

**STATE OF MINNESOTA
NORTH HENNEPIN COMMUNITY
COLLEGE
Affirmative Action Plan**

August 2016 – August 2018

7411 85th Avenue North
Brooklyn Park, MN 55445

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Table of Contents

I.	EXECUTIVE SUMMARY	7
II.	STATEMENT OF COMMITMENT	8
III.	INDIVIDUALS RESPONSIBLE FOR DIRECTING/IMPLEMENTING THE AFFIRMATIVE ACTION PLAN....	9
	A. President- Dr. Barbara McDonald (763-424-0820)	9
	B. Affirmative Action Officer- Michael Birchard (763-424-0944)	9
	C. Americans with Disabilities Act Coordinator- Tom Lynch (763-493-0556).....	10
	D. Chief Human Resources Officer- Michael Freer (763-424-0955).....	11
	E. Directors, Managers, and Supervisors	12
	F. All Employees.....	13
IV.	COMMUNICATION OF THE AFFIRMATIVE ACTION PLAN.....	13
	A. Internal Methods of Communication	13
	B. External Methods of Communication.....	14
V.	MnSCU’s EQUAL OPPORTUNITY AND NONDISCRIMINATION IN EMPLOYMENT AND EDUCATION POLICY	14
	Part 1. Policy Statement.....	14
	Subpart A. Equal opportunity for students and employees	14
	Subpart B. Nondiscrimination	14
	Part 2. Definitions.	15
	Subpart A. Consensual Relationship.	15
	Subpart B. Discrimination.	15
	Subpart C. Discriminatory harassment.	16
	Subpart D. Employee.	16
	Subpart E. Protected class.	16
	Subpart F. Retaliation.	16
	Subpart G. Sexual harassment and violence as sexual abuse.....	17
	Subpart H. Student.....	17
	Part 3. Consensual Relationships.....	18
	Part 4. Retaliation.	18
	Part 5. Policies and procedures.	18
VI.	MnSCU’S REPORT/COMPLAINT OF DISCRIMINATION/HARASSMENT INVESTIGATION AND RESOLUTION PROCEDURE.....	18
	Part 1. Purpose and applicability.	18

North Hennepin Community College
AFFIRMATIVE ACTION PLAN 2016-2018

Subpart A. Purpose.	18
Subpart B. Applicability.	18
Subpart C. Scope.	19
Part 2. Definitions.	19
Subpart A. Designated officer.	19
Subpart B. Decisionmaker.	19
Subpart C. Retaliation.	20
Part 3. Consensual relationships.	20
Part 4. Reporting incidents of discrimination/harassment.	21
Subpart A. Reporting an incident.	21
Subpart B. Duty to report.	21
Subpart C. Reports against a president.	21
Subpart D. Reports against system office employees or Board of Trustees.	21
Subpart E. False statements prohibited.	21
Subpart F. Withdrawn complaints.	21
Part 5. Right to representation.	22
Part 6. Investigation and Resolution.	22
Subpart A. Personal resolution.	22
Subpart B. Information privacy.	22
Subpart C. Processing the complaint.	22
Subpart D. Resolution.	25
Subpart E. Decision process.	25
Part 7. College action.	27
Part 8. Appeal.	27
Subpart A. Filing an appeal.	27
Subpart B. Effect of review.	27
Subpart C. Appeal process.	27
Part 9. Education and training.	27
Part 10. Distribution of board policy 1B.1 and this procedure.	28
Part 11. Maintenance of report/complaint procedure documentation.	28
VII. MNSCU’S REASONABLE ACCOMODATION IN EMPLOYMENT POLICY.	28
Applicant.	29
Americans with Disabilities Act (ADA) Coordinator.	29

North Hennepin Community College
AFFIRMATIVE ACTION PLAN 2016-2018

Direct Threat	29
Essential Functions.....	29
Interactive Process.....	29
Individual with a Disability	29
Qualified Individual with a Disability	30
Major Life Activities	30
Medical Documentation	30
Reasonable Accommodation	30
Reassignment.....	31
Support Person	31
Undue Hardship	31
General Standards and Expectations	32
Individuals who may request a reasonable accommodation include	32
How to request a reasonable accommodation.....	32
Timing of the request.....	32
Form of the request	33
The interactive process entails	33
College responsibilities for processing the request.....	34
Analysis for processing requests.....	34
Obtaining medical documentation in connection with a request for reasonable accommodation ..	35
Confidentiality requirements.....	36
Approval of requests for reasonable accommodation	37
Funding for reasonable accommodations	37
Procedures for reassignment as a reasonable accommodation.....	37
Denial of requests for reasonable accommodation	38
Consideration of undue hardship	38
Determining direct threat.....	38
Appeals process in the event of denial.....	39
Information tracking and records retention.....	39
VIII. EVACUATION PROCEDURES FOR INDIVIDUALS WITH DISABILITIES.....	40
Evacuation Options:.....	40
Evacuation Procedures for Individuals with Mobility, Hearing, or Visual Disabilities:	41
Severe Weather Evacuation Options:	41

North Hennepin Community College
 AFFIRMATIVE ACTION PLAN 2016-2018

IX. GOALS AND TIMETABLES 42

X. AFFIRMATIVE ACTION PROGRAM OBJECTIVES..... 43

Objective #1: North Hennepin Community College will attract, hire and retain a diverse workforce, and provide continuous professional development in being inclusive and culturally adaptive 44

 Action Steps: 44

 Evaluation of 2014-2016 Objective One: 46

Objective #2: North Hennepin Community College will be intentional and attuned to providing an inclusive climate in which all students and employees thrive. Creating an inclusive climate on campus enriches the experiences of our future workforce and shows our current employees the college’s commitment to inclusiveness. 46

 Action Steps: 46

 Evaluation of 2014-2016 Objective Two:..... 49

Objective #3: North Hennepin Community College will strengthen existing and foster new relationships with key community and other institution partners. Together we will develop strategies for collaboration that will enrich the experiences of NHCC and the community. These actions are continuing to increase the ability of our employees to be inclusive as well as demonstrating to the community that NHCC is an employer of choice. 50

 Action Steps: 50

 Evaluation of 2014-2016 Objective Three: 51

XI. METHODS OF AUDITING, EVALUATING, AND REPORTING PROGRAM SUCCESS..... 52

 A. Pre-Employment Review Procedure/Monitoring the Hiring Process 52

 B. Pre-Review Procedure for Layoff Decisions 54

 C. Other Methods of Program Evaluation..... 54

XII. RECRUITMENT PLAN 55

 A. Advertising Sources..... 56

 B. Job and Community Fairs..... 56

 C. College and University Recruitment Events..... 57

 D. Recruitment for Individuals with Disabilities 57

 E. Relationship Building and Outreach 57

 F. Internships 58

 G. Supported Employment (M.S. 43A.191, Subd. 2(d))..... 58

XIII. RETENTION PLAN 58

 A. Individual’s Responsible for Retention Program/Activities 58

 B. Separation and Retention Analysis by Protected Groups..... 60

 C. Methods of Retention of Protected Groups 60

North Hennepin Community College
AFFIRMATIVE ACTION PLAN 2016-2018

APPENDIX 62
Complaint of Discrimination/Harassment Form 62
Employee/Applicant Request for ADA Reasonable Accommodation Form 65
College Profile and Organizational Chart 67
Underutilization Analysis Worksheets 68
Separation Analysis by Protected Groups Worksheets **Error! Bookmark not defined.**

