

**STATE OF MINNESOTA**  
**Pine Technical and Community**  
**College**  
**Affirmative Action Plan**

**August 2016 – August 2018**

Pine Technical and Community College

900 4<sup>th</sup> Street SE

Pine City, MN 55063

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EXECUTIVE SUMMARY

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

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

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

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

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

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Affirmative Action Officer or Designee Date Signed

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Human Resources Director or Designee Date Signed

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College President Date Signed

## **I. STATEMENT OF COMMITMENT**

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

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

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

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

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College President

Date Signed

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

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### **A. Pine Technical and Community College President**

**Joe Mulford, President**

#### **Responsibilities:**

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

#### **Duties:**

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

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

#### **Accountability:**

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

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

**Amy Kruse, Chief Human Resources Officer**

#### **Responsibilities:**

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



**Duties:**

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

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

**Accountability:**

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

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

**Amy Kruse, Chief Human Resources Officer**  
**Katie Krier, Disability Coordinator**

**Responsibilities:**

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

**Duties:**

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

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

**Accountability:**

The Americans with Disabilities Act Coordinator reports directly to:  
Amy Kruse, Chief Human Resources Officer reports to the College President  
Katie Krier, Disability Coordinator reports to the Chief Student Affairs Officer

**D. Human Resources Director or Designee**

**Amy Kruse, Chief Human Resources Officer**

**Responsibilities:**

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

**Duties:**

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

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

**Accountability:**

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

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

**Responsibilities:**

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

**Duties:**

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

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

**Accountability:**

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

**F. All Employees**

**Responsibilities:**

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

**Duties:**

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

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

**Accountability:**

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

### III. COMMUNICATION OF THE AFFIRMATIVE ACTION PLAN

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

#### A. Internal Methods of Communication

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

#### B. External Methods of Communication

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

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

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#### Part 1. Policy Statement.

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

Minnesota State Colleges and Universities is committed to a policy of equal opportunity and nondiscrimination in employment and education.

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

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

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

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

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

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

## **Part 2. Definitions.**

**Subpart A. Consensual Relationship.** Consensual relationship means a sexual or romantic relationship between two persons who voluntarily enter into such a relationship. Employees

who are members of the same household should also refer to the Board Policy 4.10, of Trustees Nepotism policy 4.10.

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

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

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

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

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

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

- Protected class includes race, sex, color, creed, religion, age, national origin, disability, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, membership or activity in a local human rights commission is a protected class in employment.

- This policy prohibits use of protected class status as a factor in decisions affecting 96 education and employment where prohibited by federal or state law.

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

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

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

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

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

- Are enrolled in one or more courses, either credit or non-credit, through a college or university;
- Withdraw, transfer or graduate, after an alleged violation of the student conduct code;
- Are not officially enrolled for a particular term but who have a continuing relationship with the college or university;



- Have been notified of their acceptance for admission or have initiated the process of application for admission or financial aid; or
- Are living in a college or university residence hall although not enrolled in, or employed by, the institution.

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

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

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

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

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### Part 1. Purpose and applicability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This prohibition does not limit the right of an employee to make a recommendation on personnel matters concerning a person with whom they have a consensual relationship where

the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or compensation plan.

#### **Part 4. Reporting incidents of discrimination/harassment.**

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Jurisdiction.** The designated officer shall determine whether the report/complaint is one which should be processed through another system office, college or university procedure available to the complainant; if appropriate, the designated officer shall direct the complainant to that procedure as soon as possible.

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

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- Inform the respondent of the provisions of Board Policy 1B.1 prohibiting retaliation.
- Investigatory process. The designated officer shall:
  - Conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings;
  - Inform the witnesses and other involved individuals of the prohibition against retaliation;
  - Create, gather and maintain investigative documentation as appropriate;
  - Disclose appropriate information to others only on a need to know basis consistent with state and federal law, and provide a data privacy notice in accordance with state law; and
  - Handle all data in accordance with applicable federal and state privacy laws.
- Interim actions.
  - Employee reassignment or administrative leave. Under appropriate circumstances, the president or chancellor may, in consultation with system legal counsel and labor relations, reassign or place an employee on administrative leave at any point in time during the report/complaint process. In determining whether to place an employee on administrative leave or reassignment, consideration shall be given to the nature of the alleged behavior, the relationships between the parties, the context in which the alleged incidents occurred and other relevant factors. Any action taken must be consistent with the applicable collective bargaining agreement or personnel plan.
  - Student summary suspension or other action. Under appropriate circumstances, the president or designee may, in consultation with system legal counsel, summarily suspend a student at any point in time during the report/complaint process. A summary suspension may be imposed only in accordance with Board Policy 3.6 and associated system procedures. After the student has been summarily suspended, the report/complaint process should be completed within the shortest reasonable time period, not to exceed nine (9) class days. During the summary suspension, the student may not enter the campus or participate in any college or university activities without obtaining prior permission from the president or designee. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.

