



Equal Opportunity

AFFIRMATIVE ACTION PLAN

2006-2008

**CENTURY COLLEGE
2006-2008 AFFIRMATIVE ACTION PLAN
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STATEMENT OF COMMITMENT

Century College is committed to conducting all personnel and educational activities without regard to race, sex, color, creed, religion, age, national origin, marital status, disability, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. Personnel activities include, but are not limited to: recruitment, selection, placement, employee development, promotion, retention, compensation, leaves of absence, disciplinary action, transfer, demotion, termination, and layoffs affecting all employees and job applicants. Century College will not tolerate discrimination on the basis of these protected class categories in accordance with all state and federal equal opportunity/affirmative action laws, directives, orders and regulations.

Century College is committed to implementation of this affirmative action plan and fully supports the State of Minnesota's affirmative action efforts. Century College will implement and maintain an affirmative action program that takes aggressive measures to eliminate internal barriers to equal opportunity and that strives to remedy the historical under representation in the employment, retention and promotion of qualified persons with disabilities, persons of color, and women.

It is Century College's policy to actively pursue equal employment practices during all phases of the employment process. Century College will continue to seek opportunities to maximize the selection and retention of protected group employees by:

- Continuing to actively and aggressively recruit protected group applicants;
- Continuing affirmative action training for employees, with an emphasis on those serving on selection committees; and by
- Supporting affirmative measures to retain protected group employees.

Our plan summary (transmittal form) is posted on employee bulletin boards, and the total plan is available in the college human resources office and on Century's human resources web site.

I personally urge all employees to become acquainted with our affirmative action plan. It is the responsibility of all faculty and staff to promote and apply the principles of equal opportunity in their work and to cooperate fully with the college's plan of action. Affirmative action is a positive effort to utilize the skills and resources not only of those who have been denied opportunity in the past, but of all present and future employees. Let us work together and support the rights of everyone.

Larry Litecky, Ph.D., President
Century College

Introduction

Affirmative action, the set of public policies and initiatives designed to help eliminate past and present discrimination based on race, color, creed, religion, national origin, marital status, age, sexual orientation, disability, status with regard to public assistance or membership or activity in a local (human rights) commission.

- Originally, civil rights programs were enacted to help African Americans become full citizens of the United States. The Thirteenth Amendment to the Constitution made slavery illegal; the Fourteenth Amendment guarantees equal protection under the law; the Fifteenth Amendment forbids racial discrimination in access to voting. The 1866 Civil Rights Act guarantees every citizen “the same right to make and enforce contracts...as is enjoyed by white citizens...”
- In 1896, the Supreme Court’s decision in [*Plessy v. Ferguson*](#) upheld a “separate, but equal” doctrine that proved to be anything but equal for African Americans. The decision marked the end of the post-Civil War reconstruction era as Jim Crow laws spread across the South.
- In 1941, President Franklin D. Roosevelt signed Executive Order 8802, which outlawed segregationist hiring policies by defense-related industries, which held federal contracts. Roosevelt’s signing of this order was a direct result of efforts by Black trade union leader, A. Philip Randolph.
- During 1953 President Harry S. Truman’s Committee on Government Contract Compliance urged the Bureau of Employment Security “to act positively and affirmatively to implement the policy of nondiscrimination...”
- The 1954 Supreme Court decision in [*Brown v. Board of Education*](#) overturned [*Plessy v. Ferguson*](#).
- The actual phrase “affirmative action” was first used in President Lyndon Johnson’s 1965 Executive Order 11246, which requires contractors to “take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, or national origin.”
- In 1967, Johnson expanded the Executive Order to include affirmative action requirement to benefit women.
- Other equal protection laws passed to make discrimination illegal were the 1964 Civil Rights Act, Title II and VII of which forbid racial discrimination in “public accommodations” and race and sex discrimination in employment, respectively; and the 1965 Voting Rights Act adopted after Congress found “that racial discrimination in voting was an insidious and pervasive evil which had been perpetuated in certain parts of the country through unremitting and ingenious defiance of the Constitution.”

Affirmative action goes beyond the passive policy of nondiscrimination. It means taking positive steps to promote and ensure equal employment opportunity for all persons. Only through programs of affirmative action can Century achieve a fully diversified work force in all occupational categories. Century's management is strongly committed to and support equal employment opportunities.

The goal of the affirmative action program is to reinforce merit employment principles by ensuring that all segments of society have an opportunity to enter public service through open competition based on knowledge, skills, and abilities. Equal employment opportunities are accomplished by the elimination of barriers that prohibit upward mobility. This in no way implies lowering employment standards. Conversely, it requires the development and validation of job and performance standards along with the development of criteria that will accurately predict successful job performance and the selection of the most suitable job applicant based on bona fide occupational qualifications and college needs.

Affirmative action affects all personnel policies, procedures, and practices. It does not merely focus on recruitment and selection, while neglecting areas such as staff development and promotion policies. This will not accomplish the desired results and may lead to discrimination complaints.

The work environment itself is another important factor in the success of an affirmative action effort. For example, the supervisor's attitude, the manner in which work is assigned, the availability of career counseling, the work setting, opportunities for promotion and supervisory disciplinary practices are all areas directly related to equal employment opportunity/affirmative action.

Affirmative action is a critical link to effective personnel management and should be viewed as an integral part of day-to-day management. Good management involves tapping into the great reservoir of human resources, including females, minorities, older workers, and disabled persons. It increases the diversity of the work force and it is cost effective, as more time can be directed toward management goals rather than the resolution of internal grievances or complaints.

RESPONSIBILITY FOR IMPLEMENTATION

President

As the primary administrator of Century College, the President is responsible for overseeing the Century College's equal opportunity and affirmative action policies, procedures and programs as well as assuring compliance with all related state and federal laws, rules and regulations. As the chief administrator of Century College the president has delegated to the vice president's, associate vice president, deans, directors, department chairs, program directors, supervisors, and faculty the responsibility for carrying out this plan at each level. Each of these individuals is expected to commit himself/herself to the affirmative action plan's success. Final disposition of all such issues resides with the president.

Ensure adequate staffing and resources are committed to implement Century College and Minnesota State College and University System policies in the area of equal opportunity/ affirmative action.

Ensure under-utilization group members are included on respective committees throughout Century College and the various constituencies within the college are also represented.

Responsibilities

Appoint an Equal Opportunity/Affirmative Action Officer to assist in carrying out established equal opportunity/affirmative action responsibilities.

Accountability

The President, Dr. Larry Litecky, 651-779-3342, is directly accountable to the Chancellor of the Minnesota State College and University System on all matters relating to equal opportunity and affirmative action at Century College.

Equal Opportunity/Affirmative Action Officer

The Director of Human Resources, Betty Mayer, 651-779-5837, has been designated as the Equal Opportunity/Affirmative Action Officer and is responsible for the overall implementation and administration of Century College's equal opportunity and affirmative action programs. This position oversees the college's compliance with federal, state laws, regulations, and MnSCU policies pertaining to equal opportunity/ affirmative action, including Title IX, 504 legislation, and Americans with Disabilities Act legislation of 1990.

Ensure all administrators and supervisors are held accountable for the achievement of affirmative action goals and objectives. Advise the president

on equal opportunity/
affirmative action program process.

Responsibilities

- a) Develop, monitor, implement, and evaluate Century's equal opportunity/affirmative action programs, plans, and guidelines.
- b) Assist in the identification of affirmative action/equal opportunity problem areas.
- c) Assist management in arriving at effective solutions to affirmative action/equal opportunity problems.
- d) Monitor the search and selection process for all classified and unclassified positions in accordance with established guidelines and procedures for recruitment to ensure there are no barriers to equal opportunity.
- e) Provide recommendations to appropriate members of the college community regarding equal opportunity/affirmative action.
- f) Prepare internal and external institutional reports on equal opportunity/ affirmative action efforts and accomplishments.
- g) Disseminate the Century College's Affirmative Action Plan.
- h) Coordinate and/or promote equal opportunity/affirmative action training and education programs.
- i) Serve as the Century College ombudsman and primary resource for equal opportunity laws, regulations, and procedures.

Accountability

The Equal Opportunity/Affirmative Action Officer, Betty Mayer, 651-779-5837, is directly accountable to the president for the overall implementation and administration of Century College's equal opportunity and affirmative action programs.

Administrators/Supervisors

Administrators/supervisors are responsible for enforcing and implementing equal opportunity and affirmative action policies, procedures, and programs within their functional areas of responsibility. They must enforce and implement affirmative action goals and equal opportunity policies within their respective administrative units as well as provide a positive work environment without barriers to equal opportunity.

Responsibilities

- a) Assist in the identification of problem areas, formulating solutions, and establishing departmental goals and objectives when necessary.
- b) Ensure all employees within their administrative units are informed of equal opportunity/affirmative action policies, procedures, and practices.
- c) Review the qualifications of all applicants and employees to ensure qualified individuals are treated in a nondiscriminatory manner when hiring, promoting, transfer, and termination actions occur.

- d) Review job performance of each employee to assess whether personnel actions are justified based on the employee's performance of his/her duties and responsibilities.
- e) Identify factors which may impede Century College's pursuit of its equal opportunity/affirmative action goals and objectives.

Accountability

Accountability for administrators/supervisors is reflected in the Century College's organization chart provided in appendix.

Director of Human Resources

In addition to the responsibilities and duties described above for administrators/supervisors, and equal opportunity affirmative action officer, the Director of Human Resources is also responsible for college staffing. This includes monitoring the recruitment and selection process of all positions at Century College, in accordance with the Minnesota Statutes 43.18 and 179.4, Department of Employee Relations personnel rules and applicable collective bargaining agreements. Ensure the recommendations of supervisors and others involved in the hiring process are based on job related criteria and are consistent with affirmative action goals and objectives. This position ensures Century College is in compliance with federal, state laws and regulations, and Minnesota State Colleges and University System policies pertaining to equal opportunity/affirmative action as well as maintaining an environment which promotes the retention of a diverse workforce.

Responsibilities

- a) Monitor, implement, and evaluate Century College's equal opportunity/ affirmative action programs, plans, and guidelines.
- b) Monitor the search and selection process for all positions in accordance with established guidelines and procedures for recruitment.
- c) Hold exit interviews with all employees to determine reasons for turnover.
- d) Provide support and guidance to managers and supervisors to resolve conflicts.

Accountability

The Director of Human Resources, Betty Mayer, is accountable to Larry Litecky, Ph.D., President and Ronald Anderson, Ph.D., Vice President of Finance and Administration.

DISSEMINATION OF POLICY

The following measures will be used to inform Century College's employment and educational communities and the public of our commitment to affirmative action and equal opportunity in all employment and educational policies, procedures, programs, services, and opportunities:

INTERNAL DISSEMINATION

1. Century's commitment to equal employment opportunity/affirmative action will be posted on employee bulletin boards on both campuses;
2. Training is provided to managers and supervisors on affirmative action and equal opportunity issues;
3. All recruitment brochures, job announcements, vacancy notices and website shall identify Century College as *An Equal Opportunity Employer and Educator*;
4. Make available copies of the Affirmative Action Plan to all employees and students upon request; and
5. New Employee Orientation contains information and a video regarding the importance of non-discrimination/harassment.