I. EXECUTIVE SUMMARY

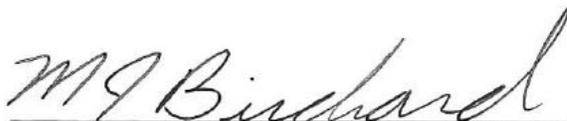
Review revealed underutilization of the following protected group(s) in the following job categories:

Table 1: UNDERUTILIZATION ANALYSIS OF PROTECTED GROUPS

Job Categories	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans
Administrators				X
Professionals			X	X
Faculty		X	X	X
Protected Services: Non-sworn	X			
Office/Clerical				X
Technicians				
Skilled Craft				
Service Maintenance	X		X	X

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

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



Affirmative Action Officer

7/29/2016

Date Signed



Chief Human Resources Officer

7/16/2016

Date Signed



College President

7/29/2016

Date Signed

II. STATEMENT OF COMMITMENT

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

North Hennepin Community College is firmly committed to advancing diversity and equity within the campus community and will maintain an affirmative action program that reflects this commitment, one that takes aggressive measures to eliminate barriers that prohibit equal opportunity. As reflected in NHCC's Master Diversity and Equity Plan, through the engagement of our students and employees, the college will work proactively and aggressively work to attract, retain and advance historically underrepresented and qualified persons with disabilities, persons of color, veterans, and women with the intent of developing an inclusive, equitable and exceptional learning organization that reflects the learners and communities we serve.

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

- No individual shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, sexual orientation, gender identity, gender expression, disability, marital status, familial status, status with regard to public assistance, or membership or activity in a local human rights commission.
- North Hennepin Community 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.
- North Hennepin Community College will continue to actively promote a program of affirmative action, wherever minorities, women, and individuals with disabilities are underrepresented in the workforce, and work to retain all qualified, talented employees, including protected group employees.
- North Hennepin Community 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, North Hennepin Community College will expect all employees to perform their job duties in a manner that promotes professional growth and advances cultural competency and equal opportunity for all.

It is North Hennepin Community 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. As we assess our work and reflect on continuous excellence, I strongly encourage suggestions as to how we may improve. We strive to provide equal employment opportunities and the best possible service to all Minnesotans.

President Signature: _____


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

A. President- Dr. Barbara McDonald (763-424-0820)

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 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 to include responsibility statements for supporting affirmative action, equal opportunity, diversity, and/or cultural responsiveness in their position descriptions and annual objectives.

Accountability:

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

B. Affirmative Action Officer- Michael Birchard (763-424-0944)

Responsibilities:

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

Duties:

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

- Prepare and oversee the Affirmative Action Plan, including development and setting of college-wide goals;
- Monitor the compliance and fulfill all affirmative action reporting requirements;
- Inform the college president of progress in affirmative action and equal opportunity and report potential concerns;
- Review the Affirmative Action Plan at least annually and provide updates as appropriate;
- Provide a college-wide perspectives 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 college president and indirectly to the Chancellor on matters pertaining to affirmative action and equal opportunity.

C. Americans with Disabilities Act Coordinator- Tom Lynch (763-493-0556)

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 Dean of Student Development.

D. Chief Human Resources Officer- Michael Freer (763-424-0955)

Responsibilities:

The Chief Human Resources Officer 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 Chief Human Resources Officer 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 Chief Human Resources Officer is directly accountable to the college president.

E. Directors, Managers, and Supervisors

Responsibilities:

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

Duties:

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

- 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's leadership, or alternatively the Affirmative Action Officer, to all staff on an annual basis.

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

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

Part 1. Policy Statement.

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

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

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

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

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

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

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

Part 2. Definitions.

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

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

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

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

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

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

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

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

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

- Made a complaint under this policy;

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

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

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

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

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

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

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

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

VI. 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, familial status, or status with regard to public assistance. In addition, discrimination in employment based on membership or activity in a local human rights commission as defined by law is prohibited.

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

respondent and other involved individuals, as well as to prevent retaliation/reprisal. Individuals who violate this procedure shall be subject to disciplinary or other corrective action.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part 4. Reporting incidents of discrimination/harassment.

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

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

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. College action. The college 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 ACCOMODATION IN EMPLOYMENT POLICY

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

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

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

Applicant

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

Americans with Disabilities Act (ADA) Coordinator

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

Direct Threat

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

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

Essential Functions

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

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

Interactive Process

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

Individual with a Disability

An individual who:

- Has a physical, sensory, or mental impairment that substantially limits one or more major life activities; or

- Has a record or history of such impairment; or
- Is regarded as having such impairment.

Qualified Individual with a Disability

An individual who:

- Satisfies the requisite skill, experience, education, and other job-related requirements of the job that the individual holds or desires; and
- Can perform the essential functions of the position with or without reasonable accommodation.

Major Life Activities

May include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Medical Documentation

Information from the requestor's treating provider which is sufficient to enable the employer to determine whether an individual has a disability and whether and what type of reasonable accommodation is needed when the disability or the need for accommodation is not obvious. Medical documentation can be requested using the standardized [Letter Requesting Documentation for Determining ADA Eligibility from a Medical Provider.](#)

Reasonable Accommodation

An adjustment or alteration that enables a qualified individual with a disability to apply for a job, perform job duties, or enjoy the benefits and privileges of employment. Reasonable accommodations may include:

- Modifications or adjustments to a job application process to permit a qualified individual with a disability to be considered for a job; or
- Modifications or adjustments to enable a qualified individual with a disability to perform the essential functions of the job; or

- Modifications or adjustments that enable qualified employees with disabilities to enjoy equal benefits and privileges of employment.

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

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

Reassignment

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

Support Person

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

Undue Hardship

A specific reasonable accommodation would require significant difficulty or expense. Undue hardship is always determined on a case-by-case basis considering factors that include the nature and cost of the accommodation requested and the impact of the accommodation on the

operations of the college. A state college is not required to provide accommodations that would impose an undue hardship on the operation of the college.

General Standards and Expectations

Individuals who may request a reasonable accommodation include

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

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

How to request a reasonable accommodation

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

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

Timing of the request

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

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

Form of the request

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

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

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

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

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

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

When an employee needs the same reasonable accommodation on a repeated basis (e.g., the assistance of a sign language interpreter), a written request for accommodation is required the first time only. However, the employee requesting an accommodation must give appropriate advance notice each subsequent time the accommodation is needed. If the accommodation is needed on a regular basis (e.g., a weekly staff meeting), the college must make appropriate arrangements without requiring a request in advance of each occasion.

The interactive process entails

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

- The need for a reasonable accommodation is not obvious;
- The specific limitation, problem or barrier is unclear;
- An effective reasonable accommodation is not obvious;
- The parties are considering different forms of reasonable accommodation;

- The medical condition changes or fluctuates; or,
- There are questions about the reasonableness of the requested accommodation.

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

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

The college ADA Coordinator shall be consulted when:

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

College responsibilities for processing the request

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

College President

The president of the college has the ultimate responsibility to ensure compliance with the ADA and this policy and appoint an ADA Coordinator.

ADA Coordinator

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

Supervisors and Managers

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

- Requests for standard office equipment that is needed as a reasonable accommodation and adaptive items costing less than \$100.

