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State of Minnesota

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# **Anoka Technical College**

# **Anoka-Ramsey Community College**

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## **Affirmative Action Plan**

**August 2016 – August 2018**



Anoka Technical College  
1355 West Highway 10  
Anoka, MN 55303



Anoka-Ramsey Community  
College – Cambridge  
300 Spirit River Drive South  
Cambridge, MN 55008

Anoka-Ramsey Community  
College – Coon Rapids  
11200 Mississippi Blvd NW  
Coon Rapids, MN 55433

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## **Anoka Technical College and Anoka-Ramsey Community College 2016– 2018 Affirmative Action Plan**

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## I. EXECUTIVE SUMMARY

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### **Anoka Technical College and Anoka Ramsey Community College Affirmative Action Plan 2014-2016**

Review revealed underutilization of the following protected group(s) in the following EEO-4 job categories:

Table 1. Underutilization Analysis of Protected Groups

#### **Anoka Technical College**

EEO-4 Job Categories	PROTECTED GROUPS			
	Women	Racial/Ethnic Minorities	Persons With Disabilities	Veterans
Officials/Administrators				
Professionals		XX		
Technicians		XX		
Faculty		XX	XX	XX
Office/Clerical		XX		XX
Skilled Craft				
Service Maintenance	XX	XX		

#### **Anoka Ramsey Community College**

EEO-4 Job Categories	PROTECTED GROUPS			
	Women	Racial/Ethnic Minorities	Persons With Disabilities	Veterans
Officials/Administrators			XX	XX
Professionals			XX	XX
Technicians	XX	XX	XX	XX
Faculty		XX	XX	XX
Office/Clerical		XX	XX	XX
Skilled Craft				
Service Maintenance	XX		XX	

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



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



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

\_\_\_\_\_  
7/25/16

(date)



\_\_\_\_\_  
Human Resources Director or Designee

\_\_\_\_\_  
7/20/2016

(date)



\_\_\_\_\_  
Commissioner/Agency Head

\_\_\_\_\_  
7/22/2016

(date)



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## II. STATEMENT OF COMMITMENT

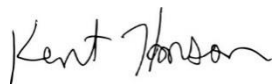
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This statement reaffirms Anoka Technical College (ATC) and Anoka-Ramsey Community College (ARCC) are committed to Minnesota's statewide affirmative action efforts and providing equal employment opportunity to all employees and applicants for employment in accordance with equal opportunity and affirmative action laws.

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

- Discrimination against applicants or employees on the basis of race, color, creed, religion, national origin, sex, sexual orientation, disability, age, marital status, membership or activity in a local human rights commission, or status with regard to public assistance will not be tolerated.
- 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 applicants and employees with disabilities.
- This college will continue to actively promote a program of affirmative action, wherever minorities, women, and persons 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 managers and supervisors in promoting equal opportunity and achieving affirmative action objectives contained herein. In addition, the college will expect all employees to perform their job duties in a manner that promotes equal opportunity for all.

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



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President

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7/22/2016

(date)



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

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#### **A. President: Dr. Kent Hanson**

##### **Responsibilities:**

The President is responsible for the establishment of an affirmative action plan that complies with all federal and state laws and regulations.

##### **Duties:**

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

- Appoint the affirmative action officer and include accountability for the administration of the college affirmative action plan in his position description.
- To take action, if needed, on complaints of discrimination and harrassment.
- To 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.
- To actively promote equal opportunity employment.
- Require all college directors, managers and supervisors include responsibility statements for supporting affirmative action, equal opportunity, diversity and/or cultural responsiveness in their position descriptions and annual objectives;

##### **Accountability:**

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

#### **B. Affirmative Action Officer: Venoreen Browne-Boatswain, Director of Diversity and Multiculturalism**

##### **Responsibilities:**

The Affirmative Action Officer ("AAO") is responsible for implementation of the college affirmative action and equal opportunity program, and oversight of the college compliance with equal opportunity and affirmative action laws.

##### **Duties:**

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

- Preparation and oversight of agency affirmative action and equal opportunity plan, including development and setting of college goals;
- Monitor the compliance and fulfill all affirmative action reporting requirements;
- Inform the college President of progress in affirmative action and equal opportunity and report potential concerns;



- Review the Affirmative Action Plan at least annually, and provide updates as appropriate;
- Provide a college 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 colleges considerations, policies and practices;
- Participate in and/or develop strategies to recruit individuals in protected class persons for employment, promotion and training opportunities;
- Stay current on changes to equal opportunity and affirmative action laws and interpretation of the laws.
- Provide consultation and/or training to hiring directors, managers and supervisors regarding recruitment, selection, and retention best practices and resources, progress on hiring goals, providing 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 Chief Human Resource Officer and the President of the college for the overall implementation and administration of the college's affirmative action and equal opportunity programs.

**c. Americans with Disabilities Act Coordinator:**

<b>Anoka Technical College</b>		
Faculty/staff	Jay Nelson	Interim Chief Human Resource Officer
Student	Julie Packer	Coordinator of Disability Service
<b>Anoka-Ramsey Community College</b>		
Faculty/Staff	Jay Nelson	Interim Chief Human Resource Officer
Student	Linnea Janas	Disability Services Coordinator

**Responsibilities:**

The Americans with Disabilities Act ("ADA") Coordinator is responsible for the oversight of the college compliance with the Americans with Disabilities Act ("ADA") Title I – Employment and Title II – Public Services, in accordance with the American with Disability Act - as amended, the Minnesota Human Rights Act, and Executive Order 96-09.

**Duties:**



The duties of the ADA Coordinator shall include, but not limited, to the following:

- Provide guidance, coordination, and direction to college management with regard to the ADA in the development and implementation of college policy, procedures, and practices and programs to ensure they are accessible and nondiscriminatory.
- Provide training, 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 job applicants and other opportunities for improvement; and
- Track and facilitate requests for reasonable accommodations for employees and job applicants, as well as members of the public accessing the college services, and reports reasonable accommodations annually to Minnesota Management and Budget.