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

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

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

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

- **Designated officer.** The designated officer shall:
  - Prepare an investigation report and forward it to the decisionmaker for review and decision;
  - Take additional investigative measures as requested by the decisionmaker; and



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

- Conduct that is determined not to have violated Board policy 1B.1 shall be referred to another procedure for further action, if appropriate.

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

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

## **Part 8. Appeal.**

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

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

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

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

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

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

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

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

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

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

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

### **Applicant**

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

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

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

### **Direct Threat**

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

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

### **Essential Functions**

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

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

### **Interactive Process**

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

### **Individual with a Disability**

An individual who:

- Has a physical, sensory, or mental impairment that substantially limits one or more major life activities; or
- Has a record or history of such impairment; or
- Is regarded as having such impairment.

### **Qualified Individual with a Disability**

An individual who:

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

### **Major Life Activities**

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

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

### **Medical Documentation**

Information from the requestor's treating provider which is sufficient to enable the employer to determine whether an individual has a disability and whether and what type of reasonable accommodation is needed when the disability or the need for accommodation is not obvious.

Medical documentation can be requested using the standardized [Letter Requesting Documentation for Determining ADA Eligibility from a Medical Provider.](#)

### **Reasonable Accommodation**

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

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

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

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

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

### **Reassignment**

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

### **Support Person**

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

### **Undue Hardship**

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

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

## **General Standards and Expectations**

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

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

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

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

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

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

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

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

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

### ***Form of the request***

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

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

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

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

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

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

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

### ***The interactive process entails***

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

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



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

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

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

The College ADA Coordinator shall be consulted when:

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

### ***College responsibilities for processing the request***

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

#### President

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

#### ADA Coordinator

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

#### Supervisors and Managers

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

- Requests for standard office equipment that is needed as a reasonable accommodation and adaptive items costing less than \$100; and
- Requests for a change in a condition of employment such as modified duties, or a change in schedule, or the location and size of an employee's workspace.

***Analysis for processing requests***

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

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

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

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

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

- The information submitted by the requestor is insufficient to document the disability or the need for the accommodation;
- A question exists as to whether an individual is able to perform the essential functions of the position, with or without reasonable accommodation; or

- A question exists as to whether the employee will pose a direct threat to himself/herself or others.

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

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

### ***Confidentiality requirements***

#### Medical Information

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

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

- Supervisors, managers or College HR staff who have a need to know may be told about the necessary work restrictions and about the accommodations necessary to perform the employee's duties. However, information about the employee's medical condition should only be disclosed if strictly necessary, such as for safety reasons;
- First aid and safety personnel may be informed, when appropriate, if the employee may require emergency treatment or assistance in an emergency evacuation;

- To consult with the State ADA Coordinator or Employment Law Counsel at MMB, or the Attorney General's Office about accommodation requests, denial of accommodation requests or purchasing of specific assistive technology or other resources; or
- Government officials assigned to investigate College compliance with the ADA.

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

#### Accommodation Information

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

#### General Information

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

#### ***Approval of requests for reasonable accommodation***

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

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

#### ***Funding for reasonable accommodations***

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

#### ***Procedures for reassignment as a reasonable accommodation***

Reassignment to a vacant position is an accommodation that must be considered if there are no effective reasonable accommodations that would enable the employee to perform the

essential functions of his/her current job, or if all other reasonable accommodations would impose an undue hardship.

The College ADA Coordinator will work with College Human Resources staff and the requestor to identify appropriate vacant positions within the College for which the employee may be qualified and can perform the essential functions of the vacant position, with or without reasonable accommodation. Vacant positions which are equivalent to the employee's current job in terms of pay, status, and other relevant factors will be considered first. If there are none, the College will consider vacant lower level positions for which the individual is qualified. The EEOC recommends that the College consider positions that are currently vacant or will be coming open within at least the next 60 days.

### ***Denial of requests for reasonable accommodation***

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

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

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

### ***Consideration of undue hardship***

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

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

### ***Determining direct threat***

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

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

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

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

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

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

### ***Information tracking and records retention***

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

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

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

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A copy of the College's weather and emergency evacuation plans can be found at: <http://www.pine.edu/about/campus-policies/> and also on the Pine Technical and Community College shared network within the Policies folder.