Analysis for processing requests

Before approving or denying a request for accommodation, the college's ADA Coordinator will:

1. Determine if the requestor is a qualified individual with a disability;
2. Determine if the accommodation is needed to:

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

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

Obtaining medical documentation in connection with a request for reasonable accommodation

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

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

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

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

Confidentiality requirements

Medical Information

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

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

- Supervisors, managers or the college's HR staff who have a need to know may be told about the necessary work restrictions and about the accommodations necessary to perform the employee's duties. However, information about the employee's medical condition should only be disclosed if strictly necessary, such as for safety reasons;
- First aid and safety personnel may be informed, when appropriate, if the employee may require emergency treatment or assistance in an emergency evacuation;
- To consult with the State ADA Coordinator or Employment Law Counsel at MMB, or the Attorney General's Office about accommodation requests, denial of accommodation requests or purchasing of specific assistive technology or other resources; or
- Government officials assigned to investigate the college's compliance with the ADA.

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

Accommodation Information

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

General Information

General summary information regarding an employee's or applicant's status as an individual with a disability may be collected by the college's equal opportunity officials to maintain records and evaluate and report on the college's performance in hiring, retention, and processing reasonable accommodation requests.

Approval of requests for reasonable accommodation

As soon as the decision maker determines that a reasonable accommodation will be provided, the college ADA Coordinator will process the request and provide the reasonable accommodation in as short of a timeframe as possible. The time necessary to process a request will depend on the nature of the accommodation requested and whether it is necessary to obtain supporting information. If an approved accommodation cannot be provided within a reasonable time, the decision maker will inform the requestor of the status of the request before the end of 30 days. Where feasible, if there is a delay in providing the request, temporary measures will be taken to provide assistance.

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

Funding for reasonable accommodations

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

Procedures for reassignment as a reasonable accommodation

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

The college ADA Coordinator will work with the college's Human Resources staff and the requestor to identify appropriate vacant positions within the college for which the employee may be qualified and can perform the essential functions of the vacant position, with or without reasonable accommodation. Vacant positions which are equivalent to the employee's current job in terms of pay, status, and other relevant factors will be considered first. If there

are none, the college will consider vacant lower level positions for which the individual is qualified. The EEOC recommends that the college consider positions that are currently vacant or will be coming open within at least the next 60 days.

Denial of requests for reasonable accommodation

The college ADA Coordinator must be contacted for assistance and guidance prior to denying any request for reasonable accommodation. The college may deny a request for reasonable accommodation where:

- The individual is not a qualified individual with a disability;
- The reasonable accommodation results in undue hardship or the individual poses a direct threat to the individual or others. Undue hardship and direct threat are determined on a case-by-case basis with guidance from the college ADA Coordinator; or
- Where no reasonable accommodation, including reassignment to a vacant position, will enable the employee to perform all the essential functions of the job.

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

Consideration of undue hardship

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

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

Determining direct threat

The determination that an individual poses a "direct threat," (i.e., a significant risk of substantial harm to the health or safety of the individual or others) which cannot be eliminated or reduced by a reasonable accommodation, must be based on an individualized assessment of

the individual's present ability to safely perform the essential functions of the job with or without reasonable accommodation. A determination that an individual poses a direct threat cannot be based on fears, misconceptions, or stereotypes about the individual's disability. Instead, the college must make a reasonable medical judgment, relying on the most current medical knowledge and the best available objective evidence.

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

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

Appeals process in the event of denial

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

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

Information tracking and records retention

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

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

VIII. EVACUATION PROCEDURES FOR INDIVIDUALS WITH DISABILITIES

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

http://www.nhcc.edu/~media/Departments/PublicSafety/NHCC_Emerg_Proc_Guide2013.ashx

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

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

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

Public Safety: Chad Henderson, Director Student Conduct & Public Safety, 763-488-0229,
chad.henderson@nhcc.edu

Disability Access Services: Tom Lynch, Director of Disability Access Services, 763-493-0556,
tom.lynch@nhcc.edu

Evacuation Options:

Individuals with disabilities have four basic evacuation options:

- Horizontal evacuation: Using building exits to the outside ground level or going into unaffected wings of 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; and/or
- Area of rescue assistance: Identified areas that can be used as a means of egress for individuals with disabilities. These areas, located on floors above or below the building's exits, can be used by individuals with disabilities until rescue can be facilitated by emergency responders;

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

Individuals with disabilities should follow the following procedures:

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

Severe Weather Evacuation Options:

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

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

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

IX. GOALS AND TIMETABLES

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

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

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

Underutilization - # of Individuals

Hiring Goals for 2016-2018

Job Categories	Underutilization - # of Individuals				Hiring Goals for 2016-2018			
	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans
Administrators	0	0	0	1	0	0	0	1
Professionals	0	0	3	3	0	0	1	1
Faculty	0	16	7	8	0	2	1	0
Protected Services: Non-sworn	2	0	0	0	1	0	0	0
Office/Clerical	0	0	0	1	0	0	0	1
Technicians	0	0	0	0	0	0	0	0
Skilled Craft	0	0	0	0	0	0	0	0
Service Maintenance	1	0	1	2	1	0	1	1

Availability:

The college determined the recruitment area for Professionals, Technicians, Office/Clerical, Protected Services-Non Sworn, Skilled Craft and Service Maintenance to be the Twin Cities metropolitan area and Nationwide for Administrators and Faculty positions. In conducting its underutilization analysis, North Hennepin Community College used the one factor analysis.

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

Women:

At the college, the population of women has improved in the following job category: Protected Services-NonSworn and has not improved in the following job category: Service Maintenance. The college did not see a decrease in any other job category and was not underutilized. The college used recruitment methods cited in other parts of this plan to accomplish the goal of recruiting women into the Protected Services-NonSworn area and will continue to make good faith efforts to recruit and hire one (1) woman in this job group. The college will also make good faith effort to hire one (1) woman in the Service Maintenance category.

Minorities:

At the college, the population of minorities has improved in the Faculty category. The college met its goal of improving in the Faculty category by four (4). The college did not see a decrease in any other job category and was not underutilized. The college used recruitment methods cited in other parts of this plan to accomplish the goal of recruiting minorities into the Faculty area. As faculty positions open the college will continue to make good faith efforts to recruit and hire two (2) minorities in this job group.

Individuals with Disabilities:

At the college, the population of individuals with disabilities has improved in the following job categories: Faculty, Technicians, and Office/Clerical and has not improved in the Professionals job category. The college continues to be underutilized in the following categories: Professionals, Faculty, Office/Clerical, and Service/Maintenance. The college exceeded its goal in the Faculty category by one and met its goal in the Technician and Office/Clerical categories. The college did not meet its goal in the Professional category. The college used recruitment methods cited in other parts of this plan to accomplish the goal of recruiting people with disabilities into the Faculty, Office/Clerical, and Service/Maintenance categories. As positions open the college will continue to make good faith efforts to recruit and hire one (1) person with disabilities in each of the Professional, Faculty and Service/Maintenance categories. North Hennepin Community College is committed to hiring individuals with disabilities who can perform the essential job functions with or without reasonable accommodation.

Veterans:

Effective March 2013, the Office of the Federal Contract Compliance Program (OFCCP) included veterans in affirmative action. At the college, the population of veterans has improved in the following job categories: Professionals, Technicians, and Office/Clerical and has not improved in the following job categories: Faculty and Service/Maintenance. The college did not see a decrease in any other job category and was not underutilized. The college used recruitment methods cited in other parts of this plan to accomplish the goal of recruiting veterans into the Skilled Craft, Faculty, Service Maintenance, Professionals, Technicians, and Office/Clerical areas. The college will continue to make good faith efforts to recruit and hire one (1) veteran in each

of the following job categories: Administration, Professional, Office/Clerical and Service Maintenance. The college recently became a Yellow Ribbon Institution and this will help with recruitment efforts.