**Accountability:**

The ADA Coordinator reports directly to the college President Dr. Kent Hanson.

**D. Human Resources Director**

**Jay Nelson, Interim Chief Human Resource Officer**

**Responsibilities:**

The Human Resources (“HR”) Officer is responsible for ensuring equitable and uniform administration of all personnel policies including taking action to remove barriers to equal employment opportunity with the college.

**Duties:**

The duties of the Chief Human Resource Officer include, but are not limited, to the following:

- Provide leadership to HR staff and others 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 hiring managers and supervisors;
- Include the AAO in the decision-making process regarding personnel actions involving protected group members, including hiring, promotion, disciplinary actions, reallocation, transfer and termination, and department and division-wide classification studies;
- Include responsibility statements for affirmative action/equal employment opportunity in position descriptions and annual performance objectives;
- Assist in recruitment and retention of protected class persons, and notify managers and supervisors of existing disparities;
- Make available to the AAO and ADA Coordinator all necessary records and data necessary to perform duties related to equal opportunity and affirmative action.



**Accountability:**

The HR Director is directly accountable to the college President Dr. Kent Hanson.

**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 affirmative action programs and policies to ensure fair and equal treatment of all applicants and employees.

**Duties:**

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

- To assist the AAO in identifying and resolving problems and eliminating barriers which inhibit equal employment opportunity;
- To communicate the college affirmative action policy to assigned staff;
- To carry out supervisory responsibilities in accordance with the equal employment opportunity and affirmative action policies embodied in this plan;
- To maintain a consistent standard within the workforce so that employees are evaluated, recognized, developed and rewarded on a fair and equitable basis;
- To include responsibility statements for supporting affirmative action, equal opportunity, diversity, 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 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.
- Refrain from any actions that would adversely affect the performance of a coworker with respect to their race, color, creed, religion, age, national origin, sex, marital



status, public assistance, disability, sexual orientation, or membership in a local human rights commission.

**Accountability:**

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

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## **IV. COMMUNICATION OF THE AFFIRMATIVE ACTION PLAN**

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

### **A. Internal Methods of Communication**

- 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 college leadership or alternatively, the AAO, to all staff on an annual basis.

The college Affirmative Action Plan is available to all employees on the college internal website at:

Anoka Technical College:

<http://www.anokatech.edu/FacultyStaff/HR/Employment/~media/E9501E56EADB4173AB5B0DCA DFE6FAA3.ashx>

Anoka-Ramsey Community College:

<https://arccwebstorage.blob.core.windows.net/media/1928/2014-2016-aa-plan.pdf>, or

- In print copy to anyone who requests it. As requested, the college will make the plan available in alternative formats.
- Nondiscrimination and equal opportunity statements and posters are prominently displayed and available in areas frequented and accessible to employees.

### **B. External Methods of Communication**

- The college Affirmative Action Plan is available on the college external website at

Anoka Technical College:

[https://myanokaramseyedu.sharepoint.com/myanokatechedu\\_myankaramseyedu/hr/Shared%20Documents/2014-2016%20AA%20Plan.pdf](https://myanokaramseyedu.sharepoint.com/myanokatechedu_myankaramseyedu/hr/Shared%20Documents/2014-2016%20AA%20Plan.pdf)

Anoka-Ramsey Community College:

<https://arccwebstorage.blob.core.windows.net/media/1928/2014-2016-aa-plan.pdf> or



- In print copy to anyone who requests it. As requested, the college will make the plan available in alternative formats.
- The college 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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## V. EQUAL OPPORTUNITY AND NONDISCRIMINATION IN EMPLOYMENT AND EDUCATION

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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, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on familial status or membership or activity in a local commission as defined by law is prohibited.

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

This policy is directed at verbal or physical conduct that constitutes discrimination/ harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Minnesota State 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 Board Policy 4.10, Nepotism.

**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:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, evaluation of a student's academic performance, or term or condition of participation in student activities or in other events or activities sanctioned by the college or university; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions or other decisions about participation in student activities or other events or activities sanctioned by the college or university; or



3. Such conduct has the purpose or effect of threatening an individual's employment; interfering with an individual's work or academic performance; or creating an intimidating, hostile, or offensive work or educational environment.

**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:

1. Protected class includes race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, familial status and membership or activity in a local human rights commission are protected classes in employment.
2. This policy prohibits use of protected class status as a factor in decisions affecting education Page 3 Policy 1B.1 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:

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

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

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



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

1. Are enrolled in one or more courses, either credit or non-credit, through a college or university;
2. Withdraw, transfer or graduate, after an alleged violation of the student conduct code.;
3. Are not officially enrolled for a particular term but who have a continuing relationship with the college or university;
4. Have been notified of their acceptance for admission or have initiated the process of application for admission or financial aid; or
5. 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 Page 4 Policy 1B.1 the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or compensation plan.

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

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

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## **VI. COMPLAINT PROCEDURE FOR PROCESSING COMPLAINTS OF ALLEGED HARASSMENT/DISCRIMINATION**

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The Anoka Technical College and Anoka Ramsey Community College has established the following discrimination complaint procedure to be used by all employees and applicants. Coercion, reprisal, or intimidation against anyone filing a complaint or serving as a witness under this procedure is prohibited.

### **Responsibility of Employees**



All employees shall respond promptly to any and all requests by the Affirmative Action Officer designee for information and for access to data and records for the purpose of enabling the Affirmative Action Officer designee to carry out responsibilities under this complaint procedure.

### **Who May File**

Any employees or applicants who believes that s/he has been discriminated against by reason of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, membership or activity in a local human rights commission, disability, sexual orientation, or age may file a complaint. Employees who are terminated are encouraged to file their internal complaint prior to their actual separation; however, complaints will be taken for a reasonable period of time subsequent to the actual separation date.