EXTERNAL DISSEMINATION

1. All position announcements, vacancy notices, the website home page, human resources website, letterhead, application forms, brochures and promotional and other education or employment related materials identifies Century College as An Equal Opportunity Employer/Educator;
2. Century College aggressively publicizes its commitment to the recruitment, employment, promotion and retention of individuals with disabilities, women and minorities; and
3. The Affirmative Action Plan is made available to all interested parties upon request.

PROGRAM AND PROGRAM OBJECTIVES

This is an action-oriented program to eliminate problem areas and to assist in achieving specific affirmative action goals. These programs include:

1. The Affirmative Action Officer will continually update knowledge of the EEOC rules and regulations, new policies and procedures and trends by attending meetings, visiting websites, participation on the college's diversity committee and maintaining relationships with the Department of Employee Relations, MnSCU Equal Opportunity and Diversity Office, etc.
2. Review job descriptions to ensure they accurately reflect position functions.
3. When new positions are established or existing positions are reclassified, job requirements are validated to ensure academic qualification or credentials, experience, physical and skill requirements in themselves do not constitute inadvertent discrimination.
4. Evaluate the total selection process to ensure freedom from bias through:
 - a. Review job applications and other pre-employment forms to ensure information requested is job related.
 - b. Evaluate selection methods to ensure that they are job-related and consistent with college needs and do not create a disparate impact. Including but not limited to criteria and interview questions.
 - c. Train personnel on proper hire and interview techniques.
5. Collect statistical data voluntarily from applicants to determine whether or not a representative applicant pool is established.
6. Search committees are used for all positions to encourage diverse viewpoints in hiring decisions.
7. Create techniques to improve recruitment and increase the flow of minority, female and disabled applicants.
 - a. The phrase "Century College is an Equal Opportunity/Affirmative Action Employer/Educator" is on all college materials.
 - b. Place position advertisements in media that reach diverse readers.
 - c. Disseminate information on job opportunities to organizations representing minorities, women and people with disabilities.
 - d. Encourage all employees to refer qualified applicants.
8. All new employees are given information regarding the Discrimination/ Harassment policy as well as viewing a video to increase their awareness.

9. Positively promote disability awareness and accessibility and provide reasonable accommodations to qualifying individuals (employees, job applicants, etc).
10. Ensuring all employees are given equal opportunity for promotion by posting promotional opportunities by maximizing employment opportunities for protected groups.
11. Provide one-on-one coaching/mentoring to all employees.
12. Commit financial resources to successfully implement the Affirmative Action Plan.
13. Work with the Diversity Committee to develop diversity programs to increase awareness of the value of diversity.
14. Provide positive action to utilize the knowledge, skills and abilities of all employees. Offer assessment tests to provide employees with an opportunity to determine their skill level.
15. Monitor turnover among protected groups by reviewing exit interview forms, completing a separation analysis and analyzing promotion patterns.

PRE-EMPLOYMENT REVIEW

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

1. The manager/supervisor determines a vacancy exists and gains administrative approval to fill the position.
2. A search committee is formed which includes the participation of women and minorities, and underrepresented classes whenever possible.
3. The role of the search committee is to partner with administration in filling a vacancy. Tasks will include a review of the position description, if applicable, establish criteria to review applications, establishing interview questions, evaluation of candidates, and provide a written recommendation for the selected candidate. The Search Committee is responsible for ensuring barriers are not created for protected class applicants, ensure under-represented groups are not excluded from consideration for inappropriate reason, and to raise questions/ concerns as they relate to affirmative action.
4. The affirmative action officer reviews criteria, interview questions and any other material that may be used in the hiring process to ensure there are no barriers in hiring affirmatively.
5. A Supplemental Protected Class Information Form is requested on a voluntary basis. This form provides information on gender, ethnicity, and whether or not the applicant has a disability. These forms are kept separate from applicant information and not seen by supervisors and/or search committees.
6. The affirmative action officer reviews the applicant pool for its composition of women, minorities, and persons identifying a disability. The 4/5's rule and other factors are used to determine if the pool is approved or rejected.
7. If the pool is rejected, additional advertising is conducted to increase the number of protected class applicants.
8. Upon approval of the applicant pool, the search committee may begin its initial screening.
9. A list of semi-finalists is submitted to the affirmative action officer. This list is reviewed to determine a diverse interview pool, again using the 4/5 rule or other factors. If the pool lacks diversity, the Affirmative Action Officer notifies the chair of the search committee to review the applicant pool again to diversify the pool.

PRE-REVIEW OF LAY-OFF DETERMINATIONS

Century College makes all lay-off determinations consistent with applicable collective bargaining agreements and personnel plans. Proposed lay-off decisions are reviewed by the Equal Opportunity/Affirmative Action Officer to evaluate their effect on Century College's affirmative action program.

METHODS OF AUDITING, EVALUATING, REPORTING PROGRAM SUCCESS

Record Keeping

Workforce Utilization Analyses

An annual staffing analysis is prepared by EEO-4 categories regarding: gender, ethnicity, people with disabilities, permanent hires, retirements, transfers, terminations, resignations, layoffs and promotions. The analysis is sent to the vice president of finance and administration and the college president for review and used by the affirmative action officer to monitor affirmative action goals and disparities.

All documents used to create/update the Affirmative Action Plans will be maintained for five (5) years in accordance with [Executive Order No. 11246](#); [29 U.S.C. § 708.41](#) [C.F.R. § 60-741.30](#); [29 U.S.C. § 701 et seq](#); [29 C.F.R. § 32.49](#) (Rehabilitation Act of 1973).

Accommodations

Records of accommodations to employees and applicants are maintained in the Human Resources Office. The Human Resources office is responsible for providing ergonomic reviews and service to ensure employees have the proper equipment and set-up to perform their job duties.

Updating the Affirmative Action Plan

The Affirmative Action Plan is reviewed annually and rewritten bi-annually. The workforce analysis is reviewed as an ongoing assessment of affirmative action efforts and programs.

Tracking

The college has started tracking "missed opportunities" to ensure equal opportunity is provided to all applicants.

RETENTION PLAN

Century College strives to retain talented employees and create an environment which promotes the retention of a diverse workforce. The responsibility for these retention efforts lies with Betty Mayer, Director of Human Resources and all supervisors, managers, and administrators. The college strives for a multi-faceted approach to retention. Our two primary focus areas will be performance management and conflict resolution. One of the best ways to retain valuable employees is to provide them with a mechanism to resolve disputes that may arise in the workplace and to provide support through on-going communication.

Century strongly believes in early detection and intervention of employee conflicts (including those between supervisor and employee). While some disputes, particularly those which fall under the preview of Equal Employment Opportunity law, require a full investigation, other employee conflicts are best resolved in other ways. Misperceptions, misunderstandings and minor conflict can escalate into a full-blown dispute if they are not dealt with early. The director of human resources will provide support and guidance to managers and supervisors and employees to resolve conflicts. When employees are negatively affected by conflict they may be referred to the Employee Assistance Program for support and advice.

The human resource office requires that all employees have current and accurate position descriptions that reflect the expectations for successful performance. Performance evaluations are also required for every employee at least once a year.

When employees are clear about their expectations, obtain constructive feedback on an on-going basis and work with their supervisors to construct an individual development plan they are less likely to leave an organization.

Managers and supervisors will be held accountable for creating a work environment free from discrimination and harassment and for making a good faith effort to recruit and retain under-represented employees.

The college continues to offer assessment-testing to assist in hiring qualified employees in a fair/consistent manner. Current employees are encouraged to take the assessment tests to assist them as they prepare for higher level positions.

Century makes every attempt to retain protected group members by providing training and career counseling. This is accomplished through diversity training for supervisors and managers and through the open-door

policy of human resources to discuss job opportunities within the college and/or the State.

The college budgets funds each year for non-faculty employee development. The faculty union has allocated funds for development based on their collective bargaining agreement.

Human Resources requests all employees leaving the college complete an exit interview to provide feedback on their work experience with the department/college and make suggestions to improve existing conditions.

RECRUITMENT PLAN

Advertising

In fiscal year 2005, the college spent \$49,375 and in fiscal 2006 \$42,920 on advertising in various newspapers and journals including the Minneapolis Star Tribune, Highedjobs.com, the Chronicle of Higher Education, and mailing employment opportunities to various minority and women organizations and to organizations dealing with people with disabilities as well as to colleges and universities with a high number of minorities and women. The college also utilizes the college website and the MnSCU Career Opportunities website. This past year the college has used JobDig which advertises positions on various radio stations. During 2006, a firm was hired to recruit applicants for the Vice President of Finance and Administration.

All employment materials are available in alternative formats if requested.

Job Fairs

Century College has not participated in job fairs.

Staffing

It is impossible to project staffing needs since we are guided by enrollment and student needs. We will continue to aggressively recruit a diverse workforce which matches our student body. As our student population continues to increase in diversity, we have additional opportunities to tap into these resources.

Internships

The college instituted a Presidential Fellowship Program partnering with the University of Minnesota. The college hired a minority student to teach speech communication for spring semester. This program will be expanded to other colleges and universities on a state-wide basis.

Human Resources hired a minority intern the summer of 2005 to revise our employee handbook.

Supported Workers

The college has not identified areas that would be appropriated for a supported work program. As positions become available, they will be reviewed to determine if the job duties could be performed by a supported employment worker.

There will be a review of the 700-hour work program to determine if it is appropriate for vacant positions.

People with Disabilities

Century College is committed to non-discrimination based on any type of disability. All hiring practices will be in compliance with the Americans with Disabilities Act. Position postings will be sent to the Minnesota Work Force Centers, Minnesota State Council on Disabilities, professional organizations (profit and non-profit), and vocational rehabilitation centers to seek applicants.

Awareness

The Multicultural Center provides several opportunities for faculty, staff and administrators to attend workshops, presentations, panel discussions, etc. to increase awareness of the value of diversity and an understanding of several minority cultures.

Responsibility

It is the responsibility of the human resources office to implement the recruitment plan. As mentioned above position postings will be sent to various agencies to recruit minorities, women and people with disabilities. The affirmative action office will continue to ensure there are no barriers in the college's hiring practices.

See appendix for Department of Employee Relations Recruitment Plan survey.

NON-DISCRIMINATION COMPLAINT POLICY/PROCEDURE

The Minnesota State College and Universities Board of Trustees' 1B.1 Nondiscrimination in Employment and Education Opportunity Policy states: "No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law." The Minnesota State Colleges and Universities Board of Trustees' policy and 1B.1.1 Report/Complaint of Discrimination/ Harassment Procedure is available to all members of Century College.

In addition to the complaint procedures, some employees may have grievance procedures in accordance with their respective collective bargaining agreements and human resource plans. Complaints/grievances will be processed in accordance with appropriate policies, rules, and collective bargaining agreements/personnel plans.