AFFIRMATIVE ACTION PROGRAM OBJECTIVES

North Hennepin Community College was founded in 1966 in the potato fields of Brooklyn Park, Minnesota to serve the Northwest quadrant of the Twin Cities. Brooklyn Park and Brooklyn Center are currently the most diverse cities in Minnesota. As the demographics of our community has changed so has the student population at NHCC. Today NHCC serves a student population that is 44% students of color, 45% low income (Pell eligible), 59% first generation students, 5.3% students with disabilities, 57% female students, and 3.1% veterans.

During the 2015-16 academic year the campus of North Hennepin Community College developed its first ever diversity strategic plan. In commitment to the college’s diversity strategic plan the following Affirmative Action objectives and action steps align directly with the plan. In pursuing the North Hennepin Community College’s commitment to affirmative action, the college will take the following actions during 2016-2018:

Objective #1: North Hennepin Community College will attract, hire and retain a diverse workforce, and provide continuous professional development in being inclusive and culturally adaptive

Action Steps:

Need	Action Step	Primary Steward	Campus/ Community Partners
Increase diversity in applicants for positions in Facilities Services	Recruit and hire qualified persons from diverse backgrounds applying for positions as they become available	Director, Assistant Director of Facilities Services, Department staff	Office of Human Resources and Affirmative Action Officer
Improve competencies of faculty and staff as they relate to equity and inclusion on our campus	Increase college-wide participation in staff and faculty development	Chief Human Resources Officer, Chief Diversity & Affirmative Action Officer	Staff Development Committee, Academic Departments, Vice President of Academic and Student Affairs

North Hennepin Community College
 AFFIRMATIVE ACTION PLAN 2016-2018

	Encourage employees to participate in the Seeking Educational Equity and Diversity (SEED) program	Dean of Business, Technology, & Career Programs, Chief Human Resources Officer, Chief Diversity & Affirmative Action Officer	Excellence in Education with Equity Committee, Staff Development Committee, Academic Departments, Vice President of Academic and Student Affairs
Increase diverse community connections to increase/expand the diversity of faculty and staff	Reach out to a community organization for each protected class group to build connections for recruitment	Chief Human Resources Officer, Chief Diversity & Affirmative Action Officer	Community partners
Increase the diversity of employees within the Science and Math academic program areas	Faculty from the division will serve as recruiters/advisors to those at the U of MN or other events to recruit diverse employees and individuals from underrepresented groups in math and science	Dean of Science and Math, Division Coordinators	Dean of Liberal Arts, Liberal Arts faculty, U of MN Preparing Future Faculty programs
Ensure hiring is reflective of the NHCC student population	Discover American Indian educators (who are they, where are they, what do they teach, would they teach for us?)	Dean of Fine Arts, Language & Communications	Office of Human Resources, Affirmative Action Officer and American Indian Advisory Committee
	New faculty hires in division will have experiences that reflect those of the NHCC student body, and they will be supported with information about creating inclusive learning spaces	Dean of Fine Arts, Language & Communications	Office of Human Resources and Affirmative Action Officer

Evaluation of 2014-2016 Objective One:

Objective one of the 2014-2016 Affirmative Action Plan was Enhance North Hennepin Community College Employee Recruitment Efforts. There was great progress made with this objective. We have seen an increase in the number of protected class applicants and an increase in the number of protected class members that were hired. Records on the number of missed opportunities will continue to be maintained by the Human Resources office, and shared with the Affirmative Action Officer, other appropriate administrators, and Minnesota Management and Budget.

Objective #2: North Hennepin Community College will be intentional and attuned to providing an inclusive climate in which all students and employees thrive. Creating an inclusive climate on campus enriches the experiences of our future workforce and shows our current employees the college’s commitment to inclusiveness.

Action Steps:

Need	Action Step	Primary Steward	Campus/ Community Partners
Create strategies to increase student satisfaction and use of Advising Center	Gather data on student satisfaction and use of the Advising Center	Director & Assistant Director of Advising Center, Academic Advisors	Institutional Research, Student Life, Diversity & Equity, Academic Departments
	Analyze the data and identify areas for improvement, create strategies to increase satisfaction/use	Director & Assistant Director of Advising Center, Academic Advisors	Institutional Research, Student Life, Diversity & Equity, Academic Departments
Expand access for prospective, qualified students to become peer tutors	Peer Tutoring will collaborate with other departments to market the program to a more diverse pool of qualified students	Coordinator of Perkins Grant and Coordinator of Tutoring	Career Center, Diversity & Equity Office, Student Life, Faculty, Advising Center
	Explore and develop co-located peer tutoring options	Coordinator of Perkins Grant and	Diversity & Equity Office, Student Life

North Hennepin Community College
 AFFIRMATIVE ACTION PLAN 2016-2018

	collaboratively with other departments	Coordinator of Tutoring	
Increase student satisfaction with Accounting and Fees	Identify students in crisis, underrepresented or who need additional attention. Staff will develop strategies to work more closely with individuals to ensure they understand processes	Director of Accounting and Fees	Institutional Research, Dean of Student Development, Diversity & Equity Center
Increase student satisfaction with Financial Aid	Identify students in crisis, underrepresented or who need additional attention. Staff will develop strategies to work more closely with individuals to ensure they understand FA/VA processes	Director of Financial Aid	Institutional Research, Dean of Student Development, Diversity & Equity Center, Dean of Student Enrollment
Expand access to Financial Aid information	Revise communication, FA/VA webpages, ISRS tracking letters, forms,...to be less technical and more readable	Director of Financial Aid	Institutional Research, Dean of Student Enrollment
Increase cultural competency of Financial Aid staff	Provide the Intercultural Development Inventory to increasingly larger percentage of staff each year, and participate in follow-up activities, such as coaching	Director of Financial Aid	Dean of Student Enrollment

North Hennepin Community College
 AFFIRMATIVE ACTION PLAN 2016-2018

Expand access and support for registration processes	Maintain and update Registration “How To’s” webpage, allowing students who are unable to access this area during traditional business hours due to transportation, mobility, or time constraints to have access and support	Director of Admissions, Outreach/ Registration, Registration Specialist	Dean of Student Enrollment
Eliminate or significantly reduce loan dependence for low income students who participate in Upward Bound and SSS/TRIO	Increase the number of TRIO students, both SSS and Upward Bound, who apply for scholarships	Director of TRIO/SSS and TRIO/SSS Staff	Dean of Student Development
Reduce the number of Upward Bound and SSS/TRIO students who are undecided about degree and/or career path	Provide career assessments early for students undecided about degree path	Director of TRIO/SSS and TRIO/SSS Staff	Dean of Student Development
Contribute to the Mental Health and Wellness “Stigma Free” campaign	Put on monthly presentations and information table events	Mental Health and Wellness Committee	Access Services, Counseling Center, Dean of Student Development
Increase student satisfaction and use of Counseling Center	Collect data on students’ knowledge and use of Counseling Center services	Counselors	Dean of Student Development
	Analyze students’ satisfaction and awareness of counseling services	Counselors	Dean of Student Development
Create change through strong relationships between	Hold 2+ events per year that seek create new relationships	Director of Public Safety	Diversity & Equity Center, Student Life, Department of Global

underrepresented students and people in uniform	and strengthen existing relationships between underrepresented students and Public Safety		and Community Studies Community Organizing Course, TRIO Programs
Increase cultural competency of Public Safety staff	Provide Intercultural Development Inventory to increasingly larger percentage of Public Safety staff, and participate in follow-up activities, such as coaching	Director of Public Safety	Dean of Student Development
Expand access to Admissions & Outreach information	Translate webpage, brochures and YouTube videos into Spanish & Hmong	Admissions & Outreach staff	Marketing, Spanish Department, Latino Success Committee

