain members of underrepresented and underutilized groups. Each new hiring opportunity is considered a means to move toward accomplishing the College's affirmative action goals. CLC will aggressively increase efforts to identify and recruit applicants in areas where underutilization has been identified.

In addition to the College's overall Affirmative Action goals, hiring goals for specific job groups have been established based on the data comparisons shown in the utilization analysis. Hiring goals will be set in all job groups where vacancies occur and where underutilization was identified. Budget reductions at the State level may limit recruiting opportunities for permanent type positions. However, efforts to recruit women, minorities, and persons with disabilities will be made for all positions.

Exceptions to this scenario apply to fixed-term and temporary appointments. Examples of these appointments are sabbatical replacements, educational or unpaid leaves, emergencies, or other circumstances such as a significant change in enrollment or budget. Generally, these appointments terminate at the end of a semester and carry no implications for future employment. The nature of fixed-term and temporary appointments does not allow specific AA goals to be set.

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. See Appendix.

The majority of hiring for the 2014-2015 academic year will occur during the summer of 2014.

Availability: CLC determined the recruitment area to be nation-wide for officials/administrators, regional for faculty (professionals 2a and 2b), statewide for supervisors (professionals 2c) and all other job categories.

In conducting its utilization analysis, CLC used the one-factor analysis. The College determined that in its effort to diversify the workforce to more closely reflect state-wide and national demographics, it was important not to dilute the availability by using internal statistics.

Women: The population of women improved in the following job categories: professionals 2c and technicians. The population of women remained the same for officials/administrators, professionals 2a (liberal arts faculty), office/clerical, paraprofessionals and service maintenance. There is increased underutilization of women in the professionals 2b job category. There were limited hiring opportunities due to declining enrollments and budget constraints. The College will continue to reduce staff and faculty positions during the Plan period based on continued budgetary issues.

Minorities: The population of persons of color improved in the job category of paraprofessionals and remained the same in the job categories of officials/administrators, professionals 2c, office clerical, technicians and paraprofessionals. As of the writing of this plan, CLC has improved the underutilization of persons of color by two in the job category of paraprofessionals and by one in the job category of office/clerical. There was no improvement in the job categories of professionals 2a and 2b plus in the service maintenance categories. There was no change in the number of persons of color in these job categories but the increase in the availability percentage increased the underutilization in these job categories. There have been limited hiring opportunities due to an overall reduction of workforce. The decline in enrollment experienced was greater than anticipated when goals were set in the last AA Plan.

Persons with Disabilities: CLC utilization improved in the protected group of persons with disabilities in the job categories of professionals 2c, office clerical, and service maintenance from the last AA Plan period. The College's underutilization remained unchanged in the job categories of officials/administrators, professionals 2a and 2b (faculty) and technicians. There was increased underutilization of this protected group in the job category of service maintenance, due to the separation of one person with a disability with no replacement hired due to reduction of the job category. The anticipated vacancies in each of the job categories did not occur as the College was in a retrenchment mode due to budgetary impacts. With greater enrollment declines anticipated during the current plan year, CLC sees limited opportunities for improvement.

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

CENTRAL LAKES COLLEGE
AFFIRMATIVE ACTION PLAN 2014-2016

**Utilization Analysis by EEO4 Categories:
Central Lakes College as of 06/30/2014**

EEO Job Group	Protected Group - Women					
	A	B	C	D	E	F
	Total Number in Group	Total Number of Women in Group	% Women in the Group	Availability % (from Census Tables)	Availability Number	Number Underutilized
Officials and Administrators (Category 1)	10	7	70%	40.40%	4	0
Professionals (Category 2a)	55	28	51%	47.60%	26	0
Professionals (Category 2b)	45	14	31%	47.60%	21	7
Professionals (Category 2c)	11	3	27%	55.70%	6	3
Technicians (Category 3)	9	4	44%	57.20%	5	1
Protective Services					0	0
Paraprofessionals (Category 5)	48	39	81%	55.70%	27	0
Office/Clerical (Category 6)	33	32	94%	63.40%	21	0
Skilled Craft (Category 7)					0	0
Service Maintenance (Category 8)	14	6	43%	44.40%	6	0
EEO Job Group	Protected Group - Minorities					
	A	B	C	D	E	F
	Total Number in Group	Total Number of Minorities in Group	% Minorities in the Group	Availability % (from Census Tables)	Availability Number	Number Underutilized
Officials and Administrators (Category 1)	10	1	10%	21.70%	2	1
Professionals (Category 2a)	55	4	7%	24.70%	14	10
Professionals (Category 2b)	45	1	2%	24.70%	11	10
Professionals (Category 2c)	11	1	9%	10.60%	1	0
Technicians (Category 3)	9	0	0%	10.60%	1	1
Protective Services						
Paraprofessionals (Category 5)	48	2	4%	10.60%	5	3
Office/Clerical (Category 6)	33	1	3%	10.50%	3	2
Skilled Craft (Category 7)						
Service Maintenance (Category 8)	14	0	0%	19.50%	3	3
EEO Job Group	Protected Group - Disabled					
	A	B	C	D	E	F
	Total Number in Group	Total Number of Disabled in Group	% Disabled in the Group	Availability % (from Census Tables) MN Statewide	Availability Number	Number Underutilized
Officials and Administrators (Category 1)	10	0	0%	7.00%	1	1
Professionals (Category 2a)	55	2	4%	7.00%	4	2
Professionals (Category 2b)	45	1	2%	7.00%	3	2
Professionals (Category 2c)	11	1	9%	7.00%	1	0
Technicians (Category 3)	9	0	0%	7.00%	1	1
Protective Services						
Paraprofessionals (Category 5)	48	0	0%	7.00%	3	3
Office/Clerical (Category 6)	33	2	6%	7.00%	2	0
Skilled Craft (Category 7)						
Service Maintenance (Category 8)	14	1	7%	7.00%	1	0
EEO Job Group	Protected Group - Veterans					
	A	B	C	D	E	F
	Total Number in Group	Total Number of Veterans in Group	% Veterans in the Group	Availability % (from Census Tables) MN Statewide	Availability Number	Number Underutilized
Officials and Administrators (Category 1)	10	0	0%	8.00%	1	1
Professionals (Category 2a)	55	4	7%	8.00%	4	0
Professionals (Category 2b)	45	4	9%	8.00%	4	0
Professionals (Category 2c)	11	2	18%	8.00%	1	0
Technicians (Category 3)	9	0	0%	8.00%	1	1
Protective Services						
Paraprofessionals (Category 5)	48	4	8%	8.00%	4	0
Office/Clerical (Category 6)	33	0	0%	8.00%	3	3
Skilled Craft (Category 7)						
Service Maintenance (Category 8)	14	0	0%	8.00%	1	1

X. AFFIRMATIVE ACTION PROGRAM OBJECTIVES

The identified goals created for the 2012-2014 were extremely ambitious and are ongoing for the 2014-2016 Affirmative Action Plan period. Progress made on those actions listed under each of the separate goals which have been implemented or accomplished during the last Plan period is identified in italics. Actions which are being added for the current Plan period are reflected in bold text.

GOAL 1: Commit human and financial resources to effectively implement Central Lakes College's Affirmative Action Plan.

Action:

1. The Affirmative Action Officer will submit a proposed budget based on college-wide training needs and goals for review and approval.
2. The Affirmative Action Officer will work in conjunction with the Director of Diversity and the ADA Coordinator to develop and submit a proposed budget to cover costs related to reasonable accommodations for employees and applicants.
3. The budgets will be periodically reviewed to determine whether funds are sufficient to address goals and objectives of the Affirmative Action Plan.
4. The amount of time expended to meet the College's affirmative action efforts will be periodically reviewed to determine whether allocation of additional resources are necessary to meet the college's goals and objectives and for timely response to investigations of complaints.