1B.1 Nondiscrimination in Employment and Education Opportunity

Minnesota State Colleges and Universities is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

Harassment of an individual or group on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission has no place in a learning or work environment and is prohibited. Sexual violence has no place in a learning or work environment. Further, the Minnesota State Colleges and Universities shall work to eliminate violence in all its forms. Physical contact by designated system, college, and university staff members may be appropriate if necessary to avoid physical harm to persons or property.

This policy is directed at verbal and 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, MnSCU will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. The system office, colleges and universities shall develop and implement a complaint process to review complaints of discrimination/harassment or sexual violence. This policy supersedes all existing system, college, and university nondiscrimination policies.

RACIAL DISCRIMINATION/HARASSMENT

Part 1. Definitions.

Subpart A. Racial discrimination is prohibited by state and federal law. Racial discrimination is defined as conduct that is directed at an individual because of his/her race, color, or national origin or that of his/her spouse 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 B. Racial harassment is a form of race discrimination which is prohibited by state and federal law. Racial harassment is defined as verbal or physical conduct that is directed at an individual because of his/her race, color, or national origin or that of his/her spouse and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment. Racial 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 other persons having business at or visiting the educational environment.

SEX DISCRIMINATION/HARASSMENT AND VIOLENCE

Part 2. Definitions.

Subpart A. Sex discrimination is prohibited by state and federal law. Sex discrimination is defined as conduct that is directed at an individual because of his/her gender or that of his/her spouse and that subjects the individual to different treatment 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 B. Sexual harassment is a form of sex discrimination which is prohibited by state and federal law. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct of a sexual nature when:

1. 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
2. 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
3. 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.

Sexual harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student to student, employee to employee, and other persons having business with or visiting the educational environment. Sexual harassment may occur when it is directed at members of the opposite gender or when it is directed at members of the same gender. It includes, but is not limited to:

- unwelcome pressure for sexual activity;
- unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact; physical contact may be appropriate, if necessary to restrain individuals to avoid physical harm to persons or property;
- demands for sexual favors or promises of preferential treatment with regard to an individual's employment or educational status accompanied by implied or overt threats concerning an individual's employment or educational status; or
- unwelcome behavior or words of a sexual nature directed at an individual because of gender.

Subpart C. Sexual violence: Acts of sexual violence are criminal behaviors and create an environment contrary to the goals and missions of the system and colleges and universities. Acts of sexual violence include:

1. Forcible acts, which include non-consensual sexual contact, and/or sexual contact in which the victim is incapable of giving consent (such as when the complainant is under the influence of alcohol or drugs);
2. Nonforcible sex acts such as incest and statutory rape; and
3. The threat of an act of sexual violence. Sexual violence may include, but is not limited to:
 - o touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - o coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - o coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - o threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

Subpart D. 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 State Statute 626.556](#) (reporting of maltreatment of minors) and [Minnesota State Statute 626.557](#) (Vulnerable Adult Protection Act). Nothing in this policy will prohibit the system office or any college or university from taking immediate action to protect victims of alleged sexual abuse.

Subpart E. Nonconsensual Relationships. Substantial risks are involved even in seemingly consensual romantic/sexual relationships where a power differential exists between the involved parties. The respect and trust accorded a faculty member or other employee by a student, as well as the power exercised by faculty in giving grades, advice, praise, recommendations, opportunities for further study, or other forms of advancement may greatly diminish the student's actual freedom of choice concerning the relationship. Similarly, the authority of the supervisor to hire, fire, evaluate performance, reward, make recommendations, assign and oversee the work activities of employees may interfere with the employee's ability to choose freely in the relationship. Further, it is inherently risky where age, background, stature, credentials or other characteristics contribute to the perception that a power differential exists between the involved parties which limits the student or employee's ability to make informed choices about the relationship.

Claims of a consensual romantic/sexual relationship will not protect individuals from sexual harassment charges nor guarantee a successful defense if charges are made. It is the faculty member, supervisor or staff who will bear the burden of accountability because of his/her special power

and responsibility, and it may be exceedingly difficult to use mutual consent as a defense. Therefore, all employees should be aware of the risks involved in entering into a romantic/sexual relationship where there is a superior/subordinate relationship.

SEXUAL ORIENTATION DISCRIMINATION/HARASSMENT

Part 3. Definitions.

Subpart A. Sexual orientation discrimination is prohibited by state law. Sexual orientation discrimination is defined as conduct that is directed at an individual because of his/her sexual orientation 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, colleges and universities or otherwise adversely affects the individual's employment or education.

Subpart B. Sexual orientation harassment is a form of sexual orientation discrimination which is prohibited by state law. Sexual orientation harassment is defined as verbal or physical conduct that is directed at an individual because of his/her sexual orientation and that is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile work or educational environment. Sexual orientation 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 other persons having business at or visiting the educational environment.

DISABILITY DISCRIMINATION/HARASSMENT

Part 4. Definitions.

Subpart A. Disability discrimination is prohibited by state and federal law. Disability discrimination as defined by law is conduct that is directed at an individual because of his/her mental/physical disability or that of his/her spouse and that subjects the individual to different treatment by agents or employees without legitimate non-discriminatory reason 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 B. Disability harassment is a form of discrimination which is prohibited by state and federal law. Disability harassment is defined as verbal or physical conduct that is directed at an individual because of his/her mental/physical disability or that of his/her spouse and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment. Disability 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 other persons having business at or visiting the educational environment.

Related Documents:

- [Procedure 1B.1.1](#) - Report/Complaint of Discrimination/Harassment Investigation and Resolution
- [Minnesota State Statute 626.556](#) - reporting of maltreatment of minors
- [Minnesota State Statute 626.557](#) - Vulnerable Adult Protection Act

Procedure 1B.1.1 Report/Complaint of Discrimination/Harassment Investigation and Resolution

Part 1. Procedure objective.

This procedure is designed to further implement Minnesota State Colleges and Universities policies relating to non-discrimination by providing a process through which individuals alleging violation of system non-discrimination policies may pursue a complaint. This includes allegations of discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, marital status, status with regard to public assistance or membership or activity in a local commission. This procedure is not applicable to allegations of sexual violence which should be handled under appropriate system and college or university policies and procedures.

A single act of discrimination 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.

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.

Not every act that may be offensive to an individual or group constitutes discrimination or harassment. In determining whether discrimination or harassment has occurred, the totality of the circumstances surrounding the incident must be carefully reviewed and due consideration must be given to the protection of individual rights, freedom of speech, academic freedom and advocacy.

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. Discrimination and harassment are not within the protections of academic freedom.

Part 2. Definitions.

Subpart A. Designated officer. A designated officer is an individual designated by the president or chancellor to be primarily responsible for investigating or coordinating the investigation of reports and complaints of discrimination/harassment in accordance with this procedure. Designated officers may include individuals in the affirmative action or equity office, the campus security office, the student affairs or student life office, academic or administrative offices of the system office, college, or university. The president or chancellor may designate other individuals to assume the role of the designated officer as deemed necessary.

Designated officers must attend investigator training conducted by the Office of the Chancellor.

Subpart B. Decision-making authority. A decision-maker is an individual designated by the president or chancellor to review investigative reports, to make findings whether the discrimination/harassment policies have been violated based upon the investigation and other measures deemed necessary to reach a decision, and to determine the appropriate action for the institution to take based upon the findings. The decision-maker shall be a top level administrator such as a college or university vice president, dean or provost. At the system office, the decision-maker shall be a top level administrator such as a chancellor, vice chancellor, associate vice chancellor or other appropriate system office personnel. The president or chancellor may designate other individuals to assume the role of the decision-maker as deemed necessary.

Designated decision-makers for complaints under this procedure, including presidents, must attend decision-maker training conducted by the Office of the Chancellor.

Part 3. Reporting incidents of discrimination/harassment.

Subpart A. Reporting an incident. The system office, colleges, and universities encourage any individual, including any student, employee, applicant for employment, or person eligible for employment (as defined by [Minnesota Statutes section 43A.02](#)), who feels she or he has been or is being subjected to discrimination/harassment to report the incident to the designated officer. Any student, faculty member or employee who knows of, receives information about or receives a complaint of discrimination/harassment is urged to report the information or complaint to the designated officer of the system office, college, or university.

Subpart B. Personal resolution. In instances where an individual believes she/he personally has been subjected to behavior prohibited by the 1B.1 Non-discrimination policy, that individual may voluntarily choose to directly address the offensive behavior. In such a situation, she or he should clearly explain to the alleged offender as soon as possible after the incident that the behavior is objectionable and that it stop. Communication with the alleged offender may be in person, on the telephone, or in writing. If the behavior does not stop or if the individual believes some employment or education consequences may result from the discussion, she or he should go to the designated officer to process the complaint. Under no circumstances shall an individual be required to use personal resolution to address prohibited behaviors rather than reporting the behavior to the designated officer.

Subpart C. Duty to report. Unless the matter already has been referred to the designated officer, administrators and supervisors must inquire into allegations or behaviors that they reasonably believe may constitute discrimination or harassment and, when a report/ complaint appears to be warranted, refer the matter to the designated officer. The duty to report shall not be construed to prevent immediate corrective action by an administrator or supervisor when appropriate.

Subpart D. Institutional responsibility.

1. **Colleges and universities.** This procedure applies to all members of the educational community including students. Reports/complaints against a president of a college or university shall be filed with the

system office. 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. Reports and complaints against college or university vice presidents, deans, or provosts are filed at the campus level with the president or the president's designee as decision-maker.

2. **System office.** For reports/complaints which 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 which 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 office personnel or outside investigatory assistance may be designated.

Subpart E. Retaliation and reprisal. No retaliation, reprisal or intimidation in conjunction with a complaint of discrimination/harassment shall be tolerated by the system office, colleges, and universities. State law prohibits reprisal by a respondent, employer, labor organization, educational institution, employee, agent of the above and others as specified in statute. ([Minnesota Statutes section 363.03](#)). Any individual who retaliates against any person who testifies, assists, or participates in an investigation, proceeding or hearing in relation to a discrimination/harassment complaint shall be subject to disciplinary or other action.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, coercion, discrimination, harassment, or unwanted sexual contact toward a complainant, or the complainant's relatives, friends or associates. Retaliation may occur whether or not there is a power or authority differential between the individuals involved. Reprisal also includes discrimination against an individual because that person is associated with a protected group member. Allegations of retaliation or reprisal shall be reported to the designated officer for appropriate action.

Subpart F. False statements prohibited. Any individual who provides false statements regarding the filing of a discrimination report/complaint or during the investigation of such a report/complaint may be subject to disciplinary or corrective action.

Subpart G. Withdrawn Complaints. If a complainant no longer desires to pursue a complaint, the system office, colleges, and universities reserve the right to investigate and resolve the complaint.

Part 4. 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 5. Investigation and resolution.

The system office, college or university has a duty to take timely and appropriate action to stop inappropriate behavior, conduct investigations and facilitate resolutions as appropriate.

Subpart A. Making a report/complaint. The designated officer must be contacted in order to initiate a report/complaint. The report/complaint should be brought as soon as possible after an incident occurs. The designated officer shall retain control of the investigatory process and determine whether and/or how to proceed.