Evaluation of 2014-2016 Objective Two:

Objective two of the 2014-2016 Affirmative Action Plan was *Enhance North Hennepin Community College Employee Retention Efforts*. North Hennepin Community College maintains a strong commitment to equality, diversity and a workplace where employees feel valued for their individuality and unique contributions. The college sees this commitment as a major factor to long-term employee retention. Further, the college recognizes the key role each manager plays in supporting employee retention efforts. The college made significant progress meeting this objective. North Hennepin Community College:

- Provided several cultural competency training sessions and workshops, i.e., disAbility Awareness training, Socioeconomic Status training, Sexual Harassment training, LGBT Ally training, and Anti-Sexism Training.
- The Diversity and Equity office continued to offer training workshops and classroom lectures on topics such as gender and sexuality, racism, nonviolent communication, socioeconomic status and social class.
- All search committees received training on search procedures and affirmative action principles from the Chief Diversity and Affirmative Action Officer.
- Diversity Committee supported and/or sponsored numerous events on campus that were open to all college employees, students and community members.
- The Campus Common Book addressed the issues of race in America, *White Like Me*, by Tim Wise and *The Other Wes Moore*, by Wes Moore.
- The college has several committees that are dedicated to advancing diversity on the college campus, i.e., American Indian Advisory Committee to the College President, Latino Success

Committee, Diversity Strategic Plan Taskforce, Education Excellence with Equity Committee, and the Mental Health & Wellness Committee.

Objective #3: North Hennepin Community College will strengthen existing and foster new relationships with key community and other institution partners. Together we will develop strategies for collaboration that will enrich the experiences of NHCC and the community. These actions are continuing to increase the ability of our employees to be inclusive as well as demonstrating to the community that NHCC is an employer of choice.

Action Steps:

Need	Action Step	Primary Steward	Campus/ Community Partners
Decrease cost of books	Work with vendors to increase timely delivery of course materials and decrease costs of those materials	Assistant Director of College Bookstore	Metro Bookstore Collaboration
Continue community collaboration	Maintain membership in the metro bookstore collaboration	Assistant Director of College Bookstore	Metro Bookstore Collaboration
Increase opportunity to connect students with community organizations through the Career Center	Identify medium-large sized organizations committed to serving/hiring diverse students. Establish partnership with organizations to bring resources to campus and connect students with work opportunities	Director of Career Center	Perkins, faculty, Student Life, Diversity, Human Resources
	Sustain partnerships established in FY 17 and continue to expand community collaboration to	Director of Career Center	Perkins

North Hennepin Community College
AFFIRMATIVE ACTION PLAN 2016-2018

	develop additional connections. Participate in off-campus, collaborative hiring events		
Expand key relationships with community organizations that support/provide opportunities for students of color	Work with at least one community organization each year to introduce NHCC to diverse groups of future students	Health Department Faculty	Diversity & Equity Center, Institutional Advancement Office
Create new pathways with K-12 and 4-year partners to help students complete degrees at NHCC and beyond	Develop 2+ new articulation agreements with 4-year partners	Dean of Fine Arts, Language & Communication	Director of Partnerships
	Secure a 4-year partner for secondary teachers and for communication studies, and recruit students from diverse communities to become secondary teachers using the pathway created	Dean of Fine Arts, Language & Communication	Director of Partnerships

Evaluation of 2014-2016 Objective Three:

Objective two of the 2014-2016 Affirmative Action Plan was *Promote diversity awareness efforts with the goal of increasing employee cultural competency*. North Hennepin Community College values the concept of each employee being committed to a diverse and culturally competent work place. The college believes that every person plays a part in creating a welcoming environment that emphasizes diversity and cultural awareness. To ensure these values are entrenched in the day-to-day operations of the college, North Hennepin Community College:

- Provided campus-wide trainings and workshops during Faculty and Staff Professional Development Days to promote and advance inclusive language, respect, interaction, and cultural knowledge.

- Continued the disAbility Awareness training, Socioeconomic Status training, LGBT Ally training, and Anti-Sexism Training.
- Provided campus-wide outreach through the Diversity and Equity office and the college's Diversity Committee by organizing a variety of events that are directly related to diversity and cultural competency.
- Ensured that the Office of Human Resources, the Sexual and Racial Harassment Officers, and the ADA Officer provide regular trainings and information sessions to the campus regarding the 1.B1 Nondiscrimination in Education and Employment policy and campus procedures to promote a campus environment free of discrimination and harassment.
- Managers and supervisors encouraged employee participation in the various campus committees and activities that are dedicated to diversity and cultural enrichment, i.e. Diversity Committee, American Indian Education Advisory Committee to the College President, Martin Luther King Jr. Celebration Subcommittee, Earth Week, Faculty Lecture series, Heritage Month events, etc.

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

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

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

1. The supervisor/manager, with approval from the President, will notify the Human Resources Department about a vacancy that will be filled and begin the search process.
2. The President, or designee, will appoint a search chair and committee. The composition of the search committee membership will be evaluated by the Affirmative Action Officer and ensure that the college's diversity values are represented throughout the process.
3. The Search Committee Chairperson and the Chief Human Resources Officer (ex-officio) will prepare an advertisement for review and approval by the President, or designee. Once approved, the Chief Human Resources Officer will send the advertisement to local and national publications, appropriate individuals, protected group agencies/publications, college graduate placement offices and/or other places as needed or requested. Furthermore, the search chair will also provide at least three additional locations to advertise the open position to underutilized communities.

4. Potential candidates will submit their applications through the established online application process linked within the college's website, which includes the Optional Supplemental Data Form (used to identify protected class applicants). The Human Resources office will maintain the database of all applications received and provide access of all applications for search committee review.

5. The Chief Human Resources Officer and Affirmative Action Officer will maintain a confidential log of all protected-class applicants.

6. The Chief Human Resources Officer and/or the Affirmative Action Officer will provide training to all search committee members to review the search committee's responsibilities and discuss affirmative action goals.

7. The search committee will develop criteria, procedures, interview questions, and reference check questions for the evaluation of applicants. The Affirmative Action Officer will review that material to protect against possible bias.

8. The Affirmative Action Officer will review the applicant pool to determine whether the pool contains sufficient diversity at all stages of the search process. If the Affirmative Action Officer determines the applicant pool is sufficiently diverse, he/she will authorize the continuation of the hiring process. If the Affirmative Action Officer determines the pool is not sufficiently diverse, he/she will discuss it with the President and/or the Chief Human Resources Officer and the search chair. The President, or designee, will make a determination of whether to continue with the hiring process or suspend it while attempts are made to enhance the diversity of the applicant pool.

9. Once the Affirmative Action Officer approves the initial applicant pool and the pool that has been screened for minimum qualifications, the search committee will review all applications and select applicants to be interviewed. No arrangements to interview any applicant will be made until the list of applicants to be interviewed has been approved by the Affirmative Action Officer or designee.

10. If an applicant inquires about reasonable accommodation, the search chair will notify the Human Resources office immediately.