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

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

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

Pine Technical and Community College Crisis Team:

Joe Mulford, President, 320-629-5120, [mulfordj@pine.edu](mailto:mulfordj@pine.edu)

Joan Bloemendaal-Gruett, Chief Academic Officer, 320-629-5116,  
[Bloemendaalgruettj@pine.edu](mailto:Bloemendaalgruettj@pine.edu)

Paula Hoffman, Chief Student Affairs Officer, 320-629-5180, [hoffmanp@pine.edu](mailto:hoffmanp@pine.edu)

Janis Wegner, Chief Financial Officer, 320-629-5123, [wegnerj@pine.edu](mailto:wegnerj@pine.edu)

Steve Lange, Physical Plant Supervisor, 320-629-5506, [langes@pine.edu](mailto:langes@pine.edu)

Amy Kruse, Chief Human Resources Officer, 320-620-5129, [krusea@pine.edu](mailto:krusea@pine.edu)

The Crisis Team will ensure all employees, students, and visitors of Pine Technical and Community College are safely evacuated from the building in emergencies requiring evacuation. All persons who have been evacuated because of fire, tornado, or other emergency may return to the appropriate areas only upon issuance of an all clear signal issued from a crisis team member.

Individuals with temporary or permanent mobility impairments or those feel they would be unable to evacuate the building in a timely manner due to a personal health condition, should voluntarily inform his/her supervisor of any special needs that they may have in the event of an emergency evacuation. The supervisor, with input from a member of the Crisis Team, will discuss special needs with the individual in relation to the impairment, and what special needs the individual may have in the event of an emergency. The supervisor or Crisis Team member will ensure that persons with mobility impairments are assisted, if necessary, to a safe location in the event of an emergency evacuation.

### **Evacuation Options:**

Individuals with disabilities have four basic evacuation options:

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

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

Individuals with disabilities should follow the following procedures:

- Individuals with temporary or permanent mobility impairments or those feel they would be unable to evacuate the building in a timely manner due to a personal health condition, should voluntarily inform his/her supervisor of any special needs that they may have in the event of an emergency evacuation. The supervisor, with input from a member of the Crisis Team, will discuss special needs with the individual in relation to the impairment, and what special needs the individual may have in the event of an emergency. The supervisor, or Crisis Team member will ensure that persons with



mobility impairments are assisted, if necessary, to a safe location in the event of an emergency evacuation.

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

### **Severe Weather Evacuation Options:**

In the event of unstable weather, a member of the crisis team will monitor and inform all building occupants if the situation worsens to the point of emergency. All building occupants, including individuals with disabilities or who are in need of assistance during an evacuation, will be asked to seek shelter in the designated severe weather shelter area and remain until the All Clear is used. Maps and shelter areas are posted in each department and classroom.

## VIII. GOALS AND TIMETABLES

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

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

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

**Underutilization - # of Individuals**

**Hiring Goals for 2016-2018**

Job Categories	Underutilization - # of Individuals				Hiring Goals for 2016-2018			
	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans	Women	Racial/Ethnic Minorities	Individuals With Disabilities	Veterans
Officials/Administrators		1	1			1		
Professionals		4				2		
Faculty		8	2			2	1	
Office/Clerical		2		1		1		1
Technicians								
Service Maintenance		1						

**Availability:**

The College determined the recruitment area to be statewide for all job categories. In conducting its underutilization analysis, the College used the 2010 Minnesota Statewide Labor Force Availability factor analysis from the American Fact Finder, by the U.S. Census Bureau. Pine Technical and Community College determined it was best to use this type of analysis because the base would reflect a larger pool of candidates and focus more on a rural community than the statistics in the metropolitan area. A one factor analysis was used due to the size of the institution.

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

**Women:**

At the College, the population of women has improved in the following job categories: None and has not improved in the following job categories: None. Pine Technical and Community College is not underutilized under the category of women, nor has it been for the last 6 plan years.

**Minorities:**

At the College, the population of minorities has improved in the following job categories: Faculty, Technicians and has not improved in the following job categories: Professionals. There is increased underutilization within the job category of Professionals due to separations with no replacements hired due to the sunset of the exclusively grant-funded positions. Even with the limited amount of positions filled in the 2014-2016 plan year, PTCC was able to increase the underutilization of this category due to increased awareness within the search committees. There have been and will be limited hiring opportunities due to an overall reduction in staffing availability due to declining enrollments; however, available postings will be evaluated to include the 2016-2018 hiring goals.

**Individuals with Disabilities:**

At the College, the population of individuals with disabilities has improved in the following job categories: Professionals, Faculty and has not improved in the following job categories: Officials/Managers. Although there were limited vacancies in the last plan year, the number of current employees who have self-identified as having a disability has increased. The improvement of underutilization can be directly correlated to the improved communication via the Diversity Committee and Human Resources regarding the definition of disability and self-identifying. With enrollment declines anticipated during the current year, PTCC sees limited opportunities for improvement in the next plan year, but will continue to educate search committees and hiring managers in the need to improve underutilization.