Responsibility: President, Director of Diversity/ADA Coordinator, Affirmative Action Officer

Timeline: Budget and responsibilities of Affirmative Action Officer will be reviewed annually.

Evaluation: Review of funds spent and resources expended to determine if resources are adequate.

GOAL 2: Develop goals to address inclusive and equity-based transformation, transparency and accountability.

Action:

1. Review the PACE, Staff Development, Race Equity faculty dialogue, Duty Day evaluations and CCSSEE data. *We have begun to review the PACE survey; the Diversity Committee reviewed and acted on Race Equity dialogue which informed our devoting a day to diversity training in January when we provided training for faculty and staff on understanding and working with students from poverty.*
2. Develop strategies to engage leadership to understand and engage in diversity and multicultural transformation.

3. Develop an annual plan to assess climate and diversity issues. *The CLC Director of Diversity is working with the MnSCU System Office to explore bringing Diversity Mapping to all MnSCU campuses.*

Responsibility: President, Affirmative Action Officer and Director of Diversity/ADA Coordinator.

Timeline: Strategies to improve our work will be ongoing.

Evaluation: The administration of an annual climate survey will ensure that we are reviewing and addressing the impact of our strategies.

GOAL 3: Develop reports on an annual basis, which statistically analyze CLC's recruitment, hiring, promotions, terminations, and progress toward our valuing diversity priority and affirmative action goals (where applicable), for the college president.

Action:

1. Keep the college administration and Diversity Committee informed of the latest developments in the equal opportunity/affirmative action area.
2. All administrators will attend training specifically on the 2014-2016 Affirmative Action Plan to review disparities, hiring goals and to discuss strategies to meet the identified goals. In addition, all administrators will receive training on cultural competency and inclusion strategies.
3. Recruit, promote and retain a diverse staff that reflects the demographics of the student body.
4. Commit institutional support and financial resources for these recruitment and retention activities.
5. All employees with hiring involvement and/or supervisory responsibility have the responsibility to:
 - A. Ensure that all employment practices are conducted in a lawful nondiscriminatory manner.
 - B. Monitor progress toward equal employment opportunity and affirmative action of all units under their supervision. Support Central Lakes College goal to increase the role of women and men into non-traditional professions within MnSCU/CLC.
 - C. Require that position descriptions and interview questions stress diversity and cultural competency as a strength for all candidates.
 - D. Attend required training sessions prior to serving on a search committee, including but not limited to diversity issues,
 - E. Accept the responsibility of creating through their work environments and contacts with the community, a campus that upholds the concepts outlined in this plan and provides equal opportunity for all.
6. The Affirmative Action Officer and Director of Diversity, with assistance from the Diversity Committee will identify obstacles to the successful recruitment of diverse employees, identify challenges to the retention of diverse employee's and develop programs to remove or lesson the potential obstacles. Strategies may include:

- A. Review and revise college publications, other marketing tools and college website to reflect the diversity of the campus.
- B. Develop a formal mentoring program for all new employees, with sensitivity to new diverse employees.
- C. Conduct systematic exit interviews to determine if the person's diversity status or the environment within the program contributed to their departure. Ascertain what, if anything, the program could have done differently to have retained the person.

CLC has laid the foundation and has established a strong team (diversity committee) who is committed to serving as change agents within the college/community.

Responsibilities: Affirmative Action Officer, Vice President of Academic & Student Affairs, Director of Diversity/ADA Coordinator, Deans

Timeline: Ongoing

Evaluation: Based on the annual review of progress toward hiring goals, we will be able to measure our effectiveness.

GOAL 4: Promote and create a campus environment free of harassment and discrimination.

Action:

1. In partnership with the Diversity Director, review the recently published Multicultural Transformation Study findings to develop staff development opportunities to address areas of concern. *(Accomplished.)*
2. Through a formal orientation process, inform new staff of policies and regulations pertaining to discrimination and harassment and ADA Compliance.
3. Provide training and information across the CLC Campuses, on content and implementation of law and system policies relating to sexual and general harassment/discrimination. *(Ongoing. Refresher training provided to all staff fall of 2013. Added a student athletic training/orientation specific to this topic during the 2013-2014 academic year.)*
4. Sponsor a 'Safe Space Training' for all interested employees who wish to understand and visibly support our GLBT employee and student communities. *(Training has been offered numerous times over the last two academic years.)*
5. Orient new employees to college policies with regard to discrimination and/or harassment.
6. Inform staff and students of the procedures for filing and investigating complaints of harassment/discrimination through orientations, posters, student handbook, brochures and E-learning.
7. Ensure that employee and student handbooks and the CLC website provide easy access to our complaint process and procedures.
8. Ensure that the established complaint procedure allows for timely and thorough investigation of all complaints of harassment/discrimination.
9. Establish a Disability Advisory Council with student representation.

10. Infuse sexual harassment training modules into OnCourse methodology and all technical programs.

Responsibility: President, Cabinet, Affirmative Action Officer, Director of Diversity/ADA Coordinator
Timeline: Orientation will be provided to new employees and on-going training will be provided to staff through in-service day presentations.

Evaluation: Training evaluations to measure program effectiveness and to ensure participation document staff attendance. Annual climate survey will be used to measure effectiveness of our strategies.

GOAL 5: Provide a variety of services to support the diverse needs of protected and underrepresented groups.

Action:

1. Provide training and cultural coaching to employees working with American Indian students at the Tribal College and other at-risk students. *(Accomplished and ongoing.)*
2. Support the Disabilities Coordinator to develop training and coaching for employees working with students with disabilities. *(The College hosted three in-service trainings plus a staff development day devoted to this topic.)*
3. Provide support services to applicants and college employees on issues of reasonable accommodation to maintain compliance with the Americans with Disabilities Act.
4. Support employees serving as advisors for multi-cultural organizations on campus such as: Multicultural Club and Rainbow Organization, which will assist with the recruitment and retention of students of color. *(Ongoing.)*
5. Support global student organizations such as: Spanish Club and International Student Club. *(Ongoing.)*
6. Review and modify as required, all ELL (English Language Learner) policies and procedures to ensure student success.
7. Develop cultural based workshops for fall and spring 'Student Success Days' on campus. *(Developed and delivered "Our Town" training for staff and students.)*
8. Maintain a faculty mentoring program to increase faculty retention and satisfaction.
 - A. Survey new faculty during orientation for input on individual mentoring needs. Human Resources will track FTU faculty separately from PTU, TFT, TPT, and adjunct. *(Yes and ongoing.)*
 - B. Advertise and recruit faculty mentors based on information gathered through the survey instrument.
 - C. Keep the mentoring relationship on track through email encouragements and teaching/learning opportunities.
 - D. Develop measurement to evaluate the effectiveness and impact of the program on faculty retention and areas of satisfaction.

Responsibility: President, Vice Presidents, Deans, Disability Coordinator, Affirmative Action Officer and Director of Diversity/ADA Coordinator

Timeline: Ongoing

Evaluation: Use of services by staff, students and the community. Fewer discrimination concerns and complaints.

GOAL 6: Train, engage and empower the Diversity Committee to assist in the diversity and multicultural transformation of the college.

Central Lakes College Diversity Committee is committed to modeling diversity.

Representatives from Administration, Human Resources, Disability Services, Faculty, Student Support Services Staff and others serve on this committee.