### **The Complaint Procedure**

The internal complaint procedure provides a method for resolving complaints involving violations of this agency's nondiscrimination policy within the agency. Employees and applicants are encouraged to use this internal complaint process. Retaliation against a person who has filed a complaint either internally or through an outside enforcement agency or other legal channels is prohibited. The Affirmative Action Officer designee may contact the Office of Diversity and Equal Opportunity if s/he wants information about filing a complaint.

### **Filing Procedures**

1. The employee or applicant completes the "Complaint of Discrimination Form" provided by the Affirmative Action Officer designee. Employees are encouraged to file a complaint within a reasonable period of time after the individual becomes aware that a situation may involve discriminatory harassment. The Affirmative Action Officer designee will, if requested, provide assistance in filling out the form.
2. The Affirmative Action Officer designee determines if the complaint falls under the purview of Equal Employment Opportunity law, i.e., the complainant is alleging discrimination or harassment on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, membership or activity in a local human rights commission, disability, sexual orientation, or age; or if the complaint is of a general personnel concern. The Affirmative Action Officer designee shall also discuss other options for resolution, such as the workplace mediation.
  - A. If it is determined that the complaint is not related to discrimination but rather to general personnel concerns, the Affirmative Action Officer designee will inform the complainant, in writing, within ten (10) working days.
  - B. If the complaint is related to discrimination, the Affirmative Action Officer designee will, within ten (10) working days, contact all parties named as respondents and outline the



basic facts of the complaint. The respondents will be asked to provide a response to the allegations within a specific period of time.

3. The Affirmative Action Officer designee shall then investigate the complaint. At the conclusion of the investigation, the Affirmative Action Officer designee shall notify the complainants and respondents that s/he has completed the investigation. The Affirmative Action Officer designee shall then review the findings of the investigation.
  - A. If there is sufficient evidence to substantiate the complaint, appropriate action will be taken.
  - B. If insufficient evidence exists to support the complaint, a letter will be sent to the complainants and the respondents dismissing the complaint.
4. A written answer will be provided to the parties within sixty (60) days after the complaints are filed. The complainants will be notified should extenuating circumstances prevent completion of the investigation within sixty (60) days.
5. Disposition of the complaint will be filed with the Commissioner of the Minnesota Management & Budget within 30 days after the final determination.
6. All documentation associated with a complaint shall be considered investigative data under the Minnesota Government Data Practices Act. The status of the complaint will be shared with the complainants and respondents. After an investigation is completed and all appeals are exhausted, all documentation is subject to the provisions of the Minnesota Government Data Practices Act.
7. All data collected may at some point become evidence in civil or criminal legal proceedings pursuant to state or federal statutes. An investigation may include, but is not limited to, the following types of data:
  - A. Interviews or written interrogatories with all parties involved in the complaint, e.g., complainants, respondents, and their respective witnesses; officials having pertinent records or files, etc.
  - B. All records pertaining to the case i.e., written, recorded, filmed, or in any other form.
8. The Affirmative Action Officer designee shall maintain records of all complaints and any pertinent information or data for three (3) years after the case is closed.



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## VII. REASONABLE ACCOMMODATIONS IN EMPLOYMENT

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

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

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

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

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

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

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

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

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

**Subpart C. Individual with a Disability:** An individual with a disability for the purposes of



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

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

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

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

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

**Part 6. Providing Reasonable Accommodations.**

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

**Subpart B. Essential Functions.** The system office, college or university may deny employment or advancement in employment based on the inability of an individual with a disability to perform the essential functions of the job and may decline to make



accommodations to the physical or mental needs of an employee or job applicant with a disability if:

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

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

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

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

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

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

1. MnSCU policy statement and definitions;



2. Assignment and identification of a staff member responsible for administering requests for reasonable accommodations;
3. Provide a process for appealing a reasonable accommodations decision.

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

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

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### **Accommodations for Disabled Employees During Emergency Closing**

In case of an emergency, all employees who are deaf or hard of hearing will receive notification, if at work, by the supervisor or designated person. If an emergency is called after work hours that affect the deaf or hard-of-hearing employee, the supervisor or designee may use the MN Relay Service (1-800-627-3529) to contact the employee using the TTY.

### **Building Evacuation**

Information is provided to all employees and is posted in all college buildings. It details emergency evacuation procedures, including the specific procedures for evacuation of employees who may have mobility impairments. During a building evacuation, personnel assigned to emergencies (see page 12) will assist anyone with special needs to the nearest exit and/or assign one or more people to "buddy up" and assist with the special needs individual.

### **Evacuation Options for Disabled Individuals**

Individuals with disabilities have the following four basic evacuation options:

- Horizontal Evacuation: Using building exits to the outside ground level or entering unaffected wings of the building
- Stairway Evacuation: Using stairs to reach ground level exits from the 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 an individual requiring evacuation assistance takes shelter in place, they should immediately dial 911 and report their location to emergency services, who will then relay that information to on-site responders. This option may be more appropriate if the individual is alone at the time of the emergency. During evacuation, safety wardens will check their respective areas for any remaining building occupants.
- Area of Rescue Assistance: Identifies areas that can be used as a means of egress or shelter for individuals with disabilities. These areas can be used until rescue can be facilitated by emergency responders.

Facilities, along with Security will communicate the location of the emergency over radios and the Emergency Notification System as soon as the situation is known.