**Veterans:**

At the College, the population of veterans has improved in the following job categories: Officials/Managers and Faculty and has not improved in the following job categories: none. PTCC has remained consistent within four of the job categories and improved in one category due to the focus on veteran employment. PTCC is proud to be included in Military Times Best for Vets: Career and Technical Colleges 2016 rankings. Although that survey was directed towards students and programs offered, it also attracted and allowed retention of veteran staff due to the welcoming culture. As mentioned above, with declining enrollments, there will be limited opportunities for improvement; however, PTCC is committed to continuing promoting an all-inclusive military-friendly environment.

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**IX. AFFIRMATIVE ACTION PROGRAM OBJECTIVES**

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

**Objective #1:** Provide a variety of services to support the diverse needs of protected and underrepresented groups.

**Action Steps:**

1. Have symposiums for students with particular attention to underrepresented groups and first-generation students who may be unfamiliar with the preparation needed and the application process.
2. Provide support services to applicants and college employees on issues of reasonable accommodation to maintain compliance with the Americans with Disabilities Act.
3. Hold welcoming events/orientations for new students, including transfer, part-time, evening and weekend students.
4. Host focus groups to identify obstacles faced by first-generation college students and recommend ways to remove those barriers.
5. Ensure that diversity-related resources are made available to as many students as possible.

**Responsibility:** Cabinet Members, Managers Group, Diversity Committee, Affirmative Action Officer, ADA Coordinators

**Timeline:** Ongoing

**Evaluation:** Track use of services by staff/faculty, students, and the community.

**Objective #2:** Train, engage and empower the Diversity Committee to assist in the diversity and multicultural transformation of the college.

**Action Steps:**

1. Develop a diversity/inclusion awareness campaign to promote understanding of the value of a diverse workforce and encourage participation.
2. Educate and collaborate to gain campus-wide acceptance of the diversity plan.
3. Promote and advocate for diversity within Pine Technical and Community College and the community.
4. Assist search committees to ensure diverse representation in hiring practices.
5. Assist in planning and implementation of diversity training for employees.
6. Develop an annual diversity calendar of events, holidays and training.
7. Assist in compliance issues with the Office of Civil Rights regulations.

**Responsibility:** Diversity Committee Chair, Affirmative Action Officer, and Diversity Committee Members

**Timeline:** Ongoing

**Evaluation:** Diversity committee will evaluate the climate survey results (administered in April 2017) for progress.

**Objective #3:** Improve campus-wide diversity and multicultural awareness, appreciation and engagement.

**Action Steps:**

1. Develop strategies to engage leadership to understand and engage in diversity.
2. Increase accountability by including diversity/inclusion objectives on all performance appraisals.
3. Continually nurture inclusive competency and respect among employees/students by providing opportunities for small group activities and/or discussions (by interest groups, by departments, mixed groups, etc.) and encourage employee participation in multicultural events.
4. Focus on efforts to improve recruitment and retention of diverse faculty and staff.
5. Review PACE survey and Campus Conversation Day evaluations for effectiveness of efforts.
6. Implement an inclusive competency and respectful-workplace training program for all employees

**Responsibility:** Cabinet Members, Managers Group, Diversity Committee, Affirmative Action Officer, ADA Coordinators

**Timeline:** Ongoing

**Evaluation:** Increased participation in diverse activities. An increase in diversity awareness as indicated in the campus climate survey, and CSEE results.

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

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

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

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

When candidates are offered interviews, employees scheduling interviews will describe the interview format to the candidate and provide an invitation to request a reasonable accommodation for individuals with disabilities to allow the candidate equal opportunity to participate in the interview process. All candidates are given an opportunity to review the interview questions fifteen minutes prior to the interview for preparation. This allows for an individual with a disability to determine if they may need a reasonable accommodation in advance of the interview.

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

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

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

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

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

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

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

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

- Monitors progress toward stated goals by job category;
- Analyzes employment activity (hires, promotions, and terminations) by job category to determine if there is adverse impact;
- Analyzes compensation program to determine if there are patterns of discrimination;

- Reviews the accessibility of online systems, websites, and ensures that reasonable accommodations can be easily requested; and
- Discusses progress with College leadership on a periodic basis and makes recommendations for improvement.

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## **XI. RECRUITMENT PLAN**

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

Recruitment costs incurred during the 2014-2016 plan year total: \$2,369.41. That total includes postings and annual fees for posting internally and externally. Below are various recruitment methods or strategies utilized by the College during the past year.

### **A. Advertising Sources**

- Chronicle of Higher Education
- Pine City Pioneer
- Cambridge Star
- Higheredjobs.com
- MnSCU Employment Opportunities
- Upper Midwest HERC
- Minnesota Management and Budget Website
- Pine Technical and Community College Website
- PTCC Blog
- mnDiversity.com
- Indeed.com
- Jobs HQ
- Minnesotaworks.net

To date, the most effective advertising method continues to be the State of MN website and MnSCU Employment Opportunities. Pine Technical and Community College has also found success for general positions posted within the local newspapers.