Action:

1. Review MAP IT Survey findings and recommendations. *(Are using the findings to inform the College's Diversity Plan.)*
2. Educate and collaborate to gain campus wide acceptance of the diversity plan. *(Ongoing, but making good progress.)*
3. Promote and advocate for diversity within Central Lakes College and the community.
4. The Affirmative Action Officer, Director of Diversity, with input from the Diversity Committee will review and update the diversity plan annually.
5. Assist search committees to ensure diverse representation in hiring practices.
6. Assist in planning and implementation of diversity training for employees.
7. Plan and/or sponsor diversity celebrations on campus. *(Hosted Celebration of Nations at CLC spring of 2013.)*
8. Showcase faculty, instructor, staff, and student accomplishments/success in the area of diversity and multiculturalism. *(Incorporated "best practices" panel during faculty/staff in-service.)*
9. Develop an annual diversity calendar of events, holidays and training.
10. Review annually diversity related employee and student data pertaining to climate and academic achievement gap issues. Provide input into the development of the 'Equity Scorecard'. *(The Director of Diversity is working with the MnSCU System Office to develop diversity mapping to campuses.)*
11. Assist in compliance issues with the Office of Civil Rights regulations. *(Ongoing. OCR visit in 2011.)*

Responsibility: Director of Diversity/ADA Coordinator and Affirmative Action Officer

Timeline: Ongoing

Evaluation: CLC Leadership will monitor our CESSE, and Access & Opportunity findings to evaluate both climate and academic achievement gap issues with underrepresented students. Evaluation will drive our diversity efforts.

GOAL 7: Improve campus-wide diversity and multicultural awareness, appreciation and engagement.

Action:

1. Collaborate with internal employees, community, regional and state-wide organizations, to offer programs to the college and Brainerd Lakes Area community that focus on diversity, multiculturalism, poverty, racism, and justice issues. *(CLC led regional poverty initiatives, presentations at LAHRA and other organizations, is leading race equity work in local school districts, created partnerships with Blandin and Initiative Foundations, and is providing leadership on the MnSCU Native Nations Task Force.)*
2. Develop strategies specific to area partners on the Staples Campus. *(CLC's leadership in poverty work has had a large impact on the Staples community collaboration and buy-in.)*
3. Continue to host the highly successful 'Cultural Thursdays' programming each month which creates awareness of the rich histories, traditions, values, contributions of diverse communities as well as highlighting regional and global historic and current injustices. *(Seen as a great asset on our campus.)*
4. Increase service learning/civic engagement opportunities to focus on multicultural awareness, appreciation and involvement. *(Examples of CLC's race equity work: students working with Onamia schools in Earth Science and Brainerd schools in math.)*
5. In collaboration with Customized Training, faculty and community partners, host training in the area of: Bias and Hate Crime: for Law Enforcement, and Anti-Racism training.
6. Obtain the services of speakers and consultants knowledgeable in affirmative action and/or cultural diversity to make presentations during in-service days at the College.
7. Through the Rosenmeier Forums, offer opportunities for the community to become aware of issues relating to diversity and affirmative action.
8. Continue to review program areas for opportunities of infusion of diversity components in the curriculum. *(CLC offered two trainings for faculty during the Plan years; one on Universal Design.)*
9. Continue to provide support for Resource Center for Cultures and Languages of the Americas who promotes numerous activities within the college and larger community.
10. In collaboration with the Veterans Resource Center , TRIO/Upward Bound Program, and Bemidji State Universities Veterans Upward Bound Program , increase outreach and supports for veterans of color and American Indian veterans.
11. Develop retention strategies for students of color including American Indian students.

Responsibility: Affirmative Action Officer, Director of Diversity/ADA Coordinator, Vice President of Academic Affairs, Deans, Diversity Committee and Student Life Coordinator

Timeline: Events will be scheduled on an ongoing basis.

Evaluation: Increased participation at cultural activities. An increase in diversity awareness, support, and student academic improvement, as indicated in campus climate survey's, Access & Opportunity findings and CSSEE results.

GOAL 8: Establish a Community Diversity Collaborative.

Action:

1. Develop collaboration with area leaders, create a Community Diversity Collaborative. Potential partners may include: Brainerd Schools, elected and appointed public officials, local clergy, members of the Brainerd Retired Teachers Association, Crow Wing County Child Protection (and other services), Lakes Area Restorative Justice Program, Lakes Area Human Resource Association Local Law Enforcement, and GLBT and Human Rights organization. *(Provided training to community organizations, assisted with the Brainerd City Reconciliation Ceremony with Tribes to address historical issues and to increase community building.)*
2. In collaboration with local organizations such as the Initiative Foundation and Minnesota Minority Education Partnership, continue to develop strategies to improve the academic achievement gap of students of color, student in poverty and first generation students. *(Led Race Equity work across the region, 5 school districts, collaboration and funding through Blandin and Initiative Foundations. Viewed as a best practice model in the state; presentations at Minnesota Indian Education Conference, Minnesota Minority Education Conference, MnSCU Student Affairs, Diversity and Equity Conference, Clemson University and George Mason University.)*

Responsibility: Affirmative Action Officer, Director of Diversity/ADA Coordinator

Timeline: Ongoing

Evaluation: Development of a Community Diversity Committee. Increase in regional partnerships.

GOAL 9: Increased efforts to collaborate with Tribal governments and leaders to improve and provide culturally sensitive access and opportunities for our American Indian students.

Action:

1. Create a CLC American Indian Advisory Council made up of tribal leaders and community members. *(Contributors to the Race Equity team which has informed our work on campus.)*
2. Co-host Race Equity and Excellence in Education for All: Promise to Act Summit with community leaders and regional superintendents relaying local race equity data to leaders and to develop a framework for building strategies and implementation plans to address the achievement gap for students of color. Explore best practices and strategies to increase American Indian student success in higher education. *(The Summit was accomplished but the work will continue.)*
3. Host training for campus and k-12 educators in the area of best practices in working with American Indian Learners. *(Hosted one conference during Plan years.)*

4. In partnership with the counseling department and TRIO/Upward Bound leadership, facilitate 'Teaching Circles' and cultural diversity and cultural competency training.
5. In partnership with TRIO/Upward Bound and Bemidji State Veterans Upward Bound Program, increase service to veterans, with a focus on American Indian Veterans. *(Pursued the partnership with Bemidji State but they were unable to commit.)*
6. Further develop the American Indian Business Leaders Camp for high school and college students. *(CLC sponsored three campus on campus and one in the community.)*
7. Pursue partnerships with tribes in the area of business and industry, and workforce development. *(The Mille Lacs Workforce Center, TERO Office are on CLC's planning team.)*
8. Provide training to tribal communities as invited through Customized Training. *(Have offered classes and requests continue to come forward.)*
9. Work with Access & Opportunity Grant staff to implement culturally based student supports. *(Have provided some staff training and have made some progress – ongoing.)*
10. Provide leadership on the MnSCU Native Nations Task Force. *(The CLC Director of Diversity trained MnSCU leadership on working with American Indian Students/Communities.)*

Responsibility: President, Affirmative Action Officer, Vice President of Academic & Student Affairs, Deans and Director of Diversity/ADA Coordinator.

Timeline: Ongoing.

Evaluation: CLC and the surrounding communities will become a more welcoming environment for individuals of protected groups, as monitored in our climate surveys. Increase in American Indian student recruitment and retention.

GOAL 10: Work to develop programming at the Humphrey Center on the Brainerd campus of CLC and revitalize the Indian Studies Programs.

Action:

1. Promote development of American Indian programming in the Humphrey Center targeted to CLC community and K-12 students.
2. Develop curriculum targeted to college and K-12 faculty on cultural, education, and economic issues facing the American Indian population in Minnesota to foster understanding and awareness. *(CLC provided training to Isle and Onamia schools.)*
3. Revitalize American Indian Studies program, exploring the idea of developing an 'Indigenous Community Development Certificate'. *(Working in partnership with BSU and FDLTCC to expand courses, 2 + 2 agreements, and to increase numbers of American Indian instructors.)*
4. In concert with Customized Training and the Gordon Rosenmeier Foundation Board, host training that emphasizes and promotes American Indian history. *(Held one forum during the Plan years.)*
5. Host fundraiser to complete Phase III of the Center.
6. Seek funding to hire speakers, Elders to provide support to students/employees and education to campus/community.