### **Evacuation Procedures for Disabled Individuals**

Individuals with disabilities should follow these procedures:



- **Mobility Disabilities (Wheelchairs or other Personal Mobility Devices “PMD’s”):** When an alarm sounds, individuals using PMD’s should be accompanied to an area of rescue assistance or shelter in place by either an employee or an individual designated by a safety warden. Safety and Security, along with Safety Wardens will respond to these areas of rescue assistance when a building evacuation is initiated to notify emergency responders of the individuals that need evacuation assistance.
- **Mobility Disabilities (for individuals who do not use PMD’s):** Individuals with mobility disabilities, who are able to walk independently, may be able to negotiate stairs with minor assistance. If danger is imminent, the individual should wait until the heavy traffic has cleared and ask for assistance before using stairs. If there is no immediate danger, the individual may choose to wait at an area of rescue assistance until emergency responders arrive to help.
- **Hearing Disabilities:** The college buildings are equipped with fire alarm horns and strobes that sound an alarm and flash strobe lights. The strobe lights are for those who are deaf or hard of hearing. If those with hearing disabilities do not notice the alarm, safety wardens will notify them while they are checking their respective areas.
- **Visual Disabilities:** The college buildings are equipped with fire alarm horns and strobes that sound an alarm and flash strobe lights. The horn will alert those with visual disabilities. If an individual has already not received assistance, the safety wardens will either assist, or designate someone to assist those with visual impairment, as the emergency evacuation route may not be an area that they are familiar with.

The evacuation options and procedures mentioned above will also apply to any severe weather related situations.

Every emergency situation is different. All individuals with disabilities should have a plan of action for different situations and “buddy up” with people who can offer assistance in the event of an emergency. Faculty should be aware of individuals with disabilities in their classrooms to assist or designate someone to assist that individual; staff should be aware of individuals with disabilities within their departments and work areas to offer the same assistance.

**Clifford Anderson Director of Public Safety at 763-433-1184,  
Clifford.Anderson@anokaramsey.edu**

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

**Anoka Technical College: S:\Safety&Security\Emergency Response Plan ATC**  
**Anoka-Ramsey Community College: N:\ARCC Public\Safety and Security\Emergency Response Plan (ERP)**

#### GOALS AND TIMETABLES

Through the utilization analysis, the agency has determined which job groups are underutilized for women, minorities and persons with disabilities within the agency and has set the following hiring goals for the next two years.



# Anoka Technical College

## JOB CATEGORY AVAILABILITY/UTALIZATION/UNDERUTALIZATION ANAYSIS & ANNUAL GOALS

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

WOMEN									
Job Categories	Total Employees in Job Group	Total Number of Women in Group	% of Women in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/ Administrators	6	5	83.33%	40.20%	2	-3	0	Same	0
Professionals	19	11	57.89%	55.70%	11	0	0	Same	0
Faculty	61	40	65.57%	46.20%	28	-12		n/a	n/a
Office/Clerical	18	18	100.00%	63.40%	11	-7	0	Same	0
Technicians	7	5	71.43%	57.20%	4	-1	0	Same	0
Skilled Craft	2	0	0.00%	6.30%	0	0	0	Same	0
Service Maintenance	5	1	20.00%	44.40%	2	1	4	Improved	3
Totals	118	80	67.80%						

MINORITIES									
Job Categories	Total Employees in Job Group	Total Number of Minorities in Group	% of Minorities in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/ Administrators	6	1	16.67%	7.60%	0	-1	1	Improved	2
Professionals	19	1	5.26%	12.50%	2	1	5	n/a	n/a
Faculty	61	2	3.28%	24.90%	15	13		n/a	n/a
Office/Clerical	18	1	5.56%	10.50%	2	1	0	Not Improved	-1
Technicians	7	0	0.00%	10.60%	1	1	1	Same	0
Skilled Craft	2	0	0.00%	8.80%	0	0	0	Same	0
Service Maintenance	5	0	0.00%	19.50%	1	1	2	Improved	1
Totals	118	5	4.24%						



**Anoka Technical College**

**JOB CATEGORY AVAILABILITY/UTALIZATION/UNDERUTALIZATION ANAYSIS & ANNUAL GOALS**

(continued)

INDIVIDUALS WITH DISABILITIES									
Job Categories	Total Employees in Job Group	Total Number of Indiv./ with Disabilities in Group	% of Indiv. w/ Disabilities in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/ Administrators	6	0	0.00%	7.00%	0	0	1	Improved	1
Professionals	19	1	5.26%	7.00%	1	0	11	n/a	n/a
Faculty	61	0	0.00%	7.00%	4	4		n/a	n/a
Technicians	7	0	0.00%	7.00%	0	0	0	Same	0
Office/Clerical	18	1	5.56%	7.00%	1	0	3	Improved	3
Skilled Craft	2	0	0.00%	7.00%	0	0	0	Same	0
Service Maintenance	5	0	0.00%	7.00%	0	0	2	Improved	2
Totals	118	2	1.69%						

VETERANS									
Job Categories	Total Employees in Job Group	Total Number of Veterans in Group	% of Veterans in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/ Administrators	6	0	0.00%	8.00%	0	0	n/a	n/a	n/a
Professionals	19	1	5.26%	8.00%	2	1	n/a	n/a	n/a
Faculty	61	0	0.00%	8.00%	5	4	n/a	n/a	n/a
Technicians	7	0	0.00%	8.00%	1	1	n/a	n/a	n/a
Office/Clerical	18	1	5.56%	8.00%	1	1	n/a	n/a	n/a
Skilled Craft	2	0	0.00%	8.00%	0	0	n/a	n/a	n/a
Service Maintenance	5	0	0.00%	8.00%	0	0	n/a	n/a	n/a
Totals	118	2	1.69%						

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



# Anoka-Ramsey Community College

## JOB CATEGORY AVAILABILITY/UTALIZATION/UNDERUTALIZATION ANAYSIS & ANNUAL GOALS

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

WOMEN									
Job Categories	Total Employees in Job Group	Total Number of Women in Group	% of Women in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/ Administrators	40	20	50.00%	40.20%	16	-4	0	Same	0
Professionals	70	48	68.57%	55.70%	39	-9	n/a	n/a	n/a
Faculty	145	85	58.62%	46.20%	67	-18	n/a	n/a	n/a
Technicians	59	52	88.14%	63.40%	37	-15	0	Same	0
Office/Clerical	23	9	39.13%	57.20%	13	4	0	Not Improved	-4
Skilled Craft	5	0	0.00%	6.30%	0	0	0	Same	0
Service Maintenance	22	4	18.18%	44.40%	10	6	7	Improved	1
Totals	364	218	59.89%						