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

**Pine Technical and Community College Business Expo and Career Fair:** PTCC CEO Club coordinated an event for local businesses to come on campus and provide students and community members with employment opportunities and business information.

**Minnesota and Wisconsin Education Fairs:** Education fairs are college fairs held in mid-fall and spring throughout Minnesota and Wisconsin at high schools and other venues. They are a result of the collaborative work of MACAC, public and private postsecondary schools, and high schools. College representatives from postsecondary schools throughout the Midwest and other states attend to share information about their educational programs with students and parents.

**Pine County Fair:** Employees of the College staffed a booth at the Pine County Fair to recruit students and inform the community regarding the programs offered. PTCC will continue to participate in the future to keep a presence in the community.

**Transitions Fair/Department of Corrections Job Fair:** The local correctional facilities invited Pine Technical and Community College to be present at an event that allows inmates who are soon to be released be informed of their employment and educational options.

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

PTCC participated in many college fairs over the course of the plan years, including but not limited to: Wolf Creek College Fair, Melrose College Fair, Rogers College Fair, Mn TRIO College Fair, and ARCC Health Careers Fair. College Fairs present an opportunity to recruit students as well as promote our college in the communities in which they are held.

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

Pine Technical and Community College will continue its efforts to expand the advertisement of future vacancies within publications that reach a greater population base to increase opportunities to attract applicants with disabilities. At all stages of the hiring process, all persons shall be treated with dignity and respect and provided with equal opportunity. In particular, appropriate accommodations will be offered throughout the hiring process to persons with disabilities.

### **E. Relationship Building and Outreach**

**Operation Community Connect:** Low income families with children in the community that offers resources and services. PTCC staffed a table to offer information regarding programs and our Child Care Aware program that is located on campus. Information on Financial Aid is also provided to the participants. These events happened in five different communities throughout our service area.

**Ally Training:** The Diversity Committee sponsored a training session provided by the Minnesota GLBTA Campus Alliance for employees and faculty of Pine Technical and Community College. The purpose of the training was to empower employees into becoming allies for individuals who identify within this group.



**Dr. Kings' Dream – Mixed Blood Performance:** The Diversity Committee sponsored two performances by Mixed Blood that was entitled Dr. King's Dream. This acclaimed celebration of the life and career of Dr. Martin Luther King, Jr. drawn from his own writings, including the timeless "I have a Dream" speech, illuminates why he is considered one of America's greatest leaders and is honored with a national holiday each January. The performances were offered to the staff, faculty and students as well as the community.

**Opening Doors – Presentation from Deon Clark:** Deon Clark presented to staff, faculty and students regarding opening the doors to potential bias and blind spots, and the challenges that we all face. This presentation was very well attended and we hope to continue to bring more presentations to campus dependent on budget.

**Community Picnic:** Campus was opened up to all members of the community to showcase our campus. Lunch was served by employee volunteers to community members following the tours. PTCC hopes to continue to offer events that open the campus to the community dependent on budget.

**Open House and Car Show:** Campus was opened to all member of the community to showcase the campus. In order to attract more people, a car show was also implemented. Lunch was provided by employee volunteers and participants were encouraged to complete a scavenger hunt to tour the building.

**Discover Pine:** Discover Pine are information sessions offered every other Tuesday at 10 a.m. They include an informative admissions presentation highlighting the application process, the financial aid process, plus an explanation of college programs and degrees. Discover Pine also includes an optional walking tour of the building highlighting the Cisco Academy Computer Science lab, our advanced Medical Simulation Technology labs, Biological Science lab, Advanced Manufacturing Technology lab, and more! The Discover Pine information session may last up to one hour, and the Walking Tour lasts about 20 minutes.

**Freedom Fest 2016:** Employees from our Advanced Manufacturing Engineering Grant volunteered to present information to veterans regarding the programs that are offered at PTCC. PTCC will continue to participate in the future as it helped to promote the college as well as the services provided by our Career Center.

## **F. Internships**

None

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

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

## **XII. RETENTION PLAN**

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

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

Amy Kruse, Chief Human Resource Officer, 320-629-5129, [krusea@pine.edu](mailto:krusea@pine.edu)

### **B. Separation and Retention Analysis by Protected Groups (See Chart Below for detail)**

During the biennium, twenty (20) employees left their employment at Pine Technical and Community College. Of those twenty, seven (7) left voluntarily, five (5) retired. Of the seven that resigned, five were from a protected group; and of the five that retired, three were from a protected group but none of these separations were from an underutilized group for our campus. The remainder of the separations were involuntary: four (4) were formally laid-off, two (2) were terminated without rights, and two (2) were dismissed/non-renewed. Of the four that were laid-off, two were from a protected group, one underutilized. Both of the termination without rights were from a protected group; and none of the individuals that were dismissed/non-renewed were from a protected class.