Responsibility: President, Vice Presidents, Deans, Affirmative Action Officer and Director of Diversity/ADA Coordinator

Timeline: Ongoing

Evaluation: Use of services by staff, students and the community. Indian Studies Program is up and running.

XI. METHODS OF AUDITING, EVALUATING AND REPORTING PROGRAM SUCCESS

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

The College will evaluate its selection process to determine if its requirements unnecessarily screen out a disproportionate number of women, minorities, individuals with disabilities, or veterans. The College will use the monitoring the hiring process form for every hire to track the number of women, minorities, individuals with disabilities, and veterans in each stage of the selection process. Directors, managers, and supervisors will work closely with human resources and the Affirmative Action Officer in reviewing the requirements for the position, posting the position, and interviewing and selection to ensure that equal opportunity and affirmative action is carried out. The search committee will recommend at least two finalists when practicable to the College President or designee. Selection will be based on job related criteria.

Any time the College cannot justify a hire, the College takes a missed opportunity. College leadership will be asked to authorize the missed opportunity. The College will report the number of affirmative and nonaffirmative hires as well as missed opportunities to Minnesota Management and Budget on a quarterly basis.

When candidates are offered interviews, employees scheduling interviews will describe the interview format to the candidate and provide an opportunity to request a reasonable accommodation for individuals with disabilities to allow the candidate equal opportunity to participate in the interview process. For example, describe if interview questions are offered ahead of time or what technology may be used during the interview process. This allows for an individual with a disability to determine if they may need a reasonable accommodation in advance of the interview.

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

B. Pre-Review Procedure for Layoff Decisions

The Affirmative Action Officer/Director of Human Resources shall be responsible for reviewing all pending layoffs to determine their effect on the College's affirmative action goals and timetables.

If it is determined that there is an adverse impact on protected groups, the College will document the reasons why the layoff is occurring, such as positions targeted for layoff, applicable personnel policies or collective bargaining agreement provisions, or other

relevant reasons. The College will determine if other alternatives are available to minimize the impact on protected groups.

C. Other Methods of Program Evaluation

CLC submits the following compliance reports to Minnesota Management and Budget as part of our efforts to evaluate our affirmative action program:

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

Our College also evaluates our Affirmative Action Plan in the following

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

XII. RECRUITMENT PLAN

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's affirmative action goals to achieve a diverse workforce.

To enhance and develop a diverse campus community, Central Lakes College recognizes that every search is an opportunity for the aggressive recruitment of protected class applicants to develop a large and diverse applicant pool. Through the recruitment of women, persons of color, and persons with disabilities, CLC will develop a workforce that enhances learning for our student body and the local communities that we serve. All applicants will be given equal opportunity, treated with dignity and respect, and when requested, accommodations will be offered throughout the hiring process to persons with disabilities.

Within disciplines where protected groups are underutilized and applicants are limited, the need for aggressive advertising and recruitment becomes crucial. Central Lakes College recognizes that in order to successfully attract and retain underrepresented candidates there is direct relation to a long-term commitment by the College and a supportive work environment.

The College is required by federal law to biennially review its work force and identify areas where the representation of women, persons of color, and persons with disabilities are underutilized relative to their members in a given job group. The college is required to document efforts to correct any underutilization and assure full representation in an applicant pool. Before each search begins, the AAO will determine whether underutilization exists and develop the hiring goal.

National and/or regional searches are required for most permanent full-time faculty and professional positions. Occasionally, full-time faculty positions are filled through conversion of temporary part-time status to full-time based on bargaining unit provisions. Vice Presidents, Deans, and Director positions should be filled through a national recruitment effort. Because the local area demographics contain a limited pool of persons of color, CLC has established the minimal geographic region for other professional staff searches will include the Minneapolis/St. Paul area.

Recruitment costs incurred during the 2014-2016 plan year total: \$36,000.

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

A. Advertising Sources

1. Administrators

- A. National (Chronicle of Higher Education)
- B. Metro newspapers (i.e. Minneapolis Star & Tribune)
- C. Discipline related journals, newsletters, newspapers, etc.
- D. Local newspapers
- E. Higher Education Jobs Online, IM Diversity.com, AcademicCareers.com
- F. MnSCU Job Opportunities Posting Digest and website
- G. CLC website
- H. **www.governmentjobs.com**
- I. Midwest Higher Education Recruitment Consortium
- J. Monster's Diversity Network
- K. **www.MinnesotaDiversity.com** Minnesota Diversity shares job openings with their JobCast partners which include: Diversity Organizations, Minorities, People with Disabilities, Professional/Technical Groups, State Workforce Agencies, Universities and Colleges, Veterans, and Women.

2. Full-time Faculty

- A. Minneapolis Star Tribune
- B. Local newspapers, including St. Cloud, Duluth, Brainerd, Staples, Little Falls
- C. Grand Forks Herald, Fargo Forum
- D. CLC website, MnSCU Job Opportunities Posting Digest and website
- E. **www.Higheredjobs.com**, DICE.com, **www.governmentjobs.com**
www.Minnesotaworks.net Careerbuilder.com or other appropriate website
www.minoritynurse.com
- F. Midwest Higher Education Recruitment Consortium
- G. Monster's Diversity Network
- H. **www.MinnesotaDiversity.com** Minnesota Diversity shares job openings with their JobCast partners which include: Diversity Organizations, Minorities, People with Disabilities, Professional/Technical Groups, State Workforce Agencies, Universities and Colleges, Veterans, and Women.

3. Full-time or Part-time Professionals (Unclassified)

- A. One metro newspaper (i.e. Minneapolis Star & Tribune)
- B. Appropriate journals, newsletters, newspapers, etc. (listing provided by MnSCU ODEO Office)(Including affirmative action resources.)
- C. Local newspapers, including Duluth and/or St. Cloud, Brainerd and Staples
www.Higheredjobs.com **www.governmentjobs.com**
www.Minnesotaworks.net
- D. CLC website

- E. MnSCU Job Opportunities Posting Digest and website (including listing above for administrators)
 - F. Midwest Higher Education Recruitment Consortium
 - G. Monster's Diversity Network
 - H. **www.MinnesotaDiversity.com** Minnesota Diversity shares job openings with their JobCast partners which include: Diversity Organizations, Minorities, People with Disabilities, Professional/Technical Groups, State Workforce Agencies, Universities and Colleges, Veterans, and Women.
4. Classified (after union posting obligations have been fulfilled)
- A. Local newspapers, including St. Cloud, Brainerd, Staples, Morrison County Record
 - B. MnSCU Job Opportunities Posting Digest and website
 - C. MN Career Opportunities
 - D. CLC website
 - E. Minnesota Job Bank on-line
 - F. Minnesotaworks.net, Careers.state.mn.us, yahoohotjobs.com, monsterhotjobs.com

B. Job and Community Fairs

There currently is no funding available to attend job fairs and recruitment events, nor is there staff resources to utilize for these recruitment efforts.

C. College and Recruitment Events

With the reduction of 25% of Human Resources personnel during the Plan years, there was no opportunity to attend recruitment events.

D. Recruitment for Individuals with Disabilities

CLC has increased its outreach to this protected group through Monster's Diversity Network and more specifically by utilizing www.MinnesotaDiversity.com

E. Relationship Building and Outreach

The Director of Human Resources has established relationships with other CHROs to explore the sharing of employees when possible, to seek recruitment assistance in hard to fill positions, and to determine whether CLC is keeping pace with other outstate institutions in reaching and attracting diverse candidates.

F. Internships

CLC did not utilize internships during the 2012-2014 Plan period.