Subpart B. Initial inquiry and review process. After receiving a report/complaint, the designated officer shall take the steps listed below:

1. **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.
2. **Conflicts.** If the designated officer determines that the report/complaint falls within the scope of the institution's nondiscrimination policies and this procedure, the designated officer shall first determine who will conduct the complaint process. The designated officer should identify to the president or chancellor any real or perceived conflict of interest in proceeding as the designated officer for a specific complaint. If the president determines that a conflict exists, another designated officer shall be assigned.
3. **Information provided to complainant.** At the time the report/complaint is made, the designated officer shall:
 - a.) inform the complainant of the provisions of the nondiscrimination policy;

- b.) provide a copy of the policy and the report/complaint procedure to the complainant;
 - c.) advise the complainant of other options such as alternative dispute resolution or mediation and that the complainant may also choose to pursue other legal options; and
 - d.) determine whether other individuals are permitted to accompany the complainant during investigatory interviews and the extent of their involvement.
4. **Complaint Form.** The designated officer shall insure that the complaint is documented in writing on the complaint form available from system office, college, or university authorities. The complaint form must include:
- a.) a detailed description of the facts upon which the charge is based;
 - b.) name(s) of the respondent(s), if known;
 - c.) a list of possible witnesses as deemed appropriate by the designated officer; and
 - d.) other information pertinent to the complaint.
- At the conclusion of the process, the final disposition of the complaint shall be included on the complaint form.
5. **Information provided to the respondent.** At the time initial contact is made with the respondent, the designated officer shall:
- a.) inform the respondent in writing of the existence and general nature of the complaint and the provisions of the nondiscrimination policy;
 - b.) provide a copy of the policy and the report/complaint procedure to the respondent;
 - c.) advise the respondent of other options such as alternative dispute resolution or mediation;
 - d.) explain to the respondent that in addition to being interviewed by the designated officer, the respondent may provide a written response to the allegations; and
 - e.) determine whether other individuals are permitted to accompany the respondent during investigative interviews and the extent of their involvement.
6. **Processing the complaint.** The designated officer shall:
- a.) conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings;
 - b.) investigate the complaint without identifying the complainant, if in the judgment of the designated officer, this would increase the likelihood of satisfactory resolution of the complaint;
 - c.) inform the complainant, respondent, witnesses and other involved individuals of the prohibition against retaliation and reprisal;
 - d.) create, gather and maintain investigative documentation as appropriate;
 - e.) disclose appropriate information to others only on a need to know basis consistent with state and federal law, and provide a data privacy

notice (Tennessee warning) in accordance with state law; and
f.) inform the complainant and respondent of the status of the investigation at reasonable times until final disposition of the complaint.

Subpart C. Initial inquiry and informal resolution. After conducting an initial inquiry and review, if the designated officer determines that the issue can be resolved without further investigation, the designated officer may use one or more of the following methods to resolve the complaint:

1. suggest counseling or sensitivity training;
2. conduct training for the unit, division, or department, calling attention to the consequences of engaging in such behavior;
3. facilitate meetings between the parties;
4. separate the parties, after consultation with appropriate system office, college or university personnel;
5. prepare a written letter of agreement confirming that the respondent has been informed of the policy and complaint procedure, identifying and documenting the respondent's acceptance of the designated officer's resolution of the complaint, and stating that retaliation is prohibited;
6. other possible outcomes may include explicit agreements about future conduct, a letter of apology to the complainant, changes in workplace assignments, enrollment in a different course or program, or other appropriate action.

Subpart D. Investigation and decision process. If the above methods do not resolve 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.

1. Designated officer. The designated officer shall:
 - a.) conduct further investigation as deemed appropriate by the designated officer;
 - b.) prepare an investigation report for review by the decision-maker;
 - c.) take additional investigative measures as requested by the decision-maker;
 - d.) 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; and
 - e.) provide the investigation report to the complainant or respondent upon request unless the information is protected under state or federal law.
2. Decision-maker. After receiving the investigation report prepared by the designated officer, the decision-maker shall:

a.) determine whether additional steps should be taken, at the discretion of the decision-maker, prior to making the decision.

Additional steps may include:

- i. a request that the designated officer take additional investigative measures;
- ii. 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. Other employees may be accompanied by an attorney or other support person at the discretion of the decision-maker;
- iii. a request for additional information which may include a written response from the complainant or respondent relating to the allegations of the complaint;

b.) take other measures deemed necessary to reach a decision;

c.) when making the decision, take into account the surrounding circumstances, the nature of the behaviors, the relationship(s) between the parties, the context in which the alleged incident(s) occurred, and other relevant factors;

d.) 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;

e.) report in writing to the complainant, respondent and the designated officer her or his findings as to whether or not the nondiscrimination policy has been violated. The written answer to the complainant shall be provided within 60 days after a complaint is made unless reasonable cause for delay exists.

Subpart E. Confidentiality. Confidentiality cannot be guaranteed; however, care will be taken to keep investigation discussions sufficiently broad to protect the complainant's identity when appropriate. There may be instances in which the system office, college, or university has a responsibility to act even if the complainant requests that no action be taken. In such instances, the system office, college or university may investigate and take appropriate action on the basis of the facts or evidence available.

Subpart F. Investigative data. Information gathered during the investigation will be handled in accordance with federal and state data privacy laws.

Subpart G. Other remedies.

1. **Reassignment or administrative leave.** Under appropriate circumstances, the president or chancellor may 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.
2. **Summary suspension or other action.** Under appropriate circumstances, the president or designee may impose on a student a summary suspension or other temporary measures at any point in time during the report/complaint process. A summary suspension may be imposed when, in the judgment of the president or designee, the accused student's presence on the college or university campus would constitute a threat to the safety and well-being of members of the campus community. Before implementing the summary suspension, the accused student shall be given notice of the intention to impose the summary suspension and, except in an emergency, shall be given an opportunity to present oral or written arguments against the imposition of the suspension. 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 administrator. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.
3. **Alternative dispute resolution and mediation.** The system office, colleges, and universities, in consultation with the system Office of Equal Opportunity and Diversity, may use alternative dispute resolution or mediation services as a method of resolving discrimination/harassment complaints. Alternative dispute resolution and mediation options require the voluntary participation of all parties to the complaint.

Part 6. System office, college, or university action.

The system office, college, or university shall take the appropriate corrective action based on results of the investigation and shall follow up as appropriate to ensure that the corrective action is effective.

Complainants are encouraged to report any recurrences of conduct which were found to violate the system nondiscrimination policies.

The decision-maker shall notify the complainant and respondent in writing of the final disposition of the complaint. 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.

Part 7. Appeal.

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

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

Subpart C. Appeal process. The president or designee shall review the record provided and determine whether the complaint is substantiated or not substantiated. 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 will be made within a reasonable time and the complainant, respondent and designated officer shall be notified in writing of the decision. The decision on appeal exhausts the complainant's and respondent's administrative remedies under this procedure except as provided herein.

Part 8. Education and training.

The system office, colleges and universities shall provide education and training programs to promote awareness and prevent discrimination/harassment, such as education seminars, peer-to-peer counseling, operation of hotlines, self-defense courses, and informational material development and distribution. Education and training programs

should include education about the system office, colleges and universities non-discrimination policies as well as conducting investigations, management and implementation of this procedure.

Part 9. Dissemination of report/complaint procedure.

Information regarding this procedure and the system office, college or university non-discrimination policies must be provided to each student during student registration and each employee on acceptance of employment. Copies of the policies 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 or other appropriate public announcements.

Part 10. Maintenance of report/complaint procedure documentation.

During and upon the completion of the complaint process, the complaint file shall be repositied in a secure location in the office of the designated officer for the system office, college or university. 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.

Designated officers are required to report investigative data concerning investigations under Board policy 1B.1 to the Office of the Chancellor on a quarterly basis.

<i>Effective date:</i>	<i>February 17, 1997</i>
<i>Date & Subject of Revisions:</i>	<i>April 2, 2003- amended portions of the policy</i>
	<i>Part 1. - added second paragraph</i>
	<i>Part 2, Subpart A - added second paragraph</i>
	<i>Part 2, Subpart B - added second paragraph</i>
	<i>Part 3, Subpart D, 1, 2. - slight modifications</i>
	<i>Part 5, Subpart G, 3. - slight modification</i>
	<i>Part 6 - deleted last sentence</i>
	<i>Part 7, Subpart A - deleted a sentence</i>
	<i>Part 7, Subpart C - slight addition</i>
	<i>Part 10 - added second paragraph</i>

December 18, 2000 - amended the entire procedure

DESIGNATED OFFICERS/DECISION-MAKERS

Designated officers are required to report investigative data concerning investigations under Board policy 1B.1 to the Office of the Chancellor on a quarterly basis.

Designated Officers:	Kristen Hageman	651-773-1780
	Lois Larson	651-779-3392
	Joette Hamann	651-779-3980
	Herbert King	651-779-1794

Decision-makers: Dr. Mike Bruner, Vice President of Student Services
651-779-3288

Dr. Ronald Anderson, Vice President of Finance and
Administrative Services
651-779-3279

Dr. John O'Brien, Vice President of Academic Affairs
651-779-3493

Mary McKee, Vice President of Continuing
Education Customized Training
651-779-3362

Appeals: Dr. Larry Litecky, President
651-779-3342

CENTURY COLLEGE COMPLAINT OF DISCRIMINATORY HARASSMENT

Please Read Before Completion of Form

Any complaint of discriminatory harassment is considered confidential data under Minnesota Statute 13.39, Subd. 1 and 2. You are not legally required to provide this information, but without it, an investigation cannot be conducted. This information may only be released to the chief investigator, the complainant, the respondent, appropriate supervisory personnel and the Commissioner of Employee Relations.

Complainant (You)

Name: _____ Classification/Job Title:

Department: _____ Supervisor:

Respondent (Person who discriminated/harassed you)

Name: _____ Classification/Job Title:

Department: _____ Supervisor:

Complaint

Basis of complaint ("X" all that apply):

<input type="checkbox"/> Race	<input type="checkbox"/> Disability	<input type="checkbox"/> Reliance on Public Assistance
<input type="checkbox"/> Age	<input type="checkbox"/> Religion	<input type="checkbox"/> Harassment
<input type="checkbox"/> Sex	<input type="checkbox"/> National Origin	<input type="checkbox"/> Sexual Orientation
<input type="checkbox"/> Color	<input type="checkbox"/> Creed	<input type="checkbox"/> Political Affiliation

Type of action (Indicate type of action complained of):

<input type="checkbox"/> Hiring	<input type="checkbox"/> Promotion
<input type="checkbox"/> Disciplinary Action	<input type="checkbox"/> Termination (including failure to pass probation)

_____ Evaluation
vacation

_____ Other (describe)

_____ Terms and Conditions (e.g., denial of
request)

Date most recent act of discriminatory harassment took place:

Describe how you believe that you have been discriminated/harassed against (names, dates, places, etc.). Use a separate sheet of paper if needed and attach to this form.