Pine Technical and Community College is currently in fiscal recovery, which attributed to six of the eight involuntary separations. Low student enrollments have led to less need for technicians/faculty in the classroom as well as the change of emphasis within a degree field resulted in reduction of a faculty member.

Analysis of this data appears to show that separation patterns of non and protected group employees are not significantly different and that the primary reason for separation was resignation for predominately personal and market reasons.

The College will continue to recruit and retain its staff and faculty with special emphasis on underutilized group members.

#### **Officials/Administrators – 2 Departures**

1 Voluntary Separation	1 Resignation
1 Involuntary Separation	1 Layoff

Summary: PTCC has 15 official/administrators in this job category and maintains full utilization in the protected group of women. This job category remains disparate by 1 person of a minority group, 1 person with a disability, and one veteran.

#### **Professionals – 6 Departures**

4 Voluntary Separation	4 Resignation
2 Involuntary Separation	1 Layoff
	1 Dismissal

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Summary: PTCC increased in this category by one employee during these plan years. Due to loss in funding, a position was eliminated resulting in a layoff of an individual within the protected group of minorities increasing our underutilization within the professional job category. The increase in self-disclosure of disabilities drastically improved our underutilization from the 2014-2016 plan year to the 2016-2018.

**Faculty – 5 Departures**

3 Voluntary Separation	1 Resignation
	2 Retirement
2 Involuntary Separation	1 Non-Renewal
	1 Termination without Rights

Summary: PTCC decreased the total number of employees within this group by three. Although the total number of employee within this employment group has declined mainly due to decreased enrollments, the College was able to improve the utilization in all four areas of utilization.

**Office/Clerical – 4 Departures**

3 Voluntary Separation	2 Resignation
	1 Retirement
1 Involuntary Separation	1 Termination w/o Rights

Summary: PTCC increased the total number of employees within this group by one. There is no change in utilization within this employment group.

**Office/Clerical – 4 Departures**

3 Voluntary Separation	2 Resignation
	1 Retirement
1 Involuntary Separation	1 Termination w/o Rights

Summary: PTCC increased the total number of employees within this group by one. Even with the reduction of three individuals within the protected group of women, PTCC remains underutilized within that category. There is no change in utilization within this employment group over the four protected groups.

**Technicians – 2 Departures**

2 Involuntary Separation	2 Layoff
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Summary: Due to the decline in enrollments, the need for assistance within the classroom has decreased, therefore leading to the layoff of two individuals. With the decline of the total number of employees within this field, the disparity was improved in the category of minorities.

**Service Maintenance – 1 Departures**

1 Voluntary Separation	1 Retirement
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Summary: The retirement of the one individual made no disparate impact to the utilization in the protected groups.

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

- Provide cultural competency training for staff, faculty and students on an ongoing basis.
- Annually provide employees information regarding the Employee Assistance Program which includes services for employees and work related concerns.
- Encourage opportunities for personal and professional growth for employees.
- Create and implement a robust New Employee Orientation program to help new hires succeed in acclimating to the new position.
- Update and promote the Employee Recognition Program which will include multiple avenues to recognize performance, years of service, and the value system held by Pine Technical and Community College.

**APPENDIX**

**Complaint of Discrimination/Harassment Form**

Pine Technical and Community College  
 900 4<sup>th</sup> Street SE  
 Pine City, MN 55063  
 320-629-5100

**Please Read Before Completion of Form**

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

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

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

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

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

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

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

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Complainant Signature

Date

---

Affirmative Action Officer Signature

Date

## Employee/Applicant Request for ADA Reasonable Accommodation Form



### State of Minnesota – Pine Technical and Community College Employee/Applicant Request for ADA Reasonable Accommodation Form