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

Central Lakes College has not had a situation where supported employment was appropriate nor are there positions available at the present time. If the need should arise, the College will work with the State ADA Disability Coordinator to recruit and hire individuals for supported employment. As classified vacancies occur, the essential functions of the position will be identified to determine if participation in the supported work program is feasible.

H. Additional Recruitment Activities

Because CLC has experienced operating budget reductions of ten to twelve percent for two consecutive years and additionally the Human Resources Department has experienced a 25% reduction in staff, there were not sufficient resources for additional recruitment activities beyond those required.

XIII. RETENTION PLAN

Central Lakes College will strive to retain all employees with additional focus dedicated to protected class individuals. The responsibility for retention efforts will lie with the College Administration and supervisors, and will be monitored by the college's AAO. Through commitment to positive leadership, the College will try to improve any adverse impact within each subcategory.

A. Individuals Responsible for CLC's Retention Program/Activities

Lary Lundblad, President
David Hietala, Interim Vice President of Academic and Student Affairs
Kari Christiansen, Vice President of Administrative Services
Martha Kuehn, Dean of Liberal Arts
Christopher Hadfield, Dean of Career and Technical Programs and Staples Campus
Michael Amick, Dean of Computer Technology and Online Learning
Director of Nursing Programs
Keith Olander, Dean of Agricultural Studies
Nancy Paulson, Director of Human Resources
Elizabeth Picciano, Director of Secondary Relations
Mary Sam, Director of Diversity, Equity & Tribal Relations
Pam Thomsen, Director of Resources Development & Foundation

B. Separation and Retention Analysis by Protected Groups

Separation Analysis: Data for the period of July 1, 2012 through June 30, 2014

During the last biennium, forty-six (46) employees left their employment at Central Lakes College. Of those forty-six, thirty left voluntarily; eleven retired and eighteen resigned, with one additional leave of absence. Of the eleven retirees, six were protected group members, and of the eighteen employees resigning from employment, eleven were protected group members. Twenty employees left employment involuntarily. Of the twenty leaving involuntarily, thirteen were members of a protected group. Five of the six dismissals were protected group members; of the four terminations without rights, one was from a protected group; of the four layoffs, three were protected group members; and all three of the deaths were protected group members.

During the Plan period, CLC experienced an overall reduction in workforce with the exception of two job categories: professionals 2a increased by two and professionals 2c increased by one. All other job categories experienced a reduction in workforce with the exception of officials/administrators which remained the same. The number of employees decreased by ten during the Plan years.

CLC had need to non-renew probationary faculty and to layoff less senior employees due to continued budget constraints and declining enrollments. As stated, thirteen of twenty involuntary separations, including three deaths, were protected members which had a disparate impact on the overall number of protected group members represented in the workforce of Central Lakes College. The additional voluntary separations of eighteen out of thirty protected group members also contributed to the disproportionate decrease in protected group representation.

Analysis of this data appears to show that separation patterns of non and protected group employees are not significantly different and that the primary reason for separation is retirement. We did experience a greater number of protected group members leaving through resignation for other employment opportunities than we have seen in the past Plan years.

The AAO will continue to determine why employees are choosing to leave through exit interviews. Initial data indicates employees ending employment on a voluntary basis are leaving for predominately personal and market reasons.

The College will also continue to recruit and retain its staff with special emphasis on underutilized group members. Through experience, the college understands that a positive work environment is the best way to retain staff. Through the use of on-going communication, a faculty mentoring program, and by providing employees with a mechanism to resolve disputes, the college expects a decrease in voluntary separations.

The following retention efforts will be utilized by the College:

Working Environment:

The importance of a positive working environment cannot be overstated. A positive, inviting, and safe environment impacts retention. A non-hostile open environment will assist the College with the retention of valuable employees. Only with an ongoing commitment to aggressive recruitment and retention of qualified members of underutilized groups will the College provide an inviting, diverse, and positive working environment. The leadership role of the President, with positive modeling, can influence the entire campus regarding their attitude toward the diverse student and staff population. By having the President take a leadership role in promoting a positive working environment, the College can better retain staff members of protected class status.

Commitment to Early Conflict Intervention:

Employers who quickly respond to employee disputes are less likely to lose valuable employees. The College strongly believes in early detection and intervention of employee conflicts (including those between supervisor and employee). While some disputes, particularly those which fall under the purview of Equal Employment Opportunity and state and federal law require full investigation, other employee disputes are best resolved informally. Misperceptions, misunderstandings, and minor conflict can escalate into difficult disputes if they are not dealt

with early. The leadership of the College is dedicated to a quick response and resolution and believes that facilitating dialogue between conflicting parties through mediation will allow for the settlement of most disputes. The Director of Human Resources (trained in alternate dispute resolution) and supervisor will usually be involved in all mediation efforts. The Director of Human Resources maintains good working relationships with the various bargaining unit representatives which aids with early intervention of issues and concerns.

Employee Recognition:

The College is committed to the idea that employees who are recognized for their efforts are less likely to leave the organization. Through programs such as Luoma Leadership Academy, achievement awards, an annual employee recognition program, and other events, the College will strive to enhance efforts to increase employee engagement and create a culture of recognition.

Performance Management:

When employees are clear about expectations, have constructive feedback on an ongoing basis, and work with their supervisors to construct individual development plans they are less likely to leave the organization. The College requires employees have accurate position descriptions that reflect the expectations for successful performance and frequent evaluations. Supervisors and managers are encouraged to work with their employees to develop skills through training opportunities and support them in achieving their development objectives.

Staff Development/Training:

Staff development dollars have been budgeted each fiscal year for every employee of a bargaining unit at Central Lakes College. These funds can be used within established guidelines to fund educational studies, professional development activities, memberships, etc. Additional funds have been designated for college-wide or departmental training needs: i.e., computer systems, software applications, web page development, customer service, conflict resolution, safety. Central Lakes College dedicated many in-service hours to training on working with diverse populations.

Orientation Program:

An orientation program has been implemented for all new hires at Central Lakes College. Every new employee is provided with information and resources to welcome them into the college community.

Faculty Mentoring Program:

With the assistance from the Center for Teaching and Learning, CLC implemented a new faculty mentoring program that matches a seasoned full-time faculty member with new hires. In addition to providing the new employee with resources and assistance in their first year of employment, evaluation has shown the mentor benefits from the relationship as well as the mentee. This relationship begins prior to the first faculty in-service days through the faculty orientation and mentoring program.

Officials/Administrators – 4 Departures:

1 Voluntary Separation	1 resignation
3 Involuntary Separations	1 dismissal (1 protected group) 2 termination without rights

Summary: Even though 4 employees separated during the Plan years, CLC continues to maintain 10 officials/administrators in this job category and maintains full utilization in the protected group of women. This job category remains disparate by 1 person of color and 1 person with a disability.

Professionals (Category 2a) – 7 Departures/1 Leave of Absence:

5 Voluntary Separations	1 leave of absence (1 protected group) 1 resignation (1 protected group) 3 retirements (1 protected group)
3 Involuntary Separations	2 dismissals/non cert (2 protected group) 1 death (1 protected group)

Summary: Increased by two overall to 55 from 53 in this job category during the Plan years. Even though 4 women separated, 5 including the leave of absence to promote into an administrative position, the job category maintained 28 women through the hiring of 4 women during the Plan years thereby maintaining full utilization in this protected group. CLC increased underutilization from 7 to 10 persons of color due to an increase in availability from 20% to 24.9% even though there were no separations in this protected group. The underutilization of persons with disabilities remained unchanged from 2 even though 2 protected group members separated due to non-certification and death of protected group members.