11. Once the Affirmative Action Officer has approved the list of applicants to be interviewed the search committee will conduct the interviews. The search committee will provide the Chief Human Resources Officer or designee with the interview schedule.

12. The search committee will conduct the interviews and select finalists. The search committee will also provide the strengths and weaknesses of each candidate. Unranked candidates will

then be recommended to the President, or designee. The search committee chairperson and/or designee will conduct reference checks on the finalists.

13. The President or designee may conduct additional interviews of finalists.

14. The President or designee will select the person to fill the position and will make the employment offer.

15. After the employment offer has been accepted, the search chair will notify non-select interviewees, and the Human Resources office will be responsible for notifying all other applicants.

16. All search committee materials, i.e. ratings, reference check notes, any other notes, and all applicant files will be returned immediately to the Human Resources office after the employment offer has been accepted.

17. At any stage of the process, the Affirmative Action Officer may request the President and/or Chief Human Resources Officer extend or close the search if the pool does not contain sufficient diversity.

B. Pre-Review Procedure for Layoff Decisions

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

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

C. Other Methods of Program Evaluation

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

- Quarterly Monitoring the Hiring Process Reports; and
- Biannual Affirmative Action Plan;

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

- Quarterly, the Affirmative Action Officer and Chief Human Resources Officer will monitor progress toward stated goals by job category;
- Annually, the Affirmative Action Officer and Chief Human Resources Officer will analyze employment activity – hires, promotions, and terminations by job group to determine if there is adverse impact. If an adverse impact exists, this will be brought to the attention of the president’s executive team to develop a plan of action;
- Annually, the Affirmative Action Officer and Chief Human Resources Officer will analyze the college compensation program to determine if there are patterns of discrimination. If a pattern of discrimination is discovered, the Affirmative Action Officer and Chief Human Resources Officer will work with the president’s executive team to develop a plan of action to correct the disparity;
- Quarterly, the ADA Officer will review the accessibility of online systems and websites and ensure that reasonable accommodations can be easily requested. The ADA coordinator will work in collaboration with the Intuitional Technology Department to formulate a corrective action plan with a firm deadline;
- Affirmative Action Plan progress will be discussed semi-annually with the President’s Leadership Team and if necessary, provide recommendations for improvement;
- Semi-annually, the President’s Strategic Leadership Planning Team, including the Affirmative Action Officer, shall review the above information and re-evaluate/identify priorities, based on degree of disparity and opportunity to hire, or to remove barriers to progress; new or continuing action objectives shall be established for the remainder of the year;
- On a semi-annual basis, the Affirmative Action Officer will consult the President’s Strategic Planning Team to provide updated information on affirmative action goals

XI. RECRUITMENT PLAN

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

Recruitment costs incurred during the 2014-2016 plan year is as follows:

Fiscal Year 15 the college spent \$14,000 on recruitment

Fiscal Year 16 the college spent \$10,000 on recruitment

Below are various recruitment methods or strategies utilized by the college during the past two fiscal years.

A. Advertising Sources

Routine advertising for faculty, professional and administrative searches included the following publications and/or websites:

- *Chronicle of Higher Ed* (national searches)
- HigherEdJobs.com
- *MnSCU Career Opportunities Bulletin*
- *Upper Midwest Higher Education Resources Consortium* publications and websites:
- *American Indian Graduate Center*
- *Diverse: Issues in Higher Education*
- Facebook
- Google AdWords and Content Network
- *Hispanic Outlook in Education Magazine*
- Indeed.com
- LatinosinHigherEd.com
- LinkedIn.com
- Minnesota American Indian List Serv
- *MinnesotaDiversity.com*
- Minnesota Network of Latinos in Higher Education
- Modern Language Association
- National Conference on Race and Ethnicity in Higher Education program
- National Society of Black Engineers
- National TRIO List Serv
- *New York Times* Diversity in Higher Education Supplement
- Pudget.com
- ScienceCareers.org
- Twin Cities Diversity Roundtable
- Twin Cities Immigrant Network List Serv

Advertising is the greatest expense. The average cost for advertising a particular search is approximately \$700-\$2500. Results were satisfactory, particularly the *Chronicle of Higher Ed*, HigherEdJobs.com and the *MnSCU Career Opportunities Bulletin*, which feeds to a number of advertisers that target underrepresented populations.

B. Job and Community Fairs

The college has attended job and community fairs in the last two years, such as, the Diversity Career Fair, Minneapolis Mexican Independence Day Festival, Emiliano Zapata Community Event, Neighborhood House, Ecuadorian Parade, El Colegio Open House event, City Of Brooklyn Park Back to School Event, Brooklyn Park Tater Days, Anoka County Job Training Fair, Minnesota

Workforce Center events, and Minneapolis Urban League Events. The college plans to continue its practice of attending job and community fairs.

C. College and University Recruitment Events

The college has co-sponsored community-wide events that are aimed at assisting the college to meet its affirmative action goals. This has included, the City of Brooklyn Park, Hennepin Technical College and NHCC co-sponsoring an event in Brooklyn Park (Minnesota's most diverse city) to increase the participation of underserved populations to learn about the colleges and city and to encourage underserved communities to apply. The college has also sponsored community-wide events at the college that encouraged underserved populations to participate, such as TechFest, Earth Week, Anti-Racism training, American Indian Community Day, National Coming Out Day, Women's Heritage event, Hmong Awareness Day, Latino Family Day, Mental Health Awareness Week, Martin Luther King, Jr. Celebration, Black History Month Events, and Veteran's Day Celebration. The college plans to continue its practice of sponsoring and co-sponsoring recruitment events.

D. Recruitment for Individuals with Disabilities

The college will make efforts to recruit persons with disabilities through targeted advertising of agencies listed by the Hennepin County Human Services Council and The Equal Opportunity Recruitment Directory developed by the State of Minnesota Office of Diversity and Equal Opportunity. The college will also contact the State Council on Disabilities, Rehabilitation Services at the Department of Economic Security, Minneapolis rehabilitation Center, and Courage Center. When appropriate, the college will allocate additional funds to advertise in publications such as *Access Press*. Strategies will be re-evaluated bi-annually. Recruitment materials are available in alternate format upon request. Reasonable accommodations will be made, and selection process locations will be accessible.

E. Relationship Building and Outreach

The college constantly works to build relationships with underutilized communities. The college president, executive director of institutional advancement, and the chief diversity officer continuously meets with community organizations and leaders to build lasting relationships. The college has also invited and met with many community organizations and leaders to discuss recruitment strategies and to build partnerships. Furthermore, the college's Admissions and Outreach Office attends many multicultural and community events. The college plans to continue building relationships and to find new ways to outreach to underutilized communities. The Chief Human Resources Officer and the Affirmative Action Officer has established relationships with other Chief Human Resource's Officers and Affirmative Action Officer's to explore the sharing of employees when possible, to seek recruitment assistance in hard to fill positions, and to determine whether North Hennepin Community College is keeping pace with other colleges in reaching and attracting diverse

candidates. These outreach efforts have a positive impact on the people served and helps to build and strengthen relationships.

F. Internships

The college will identify internship positions and job duties to provide work opportunities and practical learning experiences to students to enhance their academic preparation and expose them to state government employment. Recruitment efforts will be accomplished through the mailing list directed at colleges and universities, along with referrals from North Hennepin Community College faculty and staff. Recruitment efforts will also comply with state Internship Administrative Procedures. Furthermore, the college works with a local organization called Brooklyn Bridge Alliance for Youth. The college supports interns from this program, which works with underserved teenagers. The college is in its second year of this partnership that has proven to be an effective outreach opportunity.