MINORITIES									
Job Categories	Total Employees in Job Group	Total Number of Minorities in Group	% of Minorities in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/ Administrators	40	2	5.00%	7.60%	3	1	0	Improved	1
Professionals	70	8	11.43%	10.60%	7	-1	n/a	n/a	n/a
Faculty	145	10	6.90%	24.90%	36	26	n/a	n/a	n/a
Technicians	59	3	5.08%	10.50%	6	3	3	Same	0
Office/Clerical	23	2	8.70%	10.60%	2	0	0	Same	0
Skilled Craft	5	0	0.00%	8.80%	0	0	0	Same	0
Service Maintenance	22	5	22.73%	19.50%	4	-1	1	Improved	2
Totals	364	30	8.24%						



**Anoka-Ramsey Community College**

**JOB CATEGORY AVAILABILITY/UTALIZATION/UNDERUTALIZATION ANAYSIS & ANNUAL GOALS**

(continued)

INDIVIDUALS WITH DISABILITIES									
Job Categories	Total Employees in Job Group	Total Number of Indiv./ with Disabilities in Group	% of Indiv. w/ Disabilities in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/ Administrators	40	1	2.50%	7.00%	3	2	2	Same	0
Professionals	70	0	0.00%	7.00%	5	5	n/a	n/a	n/a
Faculty	145	0	0.00%	7.00%	10	10	n/a	n/a	n/a
Technicians	23	1	4.35%	7.00%	2	1	1	Same	0
Office/Clerical	59	1	1.69%	7.00%	4	3	10	Improved	7
Skilled Craft	5	0	0.00%	7.00%	0	0	0	Same	0
Service Maintenance	22	0	0.00%	7.00%	2	2	3	Improved	1
Totals	364	3	0.82%						

VETERANS									
Job Categories	Total Employees in Job Group	Total Number of Veterans in Group	% of Veterans in the Group	Availability %	Availability Number	AAP 2014-2016 Number Underutilized	AAP 2012-2014 Underutilized	Improved, Not Improved, Same	Numerical Difference in the Two Plans
Officials/ Administrators	40	0	0.00%	8.00%	3	3	n/a	n/a	n/a
Professionals	70	3	4.29%	8.00%	6	3	n/a	n/a	n/a
Faculty	145	4	2.76%	8.00%	12	8	n/a	n/a	n/a
Technicians	23	0	0.00%	8.00%	2	2	n/a	n/a	n/a
Office/Clerical	59	1	1.69%	8.00%	5	4	n/a	n/a	n/a
Skilled Craft	5	1	20.00%	8.00%	0	-1	n/a	n/a	n/a
Service Maintenance	22	6	27.27%	8.00%	2	-4	n/a	n/a	n/a
Totals	364	15	4.12%						

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



Table 1A  
Anoka Technical College

Job Group	Underutilization - # of Persons				Hiring Goals for 2016-18			
	Women	Minorities	Persons with Disability	Veterans	Women	Minorities	Persons with Disability	Veterans
Officials and Administrators								
Professionals		2				1		
Faculty		13	4	4		3	1	4
Office/Clerical		2		1		1		
Technicians		1				1		
Skilled Craft								
Service Maintenance	1	1			1	1		

### **Anoka Technical College Underutilization Analysis**

#### **Availability**

The college determined the recruitment area to be the statewide for all job categories. In conducting its underutilization analysis, the college used the one

The one factor analysis. The college determined it was best to use this type of analysis because It did not factor in current employee data.

Underutilization Analysis worksheets are attached in the appendix. Numbers less than 10 are indicated with "<10" in accordance with MMB's guidance on data privacy.

#### **Women**

At the college, the population of women has improved in the following job categories: Service Maintenance. With limited hiring anticipated, it will be especially important to not have missed opportunities.

#### **Minorities**

There has been no significant change in this category at Anoka Technical College. The prior two years we have had limited hiring opportunities. Many of the faculty positions are difficult to fill and we need to spend additional focus in recruitment.

#### **People with Disabilities**

At the college, the population of persons with disabilities has not changed in any significant manner.



Table 1b  
Anoka-Ramsey Community College

Job Group	Underutilization - # of Persons				Hiring Goals for 2016-18			
	Women	Minorities	Persons with Disability	Veterans	Women	Minorities	Persons with Disability	Veterans
Officials and Administrators			2	3			1	
Professionals			5	4			2	1
Faculty		29	10	8		5	2	2
Office/Clerical		2	3	4		2	2	2
Technicians	1	1	2	2	1	1	1	
Skilled Craft								
Service Maintenance	7		2		2		1	

### **Anoka-Ramsey Community College underutilization analysis**

#### **Availability**

The college used determined the recruitment area to be the statewide availability for all job categories. In conducting its underutilization analysis, the agency used the one factor analysis. The college determined it was best to use this type of analysis because it did not factor in current employee data.

Underutilization Analysis worksheets are attached in the appendix. Numbers less than 10 are indicated with "<10" in accordance with MMB's guidance on data privacy.

#### **Women**

At the college, the population of women has improved in the following job categories: Technicians and not improved in the following job categories: Service Maintenance

#### **Minorities**

At the college, the population of minorities has improved in the following job categories: Faculty, Officials/Administrators, Professionals and Office/Clerical and not improved in the following job categories: Technicians and Service Maintenance.

#### **People with Disabilities**

At the college, the population of persons with disabilities has not improved in any category



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## **IX. AFFIRMATIVE ACTION PROGRAM OBJECTIVES**

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Anoka Ramsey Community College and Anoka Technical College have made a good faith effort in outreach to various communities and online websites in recruiting candidates to fill its open positions. However, the schools have been unable to successfully attract qualified candidates to fill its positions.

The 2016-18, objectives, with one exception, will remain the same. Both colleges are reaching out to the community via Facebook, LinkedIn, employee word of mouth as well as having staff and faculty go through a 90 minute Affirmative Action training. The training will inform staff and faculty about areas of the college that are underutilized and the role of implicit bias in the search process. It is our hope that these steps will harvest a more positive response to recruitment.