Information on witnesses who can support your case

Name	Department
Work/Day Telephone	
1. _____ _____	_____
2. _____ _____	_____
3. _____ _____	_____

Additional witnesses may be listed here or use a separate sheet attached to this form.

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

Complainant Signature: _____ Date: _____

Investigator Signature: _____ Date: _____

INDIVIDUALS WITH DISABILITIES/ REASONABLE ACCOMMODATIONS

Century College will not discriminate against any employee or applicant for employment due to physical or mental disability in regard to any position for which the employee or applicant is qualified. Century will take affirmative action to employ, advance in employment, and otherwise treat qualified individuals with disabilities without discrimination based upon their physical or mental disability in all employment practices including: employment, upgrading/promotion, demotion, transfer, recruitment, advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training. The college will not discriminate in providing reasonable accommodations to qualified individuals with a disability in regard to job application procedures, hiring, advancement, discharge, employee compensation, job training or other terms, conditions, and privileges of employment.

Century will post in conspicuous places, available to all employees and applicants, notices in a form to be prescribed by the Equal Employment Opportunity Commission. Such notices will state Century's obligation under the law to take affirmative action to employ and advance in employment, qualified employees with disabilities and applicants for employment. Qualified employees and/or applicants must meet the essential functions of the position.

Essential Functions are the fundamental job duties of the position in question. The term does not include the marginal functions of the position. The college may deny employment or advancement in employment based on the inability of an individual with a disability to perform the essential functions of the job and may decline to make accommodations to the physical or mental needs of an employee or job applicant with a disability if:

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

A job function may be considered essential for any of several reasons, including but not limited to the following:

- The function may be essential because the reason the position exists is to perform that function;

- The function may be essential because of the limited number of employees available among whom the performance of that job function can be distributed; and/or
- The function may be highly specialized so that the incumbent in the position is hired for his or her expertise or ability to perform the particular function.

Evidence of whether a particular function is essential includes, but is not limited to:

- employer's judgment as to which functions are essential;
- written job descriptions;
- amount of time spent on the job performing the function;
- consequences of not requiring the incumbent to perform the function;
- terms of a collective bargaining agreement;
- work experience of past incumbents in the job; and/or
- current work experience of incumbents in similar jobs.

Century will notify each labor union or representative of employees with which it has a collective bargaining or other contract understanding, that Century is bound by the terms of Minnesota Statutes, Section 363.073 of the Minnesota Human Rights Act and is committed to take affirmative action to employ and advance in employment individuals with physical and mental disabilities.

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

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

Reasonable Accommodations: A reasonable accommodation is a modification or adjustment to a job or employment practice or the work environment that enables a qualified individual with a disability to perform the essential functions of the job as identified at the time of the reasonable accommodation request and to access equal employment opportunities.

Reasonable accommodations may also include those things which make a facility and its operations readily accessible to and usable by individuals with disabilities. Under the law, the employer has a responsibility to make reasonable accommodations for individuals with a disability only if the disability is known and it is not an undue hardship under **Providing Reasonable Accommodations**.

Providing Reasonable Accommodations.

Job Relatedness. Reasonable accommodations will be provided only for job-related needs of individuals with a disability. The primary factor in evaluating an accommodation's job relatedness is whether the accommodation specifically assists the individual to perform the essential functions of the job as identified at the time of the reasonable accommodation request. If the requested accommodation is primarily for the benefit of the individual with a disability to assist that individual in daily personal activities, Century will not provide the accommodation.

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

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

Century will review employment practices to determine whether the human resources programs provide the required affirmative action for employment and advancement of qualified individuals with disabilities. Based upon the findings of such review, Century will undertake appropriate outreach such as:

- Develop an internal communication plan which encourages affirmative action efforts to employ qualified individuals with disabilities in such a manner as to foster understanding, acceptance, and support among administration, managers, supervisors and all other employees and encouraging such persons to take the necessary action to aid Century in meeting its goals.
- Develop reasonable internal procedures to ensure that Century's obligation to engage in affirmative action to employ and promote qualified individuals with disabilities is being fully implemented.

- Periodically inform all employees and prospective employees of its commitment to engage in affirmative action to increase employment opportunities for qualified individuals with disabilities.
- Include workers with disabilities when employees are pictured in promotional materials.
- Take positive steps to attract qualified persons with disabilities who are not currently in the workforce and have requisite skills and can be recruited through affirmative action measures.

Internal Dissemination of Policy

Realizing that an outreach program is ineffective without adequate internal support from administration, management, and supervisory personnel, who may have had limited contact with persons with disabilities in the past, and in order to assure greater employee cooperation and participation, Century shall disseminate this policy as follows:

- Include this policy in the Employee Handbook.
- Make the entire Affirmative Action Plan available upon request.
- Explain the intent of the policy to administration, management and supervisors for effective implementation.
- Discuss the policy in both employee orientation and in training programs.
- Include articles on the accomplishments of workers with disabilities in Century publications.
- Post the policy on Human Resources bulletin boards, including a statement that employees and applicants are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under the Minnesota Human Rights Act.
- When employees are featured in employee handbooks or similar publication for employees, include employees with disabilities.

Responsibility for Implementation

Director of Human Resources, has been designated Affirmative Action Officer. Appropriate authority has been delegated to obtain necessary administrative support to manage the implementation of the program, including:

- Develop policy statements, affirmative action programs, and internal and external communication techniques, including discussions with administrators, managers, and supervisors to be certain policies are being followed. In addition, supervisors shall be advised that:
 - Their work performance is being evaluated on the basis of their affirmative action efforts and results, as well as other criteria; and
 - They are obligated to prevent harassment of employees placed through affirmative action efforts.
- Identify problem areas in conjunction with supervisors and employees with known disabilities, in the implementation of the affirmative action plan, and develop solutions.

- Measure effectiveness of plan.
- Determine the degree to which objectives have been attained.
- Determine whether known disabled employees have had the opportunity to participate in all employer sponsored educational and training opportunities.
- Keep administrators, managers and supervisors informed of the latest development in the entire affirmative action area.

Request for Accommodations

The Human Resources is responsible for requests for accommodations for either employees or applicants. Century has created and developed the following forms to meet the need for accommodations:

- Request for Reasonable Accommodation
- Reasonable Accommodation Agreement
- Complaint of Denial of Rights under the Americans with Disabilities Act

Documentation

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

Choice of Accommodation

The employer is not required to provide the specific accommodation requested by the individual and may choose an effective accommodation, which is less expensive or easier to provide. Accommodations provided to the individual are the financial responsibility of Century College.

Funding

Century College maintains a budget to fund accommodations including but not limited to: ergonomics equipment and/or adjustments; special equipment such as headsets, arm rests, etc.

EMPLOYEE REQUEST FOR REASONABLE ACCOMMODATION

Please Print or Type

Employee Name:	Classification:	Date of Request:
Department:		Supervisor:
*Attach additional sheets for questions below if necessary		
1. Please describe the nature of your disability, what life activity(s) it substantially limits, and how this life activity(s) is substantially limited.		
2. Type of accommodation requested to perform essential function(s):		
3. Which essential function(s) of your job will the requested accommodation(s) allow you to perform?		
4. Why is the requested accommodation necessary to perform the essential job function(s)?		
5. How will the requested accommodation be effective in allowing performance of the essential job function(s)?		
Signature of Employee:		Date:
Signature of Supervisor:		Date:
Signature of Vice President:		Date:
Additional Comments:		

Information on this form shall be confidential with the exceptions according to the [Rehabilitation Act of 1973, Section 504, Subd. 84.14](#), and the [Americans with Disabilities Act of 1990, subd. P.L. 101-336, Sec. 102.C](#).

REASONABLE ACCOMMODATION AGREEMENT

This form is to be completed by the Affirmative Action Designee after the reasonable accommodation decision has been made. The signatures on the bottom of this form indicate an agreement between the employee and the College to the specific accommodation.

Name of Employee

Name of Manager/Supervisor

The request for reasonable accommodation to the needs of the above named disabled employee was: Accepted _____ Denied _____

Justification for the decision (indicate specific factors considered):

If reasonable accommodation was approved was the employee's suggestion accepted?

Yes _____ No _____ Partially _____

Reason:

Describe specific accommodations to be made:

Cost estimate: _____

I have read the employee request for reasonable accommodation. I understand that all tangible accommodations purchased by the College will become the property of the State of Minnesota.

Signature of Employee

Date

Signature of Director of Access

Date

Signature of Affirmative Action Designee

Date

Signature of Vice President of Finance &
Administrative Services

Date

WEATHER AND EMERGENCIES CLOSING OR CLASS CANCELLATIONS

Purpose

In accordance with Minnesota State Colleges and Universities Policy 4.4, the following procedure is followed when it becomes necessary to close the college or cancel academic or non-academic activities, or delay the opening of the college due to inclement weather or other emergency conditions. This procedure will also describe working conditions and the compensation status of employees during the time that college is closed.

Definitions

- Closing the College: Closing the college means to close all operations other than those deemed essential to the protection of life and property. Closing the college results in the cancellation of classes, student, faculty and staff activities, and meetings. All general offices are closed.
- Delayed Opening: Delayed opening refers to the closing of all operations for a designated period of time other than those operations deemed essential to the protection of life and property.
- Cancellation of Classes and/or Activities:
 - Cancellation of classes (off-campus or on-campus) means to cancel one, several, or all classes, in the absence of officially closing the entire college.
 - Cancellation of non-academic activities refers to cancellation of events such as athletic programs, theatrical productions, concerts or workshops/seminars.

Authority

In accordance with MnSCU Policy 4.4, the authority to close the college campus, cancel classes or other activities when weather or other emergency exists resides with the College President or president's designee. The closure of state agencies by the Commissioner of the Department of Employee Relations does not apply to Century College.

Procedure and Notification

Closing or Delayed Opening:

The decision to close or delay opening of the college due to weather or other emergencies are made by the President or the president's designee (Vice President of Finance and Administrative Services). Appropriate notification will be made to the MnSCU System Office as the decision is made.

The Vice President of Finance and Administrative Services shall identify and inform essential personnel who must report to work during times the college is closed or there is delayed opening due to an emergency, and must develop procedures for notification of such personnel at these times. The following positions are designated as essential for purposes of closing due to inclement weather or other emergencies: general maintenance workers, building maintenance foreman, building services foreman, physical plant director, physical plant engineers, and security.

Notification of employees on duty and/or students that are on campus at the time the emergency closing is determined: The Vice President of Finance and Administrative Services shall inform employees of the emergency at the time of closing. Students will be notified through appropriate student support services and academic offices and/or by campus security, using face-to-face notification, voice mail, email, or the intercom system on the west campus. Employees and students with disabilities will be notified and assisted on a case-by-case basis. If the person with a disability is in class, the faculty member is responsible for notifying and assisting the individual(s). The department supervisor is responsible of notifying and assisting those employees/students with disabilities within their area of supervision. The ADA Coordinator and Associate Vice President of Information Technology and Administrative Services will notify faculty and supervisors of their responsibility during open day meetings, at the beginning of each academic year.