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

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

XII. RETENTION PLAN

North Hennepin Community College is committed to not just the recruitment of women, minorities, individuals with disabilities, and veterans, but also to the retention of these protected groups.

A. Individual's Responsible for Retention Program/Activities

North Hennepin Community College will strive to create an environment which promotes the retention of a diverse workforce. The Affirmative Action Officer and the Chief Human Resources Officer are responsible for overseeing the retention programs/activities. Retention efforts are also the responsibility of the President's executive team and all managers, supervisors and key resource staff in the college. The following individuals will assist in the plan's implementation:

Name	Position	Phone	Email Address
Barbara McDonald	President	763-424-0820	bmcdonald@nhcc.edu
Landon Pirius	Vice President for Academic and Student Affairs	763-424-0712	lpirius@nhcc.edu
Vacant	Vice President of Finance and Facilities	763-424-0817	

North Hennepin Community College
 AFFIRMATIVE ACTION PLAN 2016-2018

Michael Freer	Chief Human Resources Officer	763-424-0955	mfreer@nhcc.edu
Michael Birchard	Chief Diversity and Affirmative Action Officer	763-424-0944	mbirchard@nhcc.edu
Najam Saeed	Interim Chief Information Officer	763-424-0964	nsaeed@nhcc.edu
Tracey Wyman	Dean of Business Technology and Career Programs	763-493-0546	twyman@nhcc.edu
Michael Duenes	Dean of Liberal Arts	763-424-0950	mduenes@nhcc.edu
Doris Hill	Dean of Health Sciences, Wellness and Human Services	763-488-0129	dhill@nhcc.edu
Jan McFall	Dean of Fine Arts, Language and Communications	763-488-0250	jmcfall@nhcc.edu
Elena Favela	Dean of Student Development	763-424-0736	efavela@nhcc.edu
Jackie Olsson	Dean of Enrollment	763-424-0756	jolsson@nhcc.edu
Jennifer Lambrecht	Executive Director of Institutional Advancement	763-424-0909	jlambrecht@nhcc.edu
Julie Zieminski	Interim Dean Science and Math	763-424-0796	jzieminski@nhcc.edu

All managers and supervisors are responsible for assisting employees under their supervision with development and training by informing them of training and educational opportunities that could lead to advancement. The Human Resources office will post job vacancies and promotional opportunities as they arise. The Diversity Committee was established to promote awareness, acceptance and appreciation of all aspects of our community. One of the objectives of that committee is to create an atmosphere that will promote the retention of all employees.

B. Separation and Retention Analysis by Protected Groups

North Hennepin Community College Separation Analysis

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

TOTAL SEPARATIONS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Individuals w/Disabilities	Percentage of Individuals w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	<10	1.20%	<10	100%	0	0%	0	0%	0	0%
Resignations	42	50.60%	27	64.28%	14	33.33%	<10	7.14%	<10	4.76%
Enhanced Separation	0	0%	0	0%	0	0%	0	0%	0	0%
Retirement	26	31.32%	19	73.07%	<10	3.84%	0	0%	<10	3.84%
Deaths	0	0%	0	0%	0	0%	0	0%	0	0%
Lay-off	<10	7.22%	<10	66.66%	<10	33.33%	0	0%	0	0%
Termination without Rights	<10	9.63%	<10	87.5%	<10	25.00%	0	0%	0	0%
Total Separations	83	100%	58	69.87%	19	22.89%	<10	3.61%	<10	3.61%

C. Methods of Retention of Protected Groups

- Provide a robust New Employee Orientation program to help new hires succeed in their early years with the college.
- Create a welcoming community by managers formally introducing new employees to colleagues within the department and various departments throughout the college to encourage future collaborative work.
- Encourage opportunities for personal and professional growth for all employees. This includes the opportunity for each employee to apply for continuing education funds.
- Provide cultural competency training for North Hennepin employees on an ongoing basis. This includes the All Is One trainings on race, class, gender, disability and LGBTQA.
- Provide the campus community enrichment opportunities throughout the year such as, MLK Celebration, Veterans Day Celebration, National Coming Out Day, Mental Health & Wellness, Earth Week, Latino Heritage events, American Indian Community Day, etc.

North Hennepin Community College
AFFIRMATIVE ACTION PLAN 2016-2018

- The college encourages employees to participate in the colleges Diversity Committee, American Indian Advisory Committee, and the Latino Success Committee. Further, the Diversity & Equity Center encourages all students and employees to participate in the American Indian Education Initiative, Asian Heritage Initiative, Black Male Leadership Movement, Global Salaam, Latino Success Initiative, Women On Wednesday, and/or Weak Yet Strong (this is a recovery group).
- The college is developing an affinity group for American Indian employees and employees of color.
- Provide seven days throughout the academic year that are dedicated to Faculty and Staff Development.
- Ensure promotion opportunities are transparent and open.
- Notify all employees annually of the procedure for requesting and providing reasonable accommodations.
- Annually provide all employees information about the Employee Assistance Program which includes services for employees and work related concerns.
- Conduct annual performance reviews for all employees.

APPENDIX

Complaint of Discrimination/Harassment Form



North Hennepin
Community College

North Hennepin Community College 1B.1 Complaint of Discrimination/Harassment

Date: _____

Name of Complainant:	Phone: ()
Address:	
City, State, Zip:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
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 feel that I was discriminated/harassed/retaliated against because of my:

- | | | |
|---|--|--|
| <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Age | <input type="checkbox"/> Color | <input type="checkbox"/> Marital Status |
| <input type="checkbox"/> Disability | <input type="checkbox"/> National Origin | <input type="checkbox"/> Status with Regard to Public Assistance |
| <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Gender Identity | <input type="checkbox"/> Gender Expression |
| <input type="checkbox"/> Creed | | |

I feel that I was discriminated/harassed/retaliated against by: *(If more than one respondent, list information for each one.)*

Name of Respondent (#1):	Phone: ()
Address:	

North Hennepin Community College
 AFFIRMATIVE ACTION PLAN 2016-2018

City, State, Zip:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
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):	Phone: ()
Address:	
City, State, Zip:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Status: <input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Administrator <input type="checkbox"/> External/non-campus	

(Add additional pages if necessary.)

Please list potential witnesses you believe possess information about your complaint.

Name of Witness (#1):	Phone: ()
Address:	
City, State, Zip:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Status: <input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Administrator <input type="checkbox"/> External/non-campus	
What information can this witness provide? _____ _____	

Name of Witness (#2):	Phone: ()
Address:	
City, State, Zip:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Status: <input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Administrator <input type="checkbox"/> External/non-campus	
What information can this witness provide? _____ _____	

Please explain your complaint in detail.

- (a) Describe the specific incident(s) of alleged discrimination, harassment, and/or retaliation. List times, dates, location, names and titles of the people involved in the incident(s).
- (b) State the specific reason(s) why you believe you were discriminated/harassed/retaliated against because of your protected class status (e.g., race, sex, age, disability, etc.).
- (c) Provide the names and titles of people you believe were treated more favorably than you due to your protected class status. List the protected class status (race, age, gender, disability, etc.) of each person.

Employee/Applicant Request for ADA Reasonable Accommodation Form



State of Minnesota – North Hennepin Community 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 Name

Job Title

Work Location

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

Questions to clarify accommodation requested.