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

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Employee Name

Job Title

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Work Location

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

#### Questions to clarify accommodation requested.

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

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



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

### **Information Pertaining to Medical Documentation**

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

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

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

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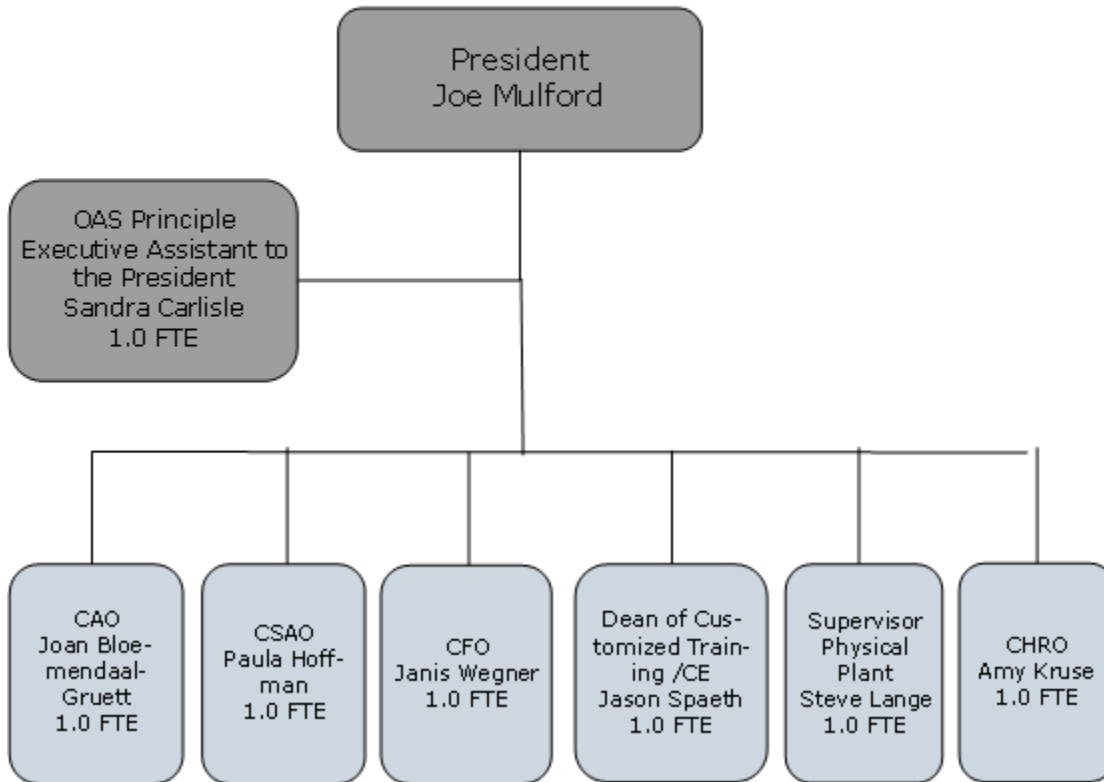
Employee Signature

Date

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## College Organizational Chart

### Pine Technical and Community College Organizational Chart



PINE TECHNICAL AND COMMUNITY COLLEGE  
AFFIRMATIVE ACTION PLAN 2016-2018

## Underutilization Analysis Worksheets

Pine Technical and Community College									
JOB CATEGORY AVAILABILITY/UTILIZATION/UNDERUTILIZATION ANALYSIS & ANNUAL GOALS									
Worksheet for comparing incumbency to availability and setting goals to correct underutilization.									
WOMEN									
Job Categories	Total Employees in Job Group	Total Number of Women in Group	% of Women in the Group	Availability %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	15	<10	60.00%	40.20%	6	<10	<10	Same	<10
Professionals	38	31	81.58%	55.70%	21	<10	<10	Same	<10
Faculty	53	32	60.38%	46.20%	24	<10	<10	Same	<10
Office/Clerical	18	17	94.44%	63.40%	11	<10	<10	Same	<10
Technicians	<10	<10	75.00%	57.20%	2	<10	<10	Same	<10
Service Maintenance	<10	<10	66.67%	44.40%	1	<10	<10	Same	<10
Totals	131	94	71.76%						
MINORITIES									
Job Categories	Total Employees in Job Group	Total Number of Minorities in Group	% of Minorities in the Group	Availability %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	15	<10	0.00%	7.60%	1	<10	<10	Same	<10
Professionals	38	<10	0.00%	10.60%	4	<10	<10	Not Improved	<10
Faculty	53	<10	9.43%	24.90%	13	<10	11	Improved	<10
Office/Clerical	18	<10	0.00%	10.50%	2	<10	<10	Same	<10
Technicians	<10	<10	0.00%	10.60%	0	<10	<10	Improved	<10
Service Maintenance	<10	<10	0.00%	19.50%	1	<10	<10	Same	<10
Totals	131	<10	3.82%						
INDIVIDUALS WITH DISABILITIES									
Job Categories	Total Employees in Job Group	Total Number of Individ./ with Disabilities in Group	% of Individ. w/ Disabilities in the Group	Availability %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/Administrators	15	<10	0.00%	7.00%	1	<10	<10	Not Improved	<10
Professionals	38	<10	10.53%	7.00%	3	<10	<10	Improved	<10
Faculty	53	<10	3.77%	7.00%	4	<10	<10	Improved	<10
Office/Clerical	18	<10	5.56%	7.00%	1	<10	<10	Same	<10
Technicians	<10	<10	0.00%	7.00%	0	<10	<10	Same	<10
Service Maintenance	<10	<10	0.00%	7.00%	0	<10	<10	Same	<10
Totals	131	<10	5.34%						
Veterans									
Job Categories	Total Employees in Job Group	Total Number of Veterans in Group	% of Veterans in the Group	Availability %	Availability Number	AAP 2016-2018 Number Underutilized	AAP 2014-2016 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials and Managers	15	<10	6.67%	8.00%	1	<10	<10	Improved	<10
Professionals	38	<10	7.89%	8.00%	3	<10	<10	Same	<10
Faculty	53	<10	7.55%	8.00%	4	<10	<10	Improved	<10
Office/Clerical	18	<10	0.00%	8.00%	1	<10	<10	Same	<10
Technicians	<10	<10	0.00%	8.00%	0	<10	<10	Same	<10
Service Maintenance	<10	<10	0.00%	8.00%	0	<10	<10	Same	<10
Totals	131	<10	6.11%						
Source: American Fact Finder (U.S. Census Bureau, 2010 Census)									
For Disabilities and Veterans, the Availability % comes from the Office of Federal Contractor Compliance Program ("OFCCP")									