Notification of employees not on duty or students not on campus will be notified through announcements on WCCO-AM radio. Employees will also be notified through the college emergency phone tree. Employees may also call their own voice mailbox to receive any broadcast message. Persons with hearing impairments should watch KARE, Channel 11, for the closed captioned notice of college closing. They may also call the TTY line at (651) 779-5795 for a message.

In case of evacuation, all supervisors will have a copy of the evacuation plan. As mentioned above, Employees and students with disabilities will be notified and assisted on a case-by-case basis. If the person with a disability is in class, the faculty member is responsible for notifying and assisting the individual(s). The department supervisor is responsible of notifying and assisting those employees/students with disabilities within their area of supervision.

Determination of closing or delayed opening shall be made by 5:00 a.m. The main switchboard recorded message will contain the information concerning the closing or delayed opening of the college.

The Vice President of Finance and Administrative Services will be responsible for contacting news media regarding closing information.

EEO-4 JOB GROUPS

Officials/Administrators

The group consists of occupations in which employees set broad policies, exercise overall responsibility for execution of these policies, or direct individual departments or special phases of the agency's operations (college administrators and supervisors).

Professionals/Faculty-Liberal Arts and Technical

These occupations require specialized and theoretical knowledge which is usually acquired through college training or through work experience and other training which provides comparable knowledge. This includes account clerk senior, accounting officer intermediate, buyer 2, customized training representatives, financial aid officer, information officers, information technology specialists, program directors, registered nurses, senior accounting clerk, sign language interpreter, and faculty.

Technicians

This group requires a combination of basic scientific or technical knowledge and manual skill which can be obtained through specialized post-secondary school education or through equivalent on-the-job training (audio visual education specialist, audio visual aide, automotive parts technician, and theatre technician).

Protective Service Workers

Individuals in this group are in occupations in which workers are entrusted with public safety, security and protection from destructive forces such as security officers.

Paraprofessionals

Occupations in this group are employees who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or expertise normally required for professional or technical status. Such positions may fall within an identified pattern of staff development and promotion under a "New Careers" concept. This group includes accounting technicians, college laboratory assistants, graphic arts specialists and library technicians.

Office/Clerical

This category includes employees responsible for internal and external communication, recording and retrieval of data and/or information and paperwork required in an office. These employees are all levels of account clerk, central services administrative specialists, customer service specialists, office specialists, office administrative specialists, personnel aides, personnel officer, and student services specialist.

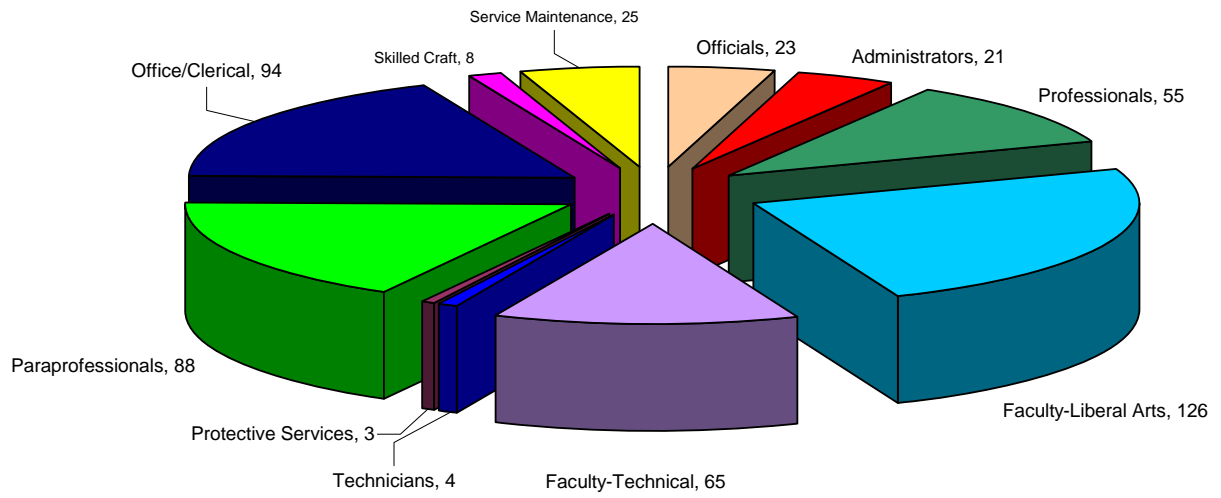
Skilled Craft Worker

Employees in this category perform jobs which require special manual skill and a thorough and comprehensive knowledge of the processes involved in the work which is acquired through on-the-job training and experience or through apprenticeship or other formal training programs. This would be occupations such as the general repair workers and plant maintenance engineers.

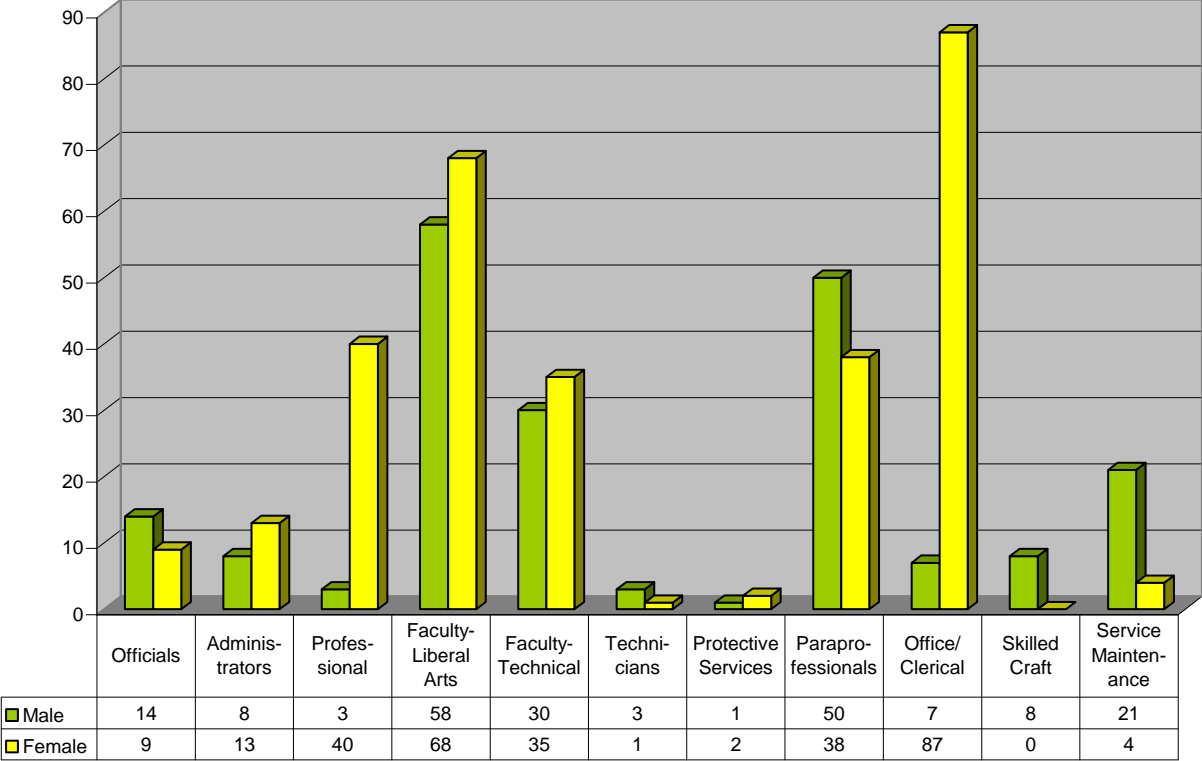
Service-Maintenance

This group contain workers that perform duties which result in or contribute to the comfort, convenience, hygiene or safety of the general public or which contribute to the upkeep and care of buildings, facilities or grounds of public property. Employees in this group are the general maintenance workers, groundskeepers, laundry worker, and painter.