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

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

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

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

Information Pertaining to Medical Documentation

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

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

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

Employee Signature

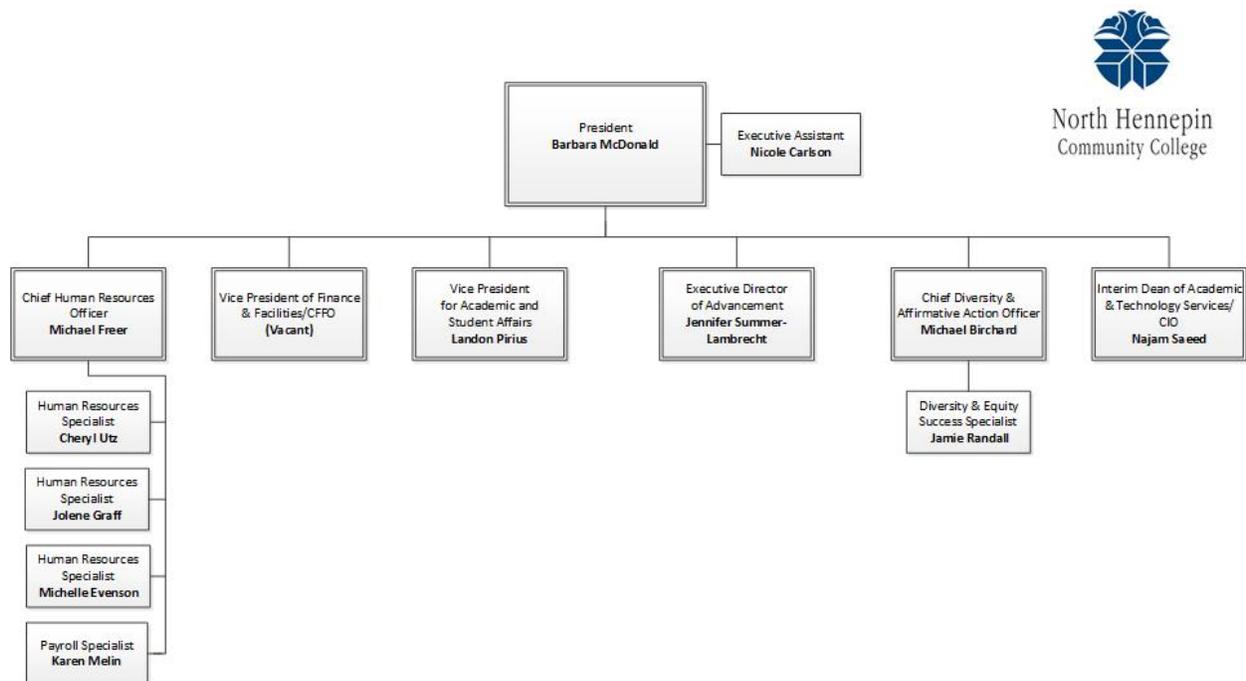
Date

College Profile and Organizational Chart

At North Hennepin Community College we believe in engaging students and changing lives. North Hennepin Community College is rich with a tradition of excellence in teaching and learning.

Founded in 1966, North Hennepin Community College is one of the largest and most diverse community colleges in Minnesota and is a member of the Minnesota State Colleges and Universities, the fifth largest system in the United States. North Hennepin Community College serves more than 10,000 students and offers over sixty degree and certificate programs.

Our strength lies in the deeply committed faculty and staff who work diligently to make sure students have an exceptional experience in a small classroom setting. North Hennepin Community College hosts a vibrant liberal arts environment where students can participate or attend theater productions, art events, music concerts and other cultural happenings throughout the year. There is also recreational sports and over twenty student clubs and organizations.



Underutilization Analysis Worksheets

North Hennepin Community College

Job Category Availability/Utilization/ Underutilization Analysis and Annual Goals

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

WOMEN									
Job Categories	Total Employees in Job Group	Total Number of Women in Group	% of Women in the Group	Availability %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Administrators	14	<10	57.14%	40.40%	6	-2	0	Same	0
Professionals	71	44	61.97%	53.70%	38	-6	0	Same	0
Faculty	126	86	68.25%	47.60%	60	-26	0	Same	0
Technicians	18	12	66.66%	51.00%	9	-3	0	Same	0
Office/Clerical	28	26	92.85%	61.30%	17	-9	0	Same	0
Protected Service- Non Sworn	<10	<10	20.00%	59.10%	3	2	3	Improved	-1
Skilled Craft	<10	<10	0%	6.50%	0	0	0	Same	0
Service Maintenance	17	<10	35.29%	43.90%	7	1	1	Same	0
Totals	284	183	64.43%						

North Hennepin Community College
AFFIRMATIVE ACTION PLAN 2016-2018

MINORITIES									
Job Categories	Total Employees in Job Group	Total Number of Minorities in Group	% of Minorities in the Group	Availability %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Administrators	14	<10	28.5%	21.70%	3	-1	0	Same	0
Professionals	71	26	36.61%	12.50%	9	-17	0	Same	0
Faculty	126	15	11.90%	24.90%	31	16	20	Improved	4
Technicians	18	<10	11.11%	14.00%	2	0	0	Same	0
Office/Clerical	28	10	35.71%	13.40%	4	-6	0	Same	0
Protected Service- Non Sworn	<10	<10	8.00%	11.90%	1	-3	0	Same	0
Skilled Craft	<10	<10	2.00%	12.20%	1	0	0	Same	0
Service Maintenance	17	7	41.17%	26.60%	5	-2	0	Same	0
Totals	284	69	24.29%						

North Hennepin Community College
 AFFIRMATIVE ACTION PLAN 2016-2018

INDIVIDUALS WITH DISABILITIES									
Job Categories	Total Employees in Job Group	Total Number of Individuals with Disabilities in Group	% of Indiv./ with Disabilities in the Group	Availability %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Administrators	14	<10	7.14%	7.00%	1	0	0	Same	0
Professionals	71	<10	2.81%	7.00%	5	3	2	Not Improved	-1
Faculty	126	<10	1.58%	7.00%	9	7	10	Improved	3
Technicians	18	<10	5.55%	7.00%	1	0	1	Improved	1
Office/Clerical	28	<10	7.14%	7.00%	2	0	2	Improved	2
Protected Service- Non Sworn	<10	<10	0%	7.00%	0	0	0	Same	0
Skilled Craft	<10	<10	0%	7.00%	0	0	0	Same	0
Service Maintenance	17	<10	0%	7.00%	1	1	1	Same	0
Totals	284	<10	2.8%						

North Hennepin Community College
AFFIRMATIVE ACTION PLAN 2016-2018

VETERANS									
Job Categories	Total Employees in Job Group	Total Number of Veterans in Group	% of Veterans in the Group	Availability %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Administrators	14	<10	0%	8.00%	1	1	1	Same	0
Professionals	71	<10	4.22%	8.00%	6	3	4	Improved	-1
Faculty	126	<10	1.58%	8.00%	10	8	7	Not Improved	1
Technicians	18	<10	1.11%	8.00%	1	-1	1	Improved	-2
Office/Clerical	28	<10	3.57%	8.00%	2	1	3	Improved	-2
Protected Service- Non Sworn	5	<10	0%	8.00%	0	0	0	Same	0
Skilled Craft	5	<10	20.00%	8.00%	0	-1	0	Same	-1
Service Maintenance	17	<10	17.64%	8.00%	1	2	0	Not Improved	2
Totals	284	12	4.22%						