Professionals (Category 2b) – 10 Departures:

5 Voluntary Separations	4 resignations (3 protected group) 1 retirement (1 protected group)
5 Involuntary Separations	3 dismissals/non cert (2 protected group) 1 termination without rights 1 death (1 protected group)


Summary: CLC experienced a decrease from 49 to 45 over the Plan years in this job category. The number of the protected group of women decreased from 18 to 14; 5 in total separated – 2 through non certification, 2 through resignation for other employment, and 1 involuntarily due to death. There has been limited hiring opportunities because of enrollment declines and budget shortfalls. Hiring to date in this job category has been a result of the securing of federal grant dollars specific to agriculture, manufacturing, and specialized computer technology and has for the most part resulted in failed searches with no members of disparate groups or other qualified candidates making application. Due in part to the separations in the protected group of women, CLC increased the disparity in this protected group from 4 to 7. Even though there were no separations and changes to the

number of persons of color in this job category, because the percentage of availability changed for this Plan period from 13% to 24.9%, the underutilization increased from 5 to 10. Even though 2 members of the protected group of persons with disabilities left employment voluntarily and there have been limited hiring opportunities, the number underutilized remains unchanged for this period.

 **Professionals (Category 2c) – 4 Departures:**

2 Voluntary Separations	2 retirements
2 Involuntary Separations	1 layoff (1 protected group)
	1 termination without rights (1 protected group)

Summary: CLC experienced an increase from 10 to 11 in this job category during the Plan years. The involuntary separation of one individual in the protected group of women had no direct impact in this job category and in this protected group due to an increase overall in the number of women even though the percent of availability increased from the last Plan period. The involuntary separation of one person of color because of reduction in workforce and reorganization had minimal disparate impact even though the percent of availability increased from the last Plan period. CLC continues to meet full utilization in this protected group of persons of color and now is fully utilized in the protected group of persons with disabilities.

 **Technicians – 3 Departures:**

3 Voluntary Separations	2 resignations (1 protected group)
	1 retirement (1 protected group)

Summary: CLC experienced a reduction in this job category by 2 from 11 to 9 overall. The voluntary separations of 2 protected group members did not appear to have a disparate impact on the protected group of women. The College maintains an underutilization in this protected group but closed the gap during this Plan period from 2 to 1. One of the individuals who left voluntarily did so for a promotional opportunity and is now reflected in another CLC job category. The separations had no impact on the protected groups of persons of color and persons with disabilities.

 **Paraprofessionals – 11 Departures:**

9 Voluntary Separations	8 resignations (4 protected group)
	1 retirement (1 protected group)
2 Involuntary Separations	1 layoff
	1 death (1 protected group)

Summary: CLC reduced by 1 during the Plan years in this job category from 49 to 48 overall. Even though CLC experienced the voluntary separation of 4 women during the plan year and experienced a reduction by 1 in this job category, the College increased the number of women from 35 to 39 during this period. There was an additional reduction of 2 women in

this job category; 1 due to reclassification and 1 due to promotion to a different job category. This protected group maintains full utilization in the protected group of women. There was no disparate impact in the protected group of persons of color but the college is still underutilized by 3 even though CLC increased the number of persons of color by 2 during the Plan years due to an increase in availability in this protected group. CLC experienced no change in the disparity in the protected group of persons with disabilities with the separation of 2 individuals with disabilities through voluntary and involuntary separation; the College maintains underutilization of 3 persons with disabilities.

 **Office/Clerical – 4 Departures:**

3 Voluntary Separations	2 resignations (2 protected group)
	1 retirement (1 protected group)
1 Involuntary Separation	1 layoff (1 protected group)

Summary: CLC experienced a reduction from 36 to 33 in this job category during the Plan years. Even though the protected group of women reduced from 34 to 32 due to the separation of 4 individuals, the College maintains full utilization in this protected group. There was no change in the protected group of persons of color and the college remains underutilized by 2. Based on the reduction in force and a change in the percentage of availability between the Plan periods, the College is now fully utilized in the protected group of persons with disabilities in this job category.

 **Service Maintenance – 3 Departures:**

2 Voluntary Separations	2 retirements (1 protected group)
1 Involuntary Separation	1 layoff (1 protected group)

Summary: CLC reduced from 17 to 14 in this job category during the Plan years. One protected group member left voluntarily for retirement which had no disparate impact on the utilization in the protected group of women; the College continues to meet full utilization. The separations had no impact on the protected group of persons of color but the College increased the number underutilized in this protected group by 1 from 2 to 3 due to an increase in the percentage of availability from the last plan period. The voluntary separation of one protected group member of persons with disabilities had no disparate impact on the protected group of persons with disabilities as the College maintains full utilization in this protected group.

CENTRAL LAKES COLLEGE AFFIRMATIVE ACTION PLAN 2014-2016

Central Lakes College
SEPARATION ANALYSIS
Worksheet for conducting separation analysis of protected group members as total separations and in each job category.

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

PROFESSIONALS (Category 2a)										
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/Disability	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	2	28.57%	2	100.00%	0	0.00%	1	50.00%		0.00%
Resignations	1	14.29%	1	100.00%	0	0.00%	0	0.00%		0.00%
Enhanced Separation		0.00%								
Retirement	3	42.86%	1	33.33%	0	0.00%	0	0.00%		0.00%
Deaths	1	14.29%		0.00%	0	0.00%	1	100.00%		0.00%
Lay-off		0.00%								
Termination without Rights		0.00%								
Total Separations	7	100.00%	4	57.14%	0	0.00%	2	28.57%	0	0.00%

LOA - ADMIN Position = 1 Women

PROFESSIONALS (Category 2b)										
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/Disability	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	3	30.00%	2	66.67%	0	0.00%	0	0.00%		0.00%
Resignations	4	40.00%	2	50.00%	0	0.00%	1	25.00%		0.00%
Enhanced Separation		0.00%								
Retirement	1	10.00%	0	0.00%	0	0.00%	1	100.00%		0.00%
Deaths	1	10.00%	1	100.00%	0	0.00%	0	0.00%		0.00%
Lay-off		0.00%								
Termination without Rights	1	10.00%	0	0.00%	0	0.00%	0	0.00%		0.00%
Total Separations	10	100.00%	5	50.00%	0	0.00%	2	20.00%	0	0.00%

PROFESSIONALS (Category 2c)										
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/Disability	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification		0.00%								
Resignations		0.00%								
Enhanced Separation		0.00%								
Retirement	2	50.00%	0	0.00%	0	0.00%	0	0.00%		0.00%
Deaths		0.00%								
Lay-off	1	25.00%	0	0.00%	1	100.00%	0	0.00%		0.00%
Termination without Rights	1	25.00%	1	100.00%	0	0.00%	0	0.00%		0.00%
Total Separations	4	100.00%	1	25.00%	1	25.00%	0	0.00%	0	0.00%

TECHNICIANS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disability	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification		0.00%								
Resignations	2	66.67%	1	50.00%	0	0.00%	0	0.00%		0.00%
Enhanced Separation		0.00%								
Retirement	1	33.33%	1	100.00%	0	0.00%	0	0.00%		0.00%
Deaths		0.00%								
Lay-off		0.00%								
Termination without Rights		0.00%								
Total Separations	3	100.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%

PARAPROFESSIONALS (Category 5)										
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/Disability	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification		0.00%								
Resignations	8	72.73%	3	37.50%	0	0.00%	1	12.50%		0.00%
Enhanced Separation		0.00%								
Retirement	1	9.09%	1	100.00%	0	0.00%	0	0.00%		0.00%
Deaths	1	9.09%	0	0.00%	0	0.00%	1	100.00%		0.00%
Lay-off	1	9.09%	0	0.00%	0	0.00%	0	0.00%		0.00%
Termination without Rights		0.00%								
Total Separations	11	100.00%	4	36.36%	0	0.00%	2	18.18%	0	0.00%

Two females removed from category due to reclassification, one through promotion.