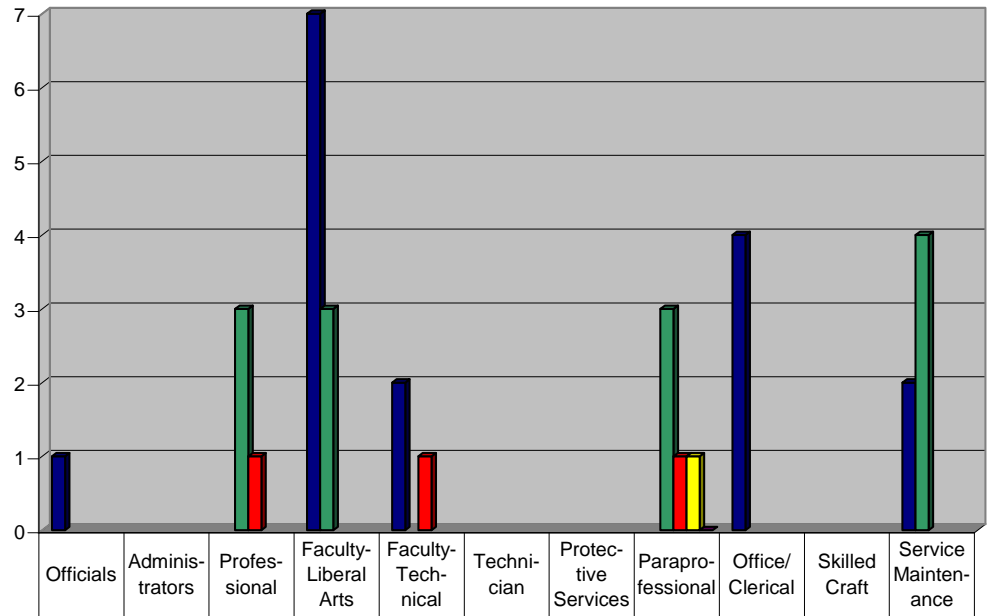
2005 EEO-4 Job Group Distribution



2005 Gender Distribution

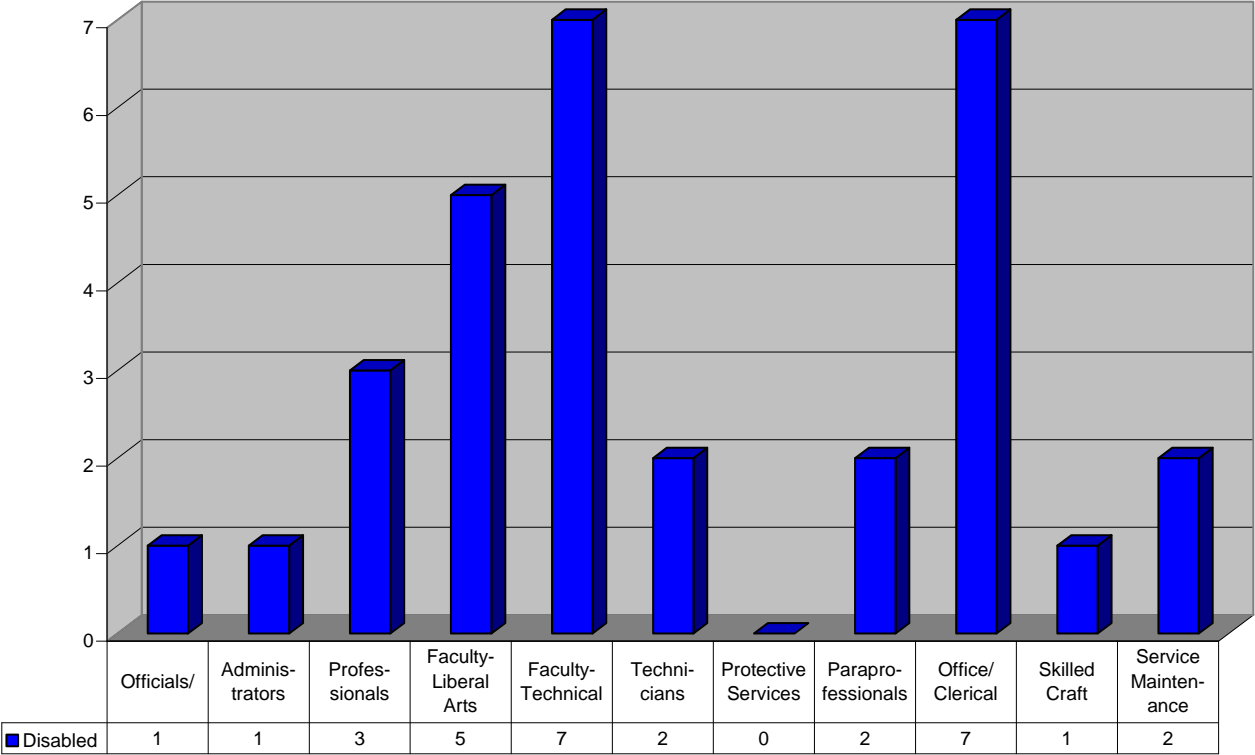


2005 Ethnic Distribution

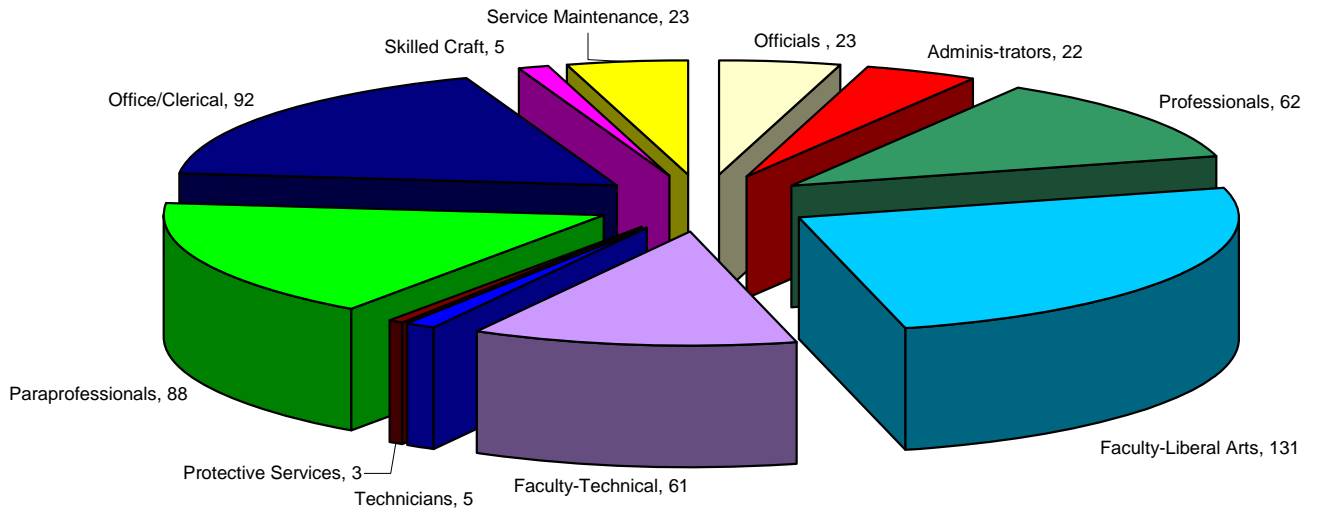


	Officials	Administrators	Professional	Faculty-Liberal Arts	Faculty-Technical	Technician	Protective Services	Paraprofessional	Office/Clerical	Skilled Craft	Service Maintenance
■ Black/African American	1			7	2				4		2
■ Asian			3	3				3			4
■ Hispanic/Latino			1		1			1			
■ American Indian//Alaska Native								1			
■ Native Hawaiian/Pacific Islander								0			

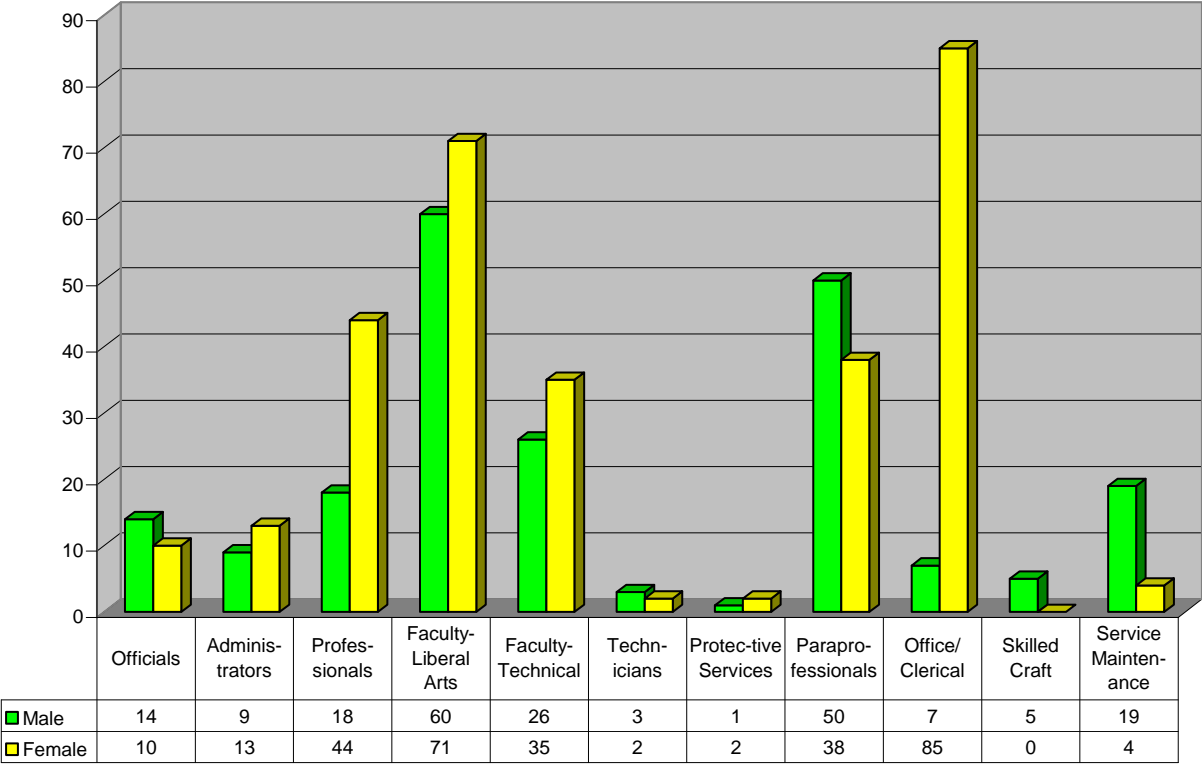
2005 Persons With Disabilities



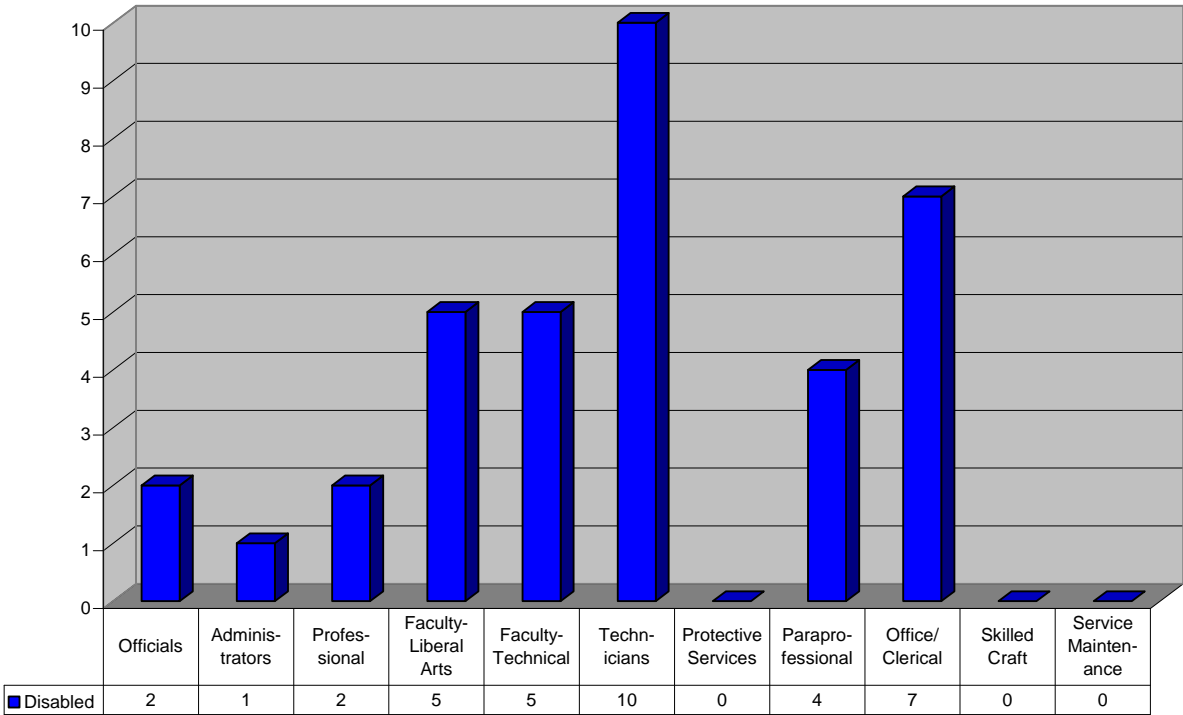
2006 EEO-4 Job Group Distribution



2006 Gender Distribution



2006 People With Disabilities



Workforce Utilization Analysis 2005

2005 Job Group	Total	WOMEN				Number Under Utilized	MINORITIES				Number Under Utilized	DISABLED				Number Under Utilized
		Utilization		Availability			Utilization		Availability			Utilization		Availability		
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Officials	23	9	39	8.69	37.8	0	1	4.00%	1.17	5.1	0	1	4	2.6	11.31	2
Administrators	21	13	62	12.72	60.6	0	0	0	4.56	21.7	5	1	5	2.38	11.31	1
Professionals	55	40	73	29.59	53.8	0	4	7	4.4	8	0	3	5.45	5.98	10.88	3
Faculty - Liberal Arts	126	68	54	58.34	46.3	0	9	7.14	25.2	20	16	5	3.97	13.71	10.88	9
Faculty - Technical	65	35	54	34.97	53.8	0	3	4.62	5.2	8	2	7	10.77	7.07	10.888	0
Technicians	4	1	25	2.52	63.1	2	0	0	0.27	6.8	0	2	5	0.46	11.52	0
Protective Services	3	2	67	1.93	64.4	0	0	0	19	6.3	0	0	0	0.35	11.6	0
Paraprofessionals	88	38	43	47.34	53.8	10	5	5.7	7.04	8	2	2	2.27	9.56	10.863	8
Office/Clerical	94	87	93	63.64	67.7	0	4	4.25	7.71	8.2	4	7	7.45	10.87	11.56	3.87
Skilled Craft	8	0	0	0.62	7.8	1	0	0	0.57	7.1	1	1	12.5	0.92	11.55	0
Service Maintenance	25	4	16	10.9	43.6	7	6	24	3.58	14.3	0	2	8	2.84	11.37	1