In pursuing the college commitment to affirmative action, the college will take the following actions during 2016-2018.

### **Objective #1: Hiring Process**

Anoka Technical College and Anoka-Ramsey Community College will continue to hire affirmatively and will include affirmative action consideration in the hiring process for all hires where a disparity exists.

#### **Action Steps:**

- Assess the current hiring process at both colleges.
- Meet with each search committee.
- Develop a system where all search committees are following a uniform procedure.
- Offer ninety-minute Affirmative Action Training on implicit bias, hiring processes, and the underutilization of populations at the college for each search committee member.
- Provide and track Affirmative Action training for search committee members.
- Evaluate the way we track and maintain files with documentation on affirmative and justified hires as well as missed opportunities.
- Work with the system office to find a best practice model for hiring affirmatively.
- Improve recruitment efforts online.

#### **Responsible Parties:**

- ARCC/ATC Chief Human Resource Officer
- ARCC/ATC Affirmative Action Officer
- Human Resource Staff

#### **Target Date:**

- Ongoing basis

#### **Evaluation:**

- Objective one was a part of the 2014-2016 Affirmative Action Plan and will continue to be an objective in the 2016-2018 Affirmative Action Plan. The previous plan brought awareness to the hiring processes and has brought about changes in procedures for the current plan year. The college will analyze applicant pools and review quarterly reporting to assess compliance and/or missed opportunities.



## **Objective #2: Retention**

Anoka Technical College and Anoka-Ramsey Community College will retain a diverse workforce by fostering a positive work environment and creating, maintaining and sustaining employee development opportunities.

### **Action Steps:**

- Provide diversity/inclusion competency training to all employees.
- Develop an on-boarding committee and process for new staff and faculty that includes follow-up with employees to increase retention.
- Ensure that all employees serving on search committees complete the Search Advisory Manual Modules; including implicit bias.
- Develop affinity groups
- Provide consistent and periodic EO/AA/ADA laws and practices training for all staff.
- Encourage all administrators and mid-level managers to act as “champions” for diversity in their work area.

### **Responsible Parties:**

- ARCC/ATC President
- ARCC/ATC Administrators
- ARCC/ATC Chief Human Resource Officer
- ARCC/ATC Affirmative Action Officer
- ARCC/ATC Diversity Committees
- ARCC/ATC Marketing Department

### **Target Date:**

- Ongoing basis

### **Evaluation:**

- Objective two was a part of the 2014-2016 Affirmative Action Plan and will continue to be an objective in the 2016-2018 Affirmative Action Plan. The previous plan brought awareness to retention efforts and has brought about changes in procedures for the current plan year. The college will evaluate the new practices by:
  - Analysis of student and staff surveys.
  - Analysis of student and staff participation at events.
  - Analysis of staff mandatory training compliance.

## **Objective # 3: Assess the college climate**

Anoka Technical College and Anoka-Ramsey Community College will create a more inclusive and equitable work and learning environment.

### **Action Steps:**

- Implement a campus climate assessment.
- Each college adopts a cultural competency definition in context to the various disciplines
- Expand current efforts to measure cultural competency.

### **Responsible Parties:**

- ARCC/ATC Chief Human Resource Officer
- ARCC/ATC Affirmative Action Officer

### **Target Date:**



- Fall of 2016-2018

Evaluation:

- Objective three was not included in the 2014-2016 Affirmative Action Plan; it is a new addition to the 2016-2018 Plan. In order to determine if progress has been made, the college will:
  - Identify and implement tool
  - Determine if there is a more inclusive and empowering environment.

#### **Objective #4: Disability Awareness Training**

Provide opportunities for supervisors and staff to enhance awareness, knowledge and skills for effectively working with or serving people with disabilities.

Action Items:

- Prepare an aligned *Disability Awareness Campaign* with learning opportunities for staff and faculty and access to local, state and federal resources.
- Connect with local disability awareness groups to seek opportunities to share resources and/or educational opportunities.

Responsible Parties:

- ARCC/ATC Chief Human Resource Officer
- ARCC/ATC Diversity Officer

Target Date:

- Planning completed 2016-2018

Evaluation:

- Objective four was a part of the 2014-2016 Affirmative Action Plan and will continue to be an objective in the 2016-2018 Plan. The previous plan brought about trainings, but these trainings were not mandatory. Training is now mandatory and is also included in the Affirmative Action Trainings under underutilization. Evaluation will be done by:
  - Analysis of student and staff surveys.
  - Analysis of student and staff participation at events.

#### **Objective #5: President's Cabinet Cultural Competency Evaluation**

Survey the President's cabinet on cultural competency

Action Items:

- Research & implement competency evaluation methods
- Evaluate results of survey and access training needs

Responsible Parties:

- ARCC/ATC Chief Human Resource Officer
- ARCC/ATC Affirmative Action Officer

Target Date:

- Evaluate and access training needs - FY 2016-2018

Evaluation

#### **Objective # 6: Recordkeeping Update Affirmative Action Records**

Action Items:

- Resurvey college employees



- Update individual Affirmative Action records in State Colleges and Universities Payroll and Personnel System (SCUPPS).

Responsible Parties:

- ARCC/ATC Chief Human Resource Officer
- ARCC/ATC Affirmative Action Officer

- Surveys completed 2017
- Updated employee records completed 2017

Target Date:

- Total completion end of Academic year 2017-18

Evaluation

To measure the results of the program and compare them to the program **goal**.

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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 our requirements unnecessarily screen out a disproportionate number of women, minorities, or people with disabilities. The college will evaluate the current form and modify or create a new form that will be used for every hire to track the number of women, minorities, and individuals with disabilities in each stage of the selection process. Hiring 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. Agency 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 & Budget on a quarterly basis.