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

One Promotion - Female

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/Disability	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification		0.00%								
Resignations		0.00%								
Enhanced Separation		0.00%								
Retirement	2	66.67%	0	0.00%	0	0.00%	1	50.00%		0.00%
Deaths		0.00%								
Lay-off	1	33.33%	1	100.00%	0	0.00%	0	0.00%		0.00%
Termination without Rights		0.00%								
Total Separations	3	100.00%	1	33.33%	0	0.00%	1	33.33%	0	0.00%

APPENDIX



DISCRIMINATION/HARASSMENT COMPLAINT FORM

Date: _____

Name of COMPLAINANT: _____ <i>(If more than one complainant, complete intake form for each)</i>
Address (local): _____
Address (residence): _____
City: _____ State: _____ Zip: _____
Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
Phone: (work) _____ (home) _____
Status: <input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Administrator <input type="checkbox"/> 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"/> National Origin | <input type="checkbox"/> Reliance on Public Assistance |
| <input type="checkbox"/> Sex | <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Sexual Orientation |
| <input type="checkbox"/> Color | <input type="checkbox"/> Mental Disability | <input type="checkbox"/> Membership/Activity in Local Commission |
| <input type="checkbox"/> Creed | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Gender Identity |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Veteran's Status | <input type="checkbox"/> Gender Expression |
| <input type="checkbox"/> Age | | |

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

Name of RESPONDENT: _____ <i>(If more than one respondent, list complete information for each)</i>
Address (local): _____
Address (residence): _____
City: _____ State: _____ Zip: _____
Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
Phone: (work) _____ (home) _____
Status: <input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Administrator <input type="checkbox"/> External/Non-Campus

Name of RESPONDENT #2: _____
(If more than one respondent, list complete information for each)

Address (local): _____

Address (residence): _____

City: _____ State: _____ Zip: _____

Sex: Male Female Phone: (work) _____
(home) _____

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: _____

Sex: Male Female Phone: (work) _____
(home) _____

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: _____

Sex: Male Female Phone: (work) _____
(home) _____

Status:
 Student Faculty Staff Administrator External/Non-Campus

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

Name of Witness #1: _____
(If more than one respondent, list complete information for each)

Address (local): _____

Address (residence): _____

City: _____ State: _____ Zip: _____

Home phone _____ Work phone _____ Work hours _____

What information can this witness provide? _____

Name of Witness #2: _____
(If more than one respondent, list complete information for each)

Address (local): _____

Address (residence): _____

City: _____ State: _____ Zip: _____

Home phone _____ Work phone _____ Work hours _____

What information can this witness provide? _____

Name of Witness #3: _____
(If more than one respondent, list complete information for each)

Address (local): _____

Address (residence): _____

City: _____ State: _____ Zip: _____

Home phone _____ Work phone _____ Work hours _____

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: _____

DATE: _____ **EXPLANATION ON CONTENTS:** _____

NAME OF DOCUMENT #2: _____

DATE: _____ **EXPLANATION ON CONTENTS:** _____

NAME OF DOCUMENT #3: _____

DATE: _____ **EXPLANATION ON CONTENTS:** _____



**STATE OF MINNESOTA – CENTRAL LAKES COLLEGE
EMPLOYEE/APPLICANT REQUEST FOR ADA REASONABLE ACCOMMODATION FORM**

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

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

Data Privacy Statement: This information may be used by the Central Lakes College (CLC) human resources representative, ADA Coordinator or designee, legal counsel, or any other individual who is authorized by CLC 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, Central Lakes College may refuse to provide a reasonable accommodation.

Questions to clarify accommodation requested:

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

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

1. What, if any job function are you having difficulty performing?

1. What, if any employment benefit are you having difficulty accessing?

2. What limitation as result of your physical or mental impairment is interfering with your ability to perform your job or access an employment benefit?

3. If you are requesting a specific accommodation, how will that accommodation be effective in allowing you to perform the functions of your job?

Information Pertaining to Medical Documentation:

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

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

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

Employee/Applicant Signature:	Date:
--------------------------------------	--------------



Brainerd Campus
501 W College Drive
Brainerd, MN 56401
218-855-8000
1-800-933-0346

Staples Campus
1830 Airport Road
Staples, MN 56479
218-894-5100
1-800-247-6836

Reasonable Accommodation Agreement

This form is to be completed by the College's ADA Compliance Officer after the reasonable accommodation decision has been made. The signatures on the bottom of this form indicate consent by the employee and the College to the specific accommodation.

Name of Employee	Name of Administrator
<p>The request for reasonable accommodation to the needs of the above named employee with a disability was:</p> <p style="text-align: center;"><input type="checkbox"/> ACCEPTED <input type="checkbox"/> DENIED</p> <p>Rational for the decision (indicate specific factors considered).</p>	
<p>If reasonable accommodation was approved, was the employee's suggestions accepted?</p> <p style="text-align: center;"><input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PARTIALLY</p> <p>RATIONAL:</p> <p>DESCRIBE specific accommodation(s) to be made:</p>	
COST ESTIMATE:	
<p><i>I have read the employee request for reasonable accommodation. I understand that all tangible accommodations purchased by the College will become the property of the State of Minnesota. I understand that future circumstances may cause this agreement to be changed or cancelled.</i></p>	
Signature of Employee	Date
Signature of ADA Coordinator	Date
Signature of Affirmative Action Officer; Director of Human Resources	Date

Deaf and Hard of Hearing users may call Minnesota Relay Service at 7-1-1 or 1-800-627-3529.

CENTRAL LAKES COLLEGE
AFFIRMATIVE ACTION PLAN 2014-2016

CENTRAL LAKES COLLEGE

JOB CATEGORY AVAILABILITY/UTILIZATION/UNDERUTILIZATION ANALYSIS & ANNUAL GOALS

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

WOMEN									
Job Categories	Total Employees in Job Group	Total Number of Women in Group	% of Women in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators (Category 1)	10	7	70.00%	40.40%	4	0	0	Same	0
Professionals (Category 2a)	55	28	50.91%	47.60%	26	0	0	Same	0
Professionals (Category 2b)	45	14	31.11%	47.60%	21	7	4	Not Improved	3
Professionals (Category 2c)	11	3	27.27%	55.70%	6	3	4	Improved	1
Office/Clerical (Category 6)	33	32	96.97%	63.40%	21	0	0	Same	0
Technicians (Category 3)	9	4	44.44%	57.20%	5	1	2	Improved	1
Paraprofessionals (Category 5)	48	39	81.25%	55.70%	27	0	0	Same	0
Service Maintenance (Category 8)	14	6	42.86%	43.00%	6	0	0	Same	0
Totals	225	133	59.11%						

MINORITIES									
Job Categories	Total Employees in Job Group	Total Number of Minorities in Group	% of Minorities in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators (Category 1)	10	1	10.00%	21.70%	2	1	1	Same	0
Professionals (Category 2a)	55	4	7.27%	24.70%	14	10	7	Not Improved	3
Professionals (Category 2b)	45	1	2.22%	24.70%	11	10	5	Not Improved	5
Professionals (Category 2c)	11	1	9.00%	10.60%	1	0	0	Same	0
Office/Clerical (Category 6)	33	1	3.03%	10.50%	3	2	2	Same	0
Technicians (Category 3)	9	0	0.00%	10.60%	1	1	1	Same	0
Paraprofessionals (Category 5)	48	2	4.17%	10.60%	5	3	4	Improved	1
Service Maintenance (Category 8)	14	0	0.00%	19.50%	3	3	2	Not Improved	1
Totals	225	10	4.44%						