PINE TECHNICAL AND COMMUNITY COLLEGE  
AFFIRMATIVE ACTION PLAN 2016-2018

### Separation Analysis by Protected Groups Worksheets

Pine Technical and Community College

**SEPARATION ANALYSIS**

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

TOTAL SEPARATIONS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	<10	10.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	<10	35.00%	<10	71.43%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation										
Retirement	<10	25.00%	<10	60.00%	0	0.00%	0	0.00%	<10	20.00%
Deaths										
Lay-off	<10	20.00%	<10	25.00%	<10	25.00%	0	0.00%	0	0.00%
Termination without Rights	<10	10.00%	<10	50.00%	<10	50.00%	0	0.00%	0	0.00%
<b>Total Separations</b>	<b>20</b>	<b>100.00%</b>	<b>10</b>	<b>50.00%</b>	<b>&lt;10</b>	<b>10.00%</b>	<b>0</b>	<b>0.00%</b>	<b>&lt;10</b>	<b>5.00%</b>

OFFICIALS/ADMINISTRATORS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification										
Resignations	<10	50.00%	<10	100.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation										
Retirement										
Deaths										
Lay-off	<10	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights										
<b>Total Separations</b>	<b>&lt;10</b>	<b>100.00%</b>	<b>&lt;10</b>	<b>50.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

PROFESSIONALS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	<10	16.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	<10	66.67%	<10	50.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation										
Retirement										
Deaths										
Lay-off	<10	16.67%	0	0.00%	<10	100.00%	0	0.00%	0	0.00%
Termination without Rights										
<b>Total Separations</b>	<b>&lt;10</b>	<b>100.00%</b>	<b>&lt;10</b>	<b>33.33%</b>	<b>&lt;10</b>	<b>16.67%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

FACULTY										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification	<10	20.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	<10	20.00%	<10	100.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation										
Retirement	<10	40.00%	<10	50.00%	0	0.00%	0	0.00%	0	0.00%
Deaths										
Lay-off										
Termination without Rights	<10	20.00%	0	0.00%	<10	100.00%	0	0.00%	0	0.00%
<b>Total Separations</b>	<b>&lt;10</b>	<b>100.00%</b>	<b>&lt;10</b>	<b>40.00%</b>	<b>&lt;10</b>	<b>20.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

OFFICE/CLERICAL										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification										
Resignations	<10	50.00%	<10	100.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation										
Retirement	<10	25.00%	<10	100.00%	0	0.00%	0	0.00%	0	0.00%
Deaths										
Lay-off										
Termination without Rights	<10	25.00%	<10	100.00%	0	0.00%	0	0.00%	0	0.00%
<b>Total Separations</b>	<b>&lt;10</b>	<b>100.00%</b>	<b>&lt;10</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

TECHNICIANS										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification										
Resignations										
Enhanced Separation										
Retirement										
Deaths										
Lay-off	<10	100.00%	<10	50.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights										
<b>Total Separations</b>	<b>&lt;10</b>	<b>100.00%</b>	<b>&lt;10</b>	<b>50.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>

SERVICE MAINTENANCE										
Types of Separation	Total Number	Total Percentage	Total Number of Women	Percentage of Women	Total Number of Minorities	Percentage of Minorities	Total Number of Indiv w/Disabilities	Percentage of Indiv w/Disabilities	Total Number of Veterans	Percentage of Veterans
Dismissal or Non-Certification										
Resignations										
Enhanced Separation										
Retirement	<10	100.00%	0	0.00%	0	0.00%	0	0.00%	<10	100.00%
Deaths										
Lay-off										
Termination without Rights										
<b>Total Separations</b>	<b>&lt;10</b>	<b>100.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>&lt;10</b>	<b>100.00%</b>