When candidates are offered interviews, personnel scheduling interviews will describe the interview format to the candidate and provide an invitation to request a reasonable accommodation notice to candidates with disabilities to allow the candidate equal opportunity to participate in the interview process. For example, if interview questions are offered ahead of time or what technology may be used during the interview process.

All personnel involved in the selection process will be trained and accountable for the college 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 human resources office, shall be responsible for reviewing all pending layoffs to determine their effect on college affirmative action goals and timetables.

If it is determined that there is an adverse impact on affirmative action groups, the college will document the reasons why the lay off 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**

Our college submits the following compliance reports to Minnesota Management & Budget as part of our efforts to evaluate our affirmative action program.

- Quarterly Monitoring the Hiring Process Reports
- Biannual Affirmative Action Plan
- Annual ADA Report
- Annual Internal Complaint Report
- Disposition of Internal Complaint (within 30 days of final disposition)

Our college also evaluates our affirmative action plan in the following ways quarterly by:

- Monitors progress toward stated goals by job category;
- Analyzes employment activity – hires, promotions, and terminations by job group 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;
- Discussion of progress with agency leadership on a periodic basis and recommendations for improvement.

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## **XI. RECRUITMENT PLAN**

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

Recruitment costs incurred during the 2014-2016 plan year includes: advertisements, Resume, attorney fees, and NEOGOV software



**Cost Incurred:** Anoka Technical College \$3357.52 and Anoka-Ramsey Community College \$24,837.17.

Listed below are various recruitment methods or strategies utilized by this agency during the past year.

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

<b>Websites</b>	<b>Newspapers</b>	<b>Magazines</b>
Anoka-Ramsey Community College		
HigherEdJobs.com		
MNSCU	Chronicle of Higher Education	
MN Job Bank	Cambridge Star	
Capella	Isanti County Star	
University of Minnesota	Anoka County Shopper	
University of St. Catherine		
Bethel University		
Hamline University		
Latinohigheredjob.com		
Minority Nurse.com		
ABFE.org		
NursingFacultyJobs.com		
Anoka Technical College		
Minnesota Workforce Center		
mndiversity.com		
MMB website		
Career Builder.com		

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

- Diversity Career Fair at St Cloud State University
- East Central Career Fair
- DEED Career Fair at Anoka Technical College
- Anoka-Ramsey Diversity Open House

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

The college did employment recruitment at open houses that occurred at each of the college campuses.

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

HERC is used as an advertising source, through HERC postings were sent to a variety of sources.

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

The college use it's employees as a voice in spreading the word to a variety of community organizations such as Diverse Social Organizations, Workforce Center, Rotary Club and Chamber of Commerce. The colleges are all working on strengthening relationships with local school districts such as Princeton, Cambridge-Isanti and Anoka-Hennepin.



**F. Internships**

The colleges did not engage in internships.

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

This agency 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 people with disabilities to recruit for these positions.

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**XII. RETENTION PLAN**

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Our agency is committed to not just the recruitment of women, minorities, and persons with disabilities, but also to the retention of these affirmative action groups.

**A. Person Responsible for Agency's Retention Program/Activities**

Jay Nelson, Interim Chief Human Resource Officer. [jnelson@anokatech.edu](mailto:jnelson@anokatech.edu) or by phone at 763-576-4054.

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

**SEPARATION ANALYSIS**

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



## Anoka Technical College

TOTAL SEPARATIONS										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	2	6.06%	2	100.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	20	60.61%	12	60.00%	2	10.00%	0	0.00%	0	0.00%
Enhanced Separation	1	3.03%	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Retirement	4	12.12%	1	25.00%	0	0.00%	0	0.00%	1	25.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	1	3.03%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	5	15.15%	3	60.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	33	100.00%	18	54.55%	2	6.06%	0	0.00%	2	6.06%

## SEPARATION ANALYSIS Anoka Technical College

OFFICIALS/ADMINISTRATORS										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	3	37.50%	2	66.67%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	1	12.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	4	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	8	100.00%	4	50.00%	0	0.00%	0	0.00%	0	0.00%



PROFESSIONALS										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	4	80.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	1	20.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	5	100.00%	3		0	0.00%	0	0.00%	0	0.00%

**SEPARATION ANALYSIS**  
**Anoka Technical College**

FACULTY										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	2	20.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	4	40.00%	4	100.00%	1	25.00%	0	0.00%	0	0.00%
Enhanced Separation	1	10.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Retirement	3	30.00%	1	33.33%	0	0.00%	0	0.00%	1	33.33%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	10	100.00%	7	70.00%	1	10.00%	0	0.00%	2	20.00%



OFFICE/CLERICAL										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	4	100.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	4	100.00%	3	75.00%	0	0.00%	0	0.005	0	0.00%

## SEPARATION ANALYSIS

### Anoka Technical College

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



SKILLED CRAFT										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

**SEPARATION ANALYSIS**  
**Anoka Technical College**

SERVICE MAINTENANCE										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	3	75.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	1	25.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	4	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%



**SEPARATION ANALYSIS.**  
**Anoka-Ramsey Community College**

TOTAL SEPARATIONS										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	4	5.13%	2	50.00%	0	0.00%	0	0.00%	1	25.00%
Resignations	48	61.54%	38	79.17%	9	18.75%	0	0.00%	0	0.00%
Enhanced Separation	4	5.13%	2	50.00%	1	25.00%	0	0.00%	0	0.00%
Retirement	3	3.85%	2	66.67%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	19	24.36%	12	63.16%	1	5.26%	0	0.00%	0	0.00%
Total Separation	78	100%	56	71.79%	11	14.10%	0	0.00%	1	1.28%

**SEPARATION ANALYSIS**  
**Anoka-Ramsey Community College**

OFFICIALS/ADMINISTRATORS										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	3	50.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	1	16.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	2	33.33%	1	50.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	6	100.00%	3	50.00%	0	0.00%	0	0.00%	0	0.00%



PROFESSIONALS										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	13	72.22%	9	69.23%	4	30.77%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	5	27.78%	5	100.00%	1	20.00%	0	0.00%	0	0.00%
Total Separation	18	100.00%	14	77.78%	2	27.78%	0	0.00%	0	0.00%