Workforce Utilization Analysis 2006

2006 Job Group	Total	WOMEN				Number Under Utilized	MINORITIES				Number Under Utilized	DISABLED				Number Under Utilized
		Utilization		Availability			Utilization		Availability			Utilization		Availability		
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Officials	23	9	39	8.69	37.8	0	1	4.00%	1.17	5.1	0	2	8.7	2.6	11.31	1
Administrators	22	13	59	13.32	60.6	0	0	0	4.77	21.7	5	1	4.55	2.48	11.31	1
Professionals	62	44	71	33.36	53.8	0	4	6.45	4.96	8	1	2	3.23	6.75	10.88	5
Faculty - Liberal Arts	131	71	54.8	60.65	46.3	0	10	7.63	26.2	20	16	5	3.82	14.25	10.88	9
Faculty - Technical	61	35	57	32.82	53.8	0	3	4.92	4.88	8	2	5	8.2	6.64	10.88	2
Technicians	5	2	4	3.16	63.1	1	0	0	0.34	6.8	0	2	40	0.58	11.52	0
Protective Services	3	2	67	1.93	64.4	0	0	0	0.18	6.3	0	0	0	0.35	11.6	0
Paraprofessionals	88	38	43	47.34	53.8	10	6	6.82	7	8	1	4	4.55	9.56	10.863	6
Office/Clerical	92	85	92	62.28	67.7	0	5	5.43	7.54	8.2	3	7	7.61	10.64	11.56	4
Skilled Craft	5	0	0	0.39	7.8	1	0	0	0.36	7.1	0	0	0	0.58	11.55	1
Service Maintenance	23	4	17	10.03	43.6	6	6	26	3.29	14.3	0	0	0	2.62	11.37	3

Goals and Timetables

Century College's Goals and Timetable Fiscal 2006-2008

JOB GROUP	WOMEN			MINORITIES			PEOPLE WITH DISABILITIES		
	Under-Represented	Goal	Timetable	Under-Represented	Goal	Timetable	Under-Represented	Goal	Timetable
Officials/	X	X	X	X	X	X	1	X	X
Administrators	X	X	X	5	1	X	1	X	X
Professionals/	X	X	X	1	1	Fall 2007	5	2	Spring 2008
Faculty - Liberal Arts	X	X	X	16	8	Fall 2007	9	1	Spring 2008
Faculty - Technical	X	X	X	2	1	Fall 2007	2	1	Spring 2008
Technicians	1	1	Spring 2007	X	X	X	X	X	X
Protective Services	X	X	X	X	X	X	X	X	X
Paraprofessionals	10	3	Spring/Fall 2007	1	1	Spring 2007	6	1	Spring 2008
Office/Clerical	X	X	X	3	2	Spring 2007	4	1	Spring 2008
Skilled Craft	1	1	Spring 2007	X	X	X	1	1	Spring 2008
Service Maintenance	6	3	Spring/Fall 2007	X	X	X	3	2	Spring 2008

IDENTIFICATION OF PROBLEM AREAS

Century College has conducted a thorough analysis of its workforce for fiscal 2005 and 2006 to determine where minorities, women and/or the disabled are underrepresented in any job group. The college considered the external availability: Percentage of minorities, women and disabled with requisite skills in either the State of Minnesota or on a national basis depending upon the recruitment area.

Based upon the analysis, problem areas were identified in the composition of the workforce by minority group status, gender and disabled. *(See appendix for workforce analysis and the 2006-2008 goals and timetable.)*

Areas of Concern	Corrective Actions
Under representation of women in the more area of paraprofessionals and recruitment of women. maintenance. Under representation has been indicated for the last two years.	As positions become available, aggressive service Additional assistance will be requested from the Department of Employee Relations.
Under representation of minorities available, more in the area of administrators and minorities. Liberal arts faculty. These are the by largest areas of under representation.	As positions become aggressive recruitment of This will be accomplished additional advertising with colleges and universities with a student body and/or administrator that represent a higher minority population.

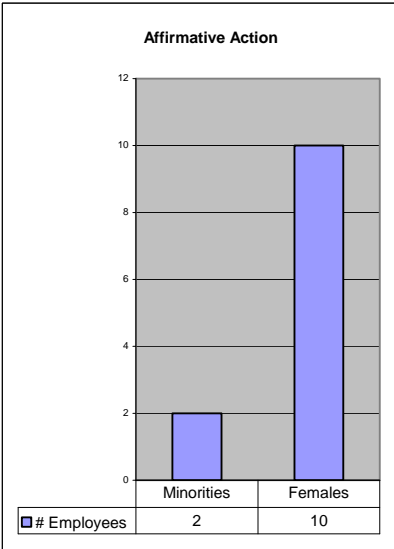
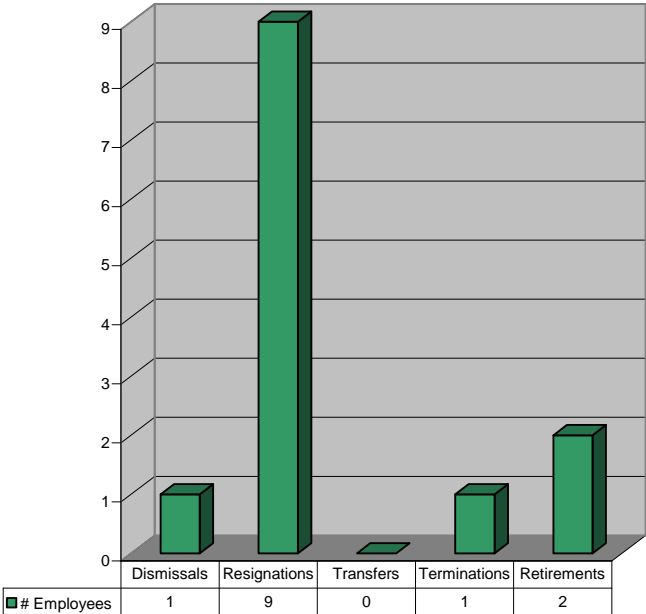
Individuals do not consider themselves as disabled and therefore, do not employees.

Conduct an update of personnel information for all

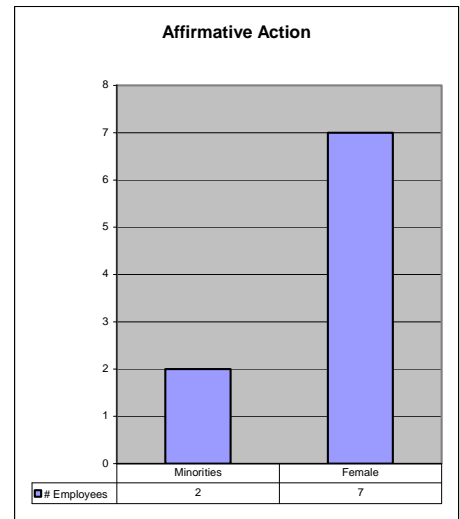
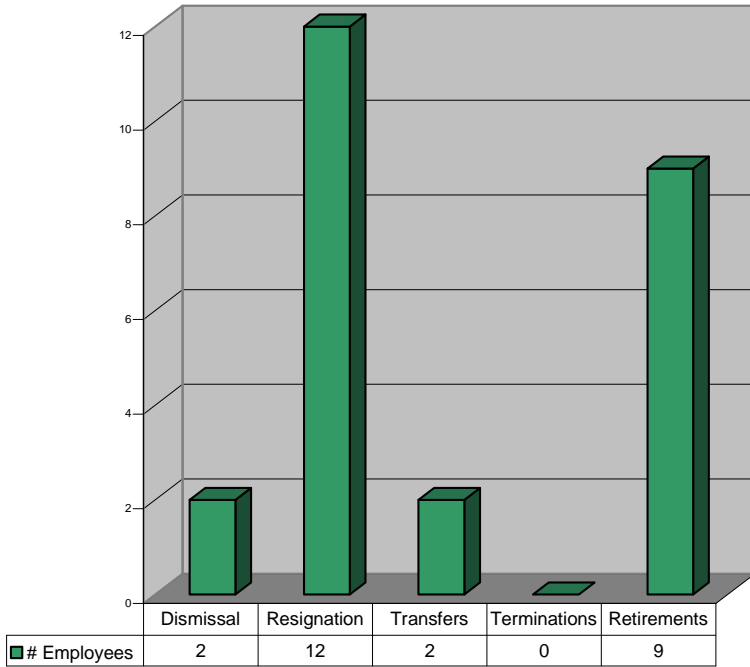
voluntarily provide the information.

TURNOVER ANALYSIS 2005-2006

2005 Turnover



2006 Turnover



AFFIRMATIVE ACTION PLAN 2006-2008 TRANSMITTAL FORM

Transmittal Form

1. Century College reviewed its staffing and determined under-utilization in the following groups:

Protected Groups				
EEO-4 Group	Bargaining Unit	Women	Minorities	Disabled
Officials/ Administrators	216, 217, 220	0	5	2
Professionals	214, 210	0	19	16
Technicians	206, 207	1	0	0
Protective Service	203	0	0	0
Paraprofessionals	207, 218	10	1	6
Office/Clerical	206, 217	0	3	4
Skilled Craft Worker	202	1	0	1
Service/Maintenance	202, 203	6	0	3

2. The Affirmative Action Plan is distributed as stated in the Dissemination of the Affirmative Action Plan section and copies are available from Human Resources. All employees are aware of Century's commitment to affirmative action through its actions and deeds.
3. This biannual plan contains an internal procedure for processing complaints of alleged discrimination/harassment. Each employee is apprised of the policy and procedures through orientation, workshops and on a one-on-one basis.

Betty Mayer, Affirmative Action Officer

Date

4. This biannual plan contains clear designations of those persons and groups responsible for implementing the Plan as well as my personal statement of commitment to achieving the goals and timetables described herein.

Larry Litecky, Ph.D., President

Date

5. This biannual plan meets the rules governing affirmative action, MCAR Chapter 3905.0600, Statutory Authority 43A.04 and contains goals and timetables as well as methods for achieving said goals which are reasonable and sufficiently aggressive to deal with identified disparities.

Office of Diversity and Equal Opportunity Date