INDIVIDUALS WITH DISABILITIES									
Job Categories	Total Employees in Job Group	Total Number of Indiv./ with Disabilities in Group	% of Indiv. w/ Disabilities in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators (Category 1)	10	0	0.00%	7.00%	1	1	1	Same	0
Professionals (Category 2a)	55	2	3.64%	7.00%	4	2	2	Same	0
Professionals (Category 2b)	45	1	2.22%	7.00%	3	2	2	Same	0
Professionals (Category 2c)	11	1	9.09%	7.00%	1	0	1	Improved	1
Office/Clerical (Category 6)	33	2	6.06%	7.00%	2	0	2	Improved	2
Technicians (Category 3)	9	0	0.00%	7.00%	1	1	1	Same	0
Paraprofessionals (Category 5)	48	0	0.00%	7.00%	3	3	2	Not Improved	1
Service Maintenance (Category 8)	14	1	7.14%	7.00%	1	0	2	Improved	1
Totals	225	7	3.11%						

VETERANS									
Job Categories	Total Employees in Job Group	Total Number of Veterans in Group	% of Veterans in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	10	0	0.00%	8.00%	1	1	n/a	n/a	n/a
Professionals (Category 2a)	55	4	7.27%	8.00%	4	0	n/a	n/a	n/a
Professionals (Category 2b)	45	4	8.89%	8.00%	4	0	n/a	n/a	n/a
Professionals (Category 2c)	11	2	18.18%	8.00%	1	0	n/a	n/a	n/a
Office/Clerical (Category 6)	33	0	0.00%	8.00%	3	3	n/a	n/a	n/a
Technicians (Category 3)	9	0	0.00%	8.00%	1	1	n/a	n/a	n/a
Paraprofessionals (Category 5)	48	4	8.33%	8.00%	4	0	n/a	n/a	n/a
Service Maintenance (Category 8)	14	0	0.00%	8.00%	1	1	n/a	n/a	n/a
Totals	225	14	6.22%						

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

Officials and Managers – The Utilization Analysis confirms that CLC is not underutilized in the protected group of women. The College is disparate of one person of color, one person with a disability and one veteran. CLC will begin a search during the 2014-2015 academic year and will attempt to hire a person from one of the protected groups to help alleviate this underutilization. There will be limited hiring opportunities to increase overall in this job category.

Professionals 2a includes liberal arts faculty requiring a Master's Degree to meet established minimum qualifications. When comparing the numbers of this subcategory with the AA numbers of the 2012-2014 AA plan, there was an increase overall of two individuals. CLC has maintained full utilization of women for this period. Even though the number of persons of color remained the same between the AA Plan periods, CLC increased underutilization in this job category by three due to an increase in percentage of availability. The underutilization of two persons with disabilities remained the same. There will be limited hiring opportunities in this job category due to declining enrollment. CLC has increased the diversity of its temporary part-time instructors; but due to the limited status of these part-time employees, they are not reflected in the AA Plan.

Professionals 2b includes technical faculty recruited through a regional search process but we are using national availability. This job category experienced a reduction of four individuals; all in the protected group of women. This reduction in combination with an increase in availability between the Plan periods increased the underutilization of women from four to seven. The job category 3 experienced no change in the number of persons of color, but because we are using the national availability percentage which increased from 13% for the previous plan years to the current 24.7%, CLC is now underutilized by ten in the protected group of persons of color. The College lost two persons with disabilities during the Plan period due to voluntary separation. Based on the change in percentage of availability, the College remains underutilized to two in this protected group. Again, there will be limited opportunities for hiring in this job category as these positions are impacted by declining enrollment. Any increase in this job category will occur due to the securing of federal grants in very specialized fields: cyber security, manufacturing and agriculture. CLC is currently experiencing failed searches due to the limited number of applicants to fill these positions. The College will continue to attempt to increase the number of protected group members hired into this job category. The College will plan to hire a minimum of two in the protected group of women and two persons of color.

Professionals 2c includes supervisory staff in the MMA bargaining unit who are professionals recruited on a statewide basis. During the Plan period, the protected group of women was increased by two. Because the availability of women also increased by one, the College maintains underutilization of three in this job category even though CLC made some progress with its hiring goals during the Plan period. The College lost one person of color due to involuntary separation but remains fully utilized in the protected group of persons of color in

the 2c job category. The College increased by one in the protected group of persons with disabilities and now meets full utilization in this job category. CLC will plan to hire one in the protected group of women during the Plan period due to limited opportunity for expansion in this job category.

Office/Clerical includes AFSCME bargaining unit staff in support positions. During this Plan period, CLC decreased the number of employees by four. The College maintains full utilization in the protected group of women in this job category. The College made no progress due to the overall reduction in this job category in the hiring of persons of color and remains underutilized by two. Even though the number of persons with disabilities remained the same, because of the overall reduction in workforce and the decrease in percentage of availability from the 2012-2014 AA Plan, the College is now fully utilized in this protected group of persons of color in this job category. The College has been successful in the hiring of one person of color during the current summer hiring period which is not reflected in the 2014-2016 AA analysis which will decrease this disparity by one. Should the opportunity arise, CLC will attempt to hire one additional person of color thereby eliminating any disparities in this job category.

Technicians includes IT staff in the MAPE bargaining unit in addition to technicians in the AFSCME bargaining unit. This job category experienced a reduction in workforce from eleven to nine. Even though two from the protected group of women left through voluntary separation, the College increased utilization in this protected group by one. The College remains underutilized by one in the protected group of women. There were no hiring opportunities during the Plan period to make progress toward eliminating this underutilization of one women, one person of color, and one person with a disability. It is doubtful that CLC will make progress during this Plan period because of limited or no hiring opportunities. Should the opportunity present itself, CLC will plan to hire from one of the protected groups.

Paraprofessionals includes employees in the MAPE bargaining unit, Commissioner's Plan employees in addition to the College Lab Assistants in the AFSCME bargaining unit. The number of employees in this job category decreased by one between Plan periods. The College maintains full utilization in the protected group of women in the paraprofessional job category. Currently with this utilization analysis, the College is underutilized by three persons of color. As of the writing of the 2014-2016 AA Plan, the College has made some progress with the hiring of two additional persons of color not represented in the current analysis. The College will still be underutilized by one person of color during the Plan period. CLC is disparate by one person with a disability and will attempt to close this gap during the current Plan period.

Service/Maintenance includes members of the AFSCME bargaining unit. CLC decreased the number in this job category from seventeen to fourteen from the last Plan period. In this job category, the College maintains full utilization in the protected group of women. Even though there were no changes in the protected group of persons of color, the College increased the disparity from two to three based on the change/increase in percent availability. CLC increased

by one person with a disability during the Plan period eliminating the underutilization in this protected group. The College does not anticipate opportunities to eliminate the underutilization of persons of color due to budget constraints during this Plan period.

Veterans

CLC will begin to collect data on veteran employees during the 2014-2016 Plan period. Currently, CLC is underutilized by one veteran in the Officials & Administrator job category, by one veteran in the technician's job category, by three in the office/clerical job category and by one veteran in the service maintenance job category. With limited opportunities for hiring during the next Plan period, CLC will make a concerted effort to increase the number of veteran employees.

CENTRAL LAKES COLLEGE
 AFFIRMATIVE ACTION PLAN 2014-2016

Table 2. Underutilization Analysis and Hiring Goals for 2014-2016

Job Categories	UNDERUTILIZATION – # OF INDIVIDUALS				HIRING GOALS FOR 2014-2016			
	Women	Racial/ Ethnic Minorities	Individuals With Disabilities	Veterans	Women	Racial/ Ethnic Minorities	Individuals With Disabilities	Veterans
Officials/Administrators	0	1	1	1				
Professionals 2a	0	10	2	0		2	1	
Professionals 2b	7	10	2	0	2	2		
Professionals 2c	3	0	0	0	1			
Office/Clerical	0	2	0	3				1
Technicians	1	1	1	1	1	1		
Paraprofessionals	0	3	3	0		2	1	
Service Maintenance	0	3	0	1		0		1