**SEPARATION ANALYSIS**  
**Anoka-Ramsey Community College**

OFFICIALS/ADMINISTRATORS										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	3	50.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	1	16.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	2	33.33%	1	50.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	6	100.00%	3	50.00%	0	0.00%	0	0.00%	0	0.00%



PROFESSIONALS										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	13	72.22%	9	69.23%	4	30.77%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	5	27.78%	5	100.00%	1	20.00%	0	0.00%	0	0.00%
Total Separation	18	100.00%	14	77.78%	5	27.78%	0	0.00%	0	0.00%

**SEPARATION ANALYSIS**  
**Anoka-Ramsey Community College**

FACULTY										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	1	6.25%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	10	62.50%	8	80.00%	1	10.00%	0	0.00%	0	0.00%
Enhanced Separation	4	25.00%	2	50.00%	1	25.00%	0	0.00%	0	0.00%
Retirement	1	6.25%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	16	100.00%	12	75.00%	2	12.50%	0	0.00%	0	0.00%



OFFICE/CLERICAL										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	1	5.56%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	13	72.22%	13	100.00%	1	7.69%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	4	22.22%	3	75.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	18	100.00%	17	94.44%	1	5.56%	0	0.00%	0	0.00%

**SEPARATION ANALYSIS**  
**Anoka-Ramsey Community College**

TECHNICIANS										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	2	13.33%	0	0.00%	0	0.00%	0	0.00%	1	50.00%
Resignations	8	53.33%	5	62.50%	3	37.50%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	1	6.67%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	4	26.67%	3	75.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	15	100.00%	9	60.00%	3	20.00%	0	0.00%	1	6.67%



SKILLED CRAFT										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SERVICE MAINTENANCE										
Types of Separation	Total Number	Total %	Total Number of Women	% of Women	Total Number of Minorities	% of Minorities	Total Number of Indiv w/Disabilities	% of Indiv w/Disabilities	Total Number of Veterans	% of Veterans
Dismissal or Non-Certification	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Resignations	1	20.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
Enhanced Separation	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Retirement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deaths	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Lay-off	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Termination without Rights	4	80.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Separation	5	100.00%	1	20.00%	0	0.00%	0	0.00%	0	0.00%



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

- Developing affinity groups for faculty staff and administrators from diverse populations.
- Develop an on-boarding process for new staff and faculty that includes follow-up with employees to increase retention
- Utilizing diversity committee to form an Affirmative Action committee to assist with education and input of policies and practices.
- Improve exit interview tool to determine why employees leave the college.
- Provide supervisors with cultural competency training



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## APPENDIX

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### A. Complaint Of Harassment/Discrimination

(AGENCY NAME)  
(Agency Address)  
(City), MN (Zip Code)  
(Telephone Number)

#### Please Read Before Completion of Form

Any complaint of harassment/discrimination is considered confidential data under Minnesota Statute 13.39, Subd. 1 and 2. This information is being collected for the purpose of determining whether harassment/discrimination 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 designee, the complainant, the respondent, and appropriate personnel.

#### Complainant (You)

Name	Job Title	
Work Address	City, State, Zip Code	Telephone (   )
Agency	Division	Manager

#### Respondent (Person Who Harassed/Discriminated Against You)

Name	Job Title	
Work Address	City, State, Zip Code	Telephone (   )
Agency	Division	Manager

#### The Complaint

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

- |                               |                                   |  |  |
|-------------------------------|-----------------------------------|--|--|
| <input type="checkbox"/> Race | <input type="checkbox"/> Color    | <input type="checkbox"/> Disability      | <input type="checkbox"/> Sexual Orientation                      |
| <input type="checkbox"/> Sex  | <input type="checkbox"/> Creed    | <input type="checkbox"/> Marital Status  | <input type="checkbox"/> Status with Regard to Public Assistance |
| <input type="checkbox"/> Age  | <input type="checkbox"/> Religion | <input type="checkbox"/> National Origin | <input type="checkbox"/> Membership or Activity in a Local Human |



<b>Rights Commission</b>	
Date most recent act of harassment/discrimination took place:	If you filed this complaint with another agency, give the name of that agency:
<p>Describe how you believe that you have been harassed/discriminated against (names, dates, places, etc.). Use a separate sheet of paper if needed and attach to this form.</p>	

<b>Information on Witnesses Who Can Support Your Case</b>		
Name	Work Address	Work Telephone
1.		(    )
2.		(    )
3.		(    )

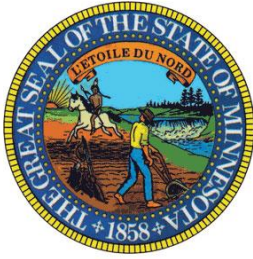
Additional witnesses may be listed in "Additional Information" or on a separate sheet attached to this form.

This complaint is being filed on my honest belief that the State of Minnesota has harassed/discriminated against 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.	
Complainant Signature	Date

Affirmative Action Officer Signature	Date
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## B. Employee Request for Reasonable Accommodation Form



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

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

Employee Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

Work Location: \_\_\_\_\_

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

1. What, if any job function are you having difficulty performing?
2. What, if any employment benefit are you having difficulty accessing?

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Reasonable Accommodation Request Form, Page 2**

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



**Genetic Information Nondiscrimination Act of 2008 Disclosure:** This authorization does not cover, and the information to be disclosed should not contain, genetic information. **“Genetic Information”** includes: Information about an individual’s genetic tests; information about genetic tests of an individual’s family members; information about the manifestation of a disease or disorder in an individual’s family members (family medical history); an individual’s request for, or receipt of, genetic services, or the participation in clinical research that includes genetic services by the individual or a family member of the individual; and genetic information of a fetus carried by an individual or by a pregnant woman who is a family member of the individual and the genetic information of any embryo legally held by the individual or family member using an assisted reproductive technology.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_



