



Affirmative Action Plan

August 2018 – August 2020

Winona State University | Somsen Hall, Room 202 | Winona, MN 55987 | (507) 457-2766

As requested by Minnesota Statute, 3.197, this Report cost approximately \$5,000 to prepare, including staff time, printing, and mailing expenses. Upon request, this material will be provided in an alternative format such as large print, Braille, or audio recording.

Email: jobs@winona.edu | Website: www.winona.edu/affirmaction

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Executive Summary

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

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

Table 1: Underutilization Analysis of Protected Groups

| Job Categories | Women | Racial/Ethnic Minorities | Individuals with Disabilities | Veterans |
|------------------------------|--------------|---------------------------------|--------------------------------------|-----------------|
| <u>Unclassified</u> | | | | |
| Officials & Administrators | | x | x | x |
| Professionals | | x | x | x |
| <u>Faculty</u> | | | | |
| Allied Health & Nursing | | | | x |
| Arts & Humanities | | x | X | x |
| Business | x | | x | x |
| Education | | x | | x |
| Libraries | | x | | x |
| Social & Behavioral Sciences | | x | | x |
| Sci, Engineering, Tech | x | x | x | x |
| Professional Other | x | x | | x |
| <u>Classified</u> | | | | |
| Exec Admin Managers | x | x | | |
| Office/Clerical | | x | x | x |
| Technical/Paraprofessionals | x | x | x | x |
| Skilled Craft | | x | | |
| Service/Maintenance | x | x | x | |

Information about how to obtain or view a copy of this Plan will be provided to every employee of the college/university. Our intention is to make every employee aware of Winona State University's commitments to affirmative action and equal employment opportunity. The Plan will also be posted on the Winona State University's website and maintained in the Affirmative Action Office located in Somsen Hall 202.

Affirmative Action Officer: _____ **Date Signed:** _____
Lori J. Miki

Human Resources Director: _____ **Date Signed:** _____
Lori E. Reed

University President: _____ **Date Signed:** _____
Scott R. Olson

Organizational Profile

Winona State University, which has campuses in Winona and Rochester, Minnesota was founded in 1858 and is part of the Minnesota State system of colleges and universities. It was the first teacher training institution west of the Mississippi, and later grew into a full-fledged university with a comprehensive base of liberal studies in the arts, letters and sciences as well as specialized professional, technological and occupational degrees at the undergraduate and graduate level.

Currently, approximately 9,848 students are enrolled at Winona State University, which offers 82 academic majors, 10 pre-professional options, eight master's options and one doctoral program at its campuses in Winona and Rochester. Our largest programs are nursing, business administration, elementary education, biology, exercise science.

Statement of Commitment

This statement reaffirms that Winona State University is committed to Minnesota’s statewide affirmative action efforts and providing equal employment opportunity to all employees and applicants in accordance with equal opportunity and affirmative action laws.

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

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

It is Winona State University’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.

University President: _____ **Date Signed:** _____

Individuals Responsible for Directing/Implementing the Affirmative Action Plan

A. President

Scott Olson

201 Somsen Hall; 507-457-5003

Responsibilities

The President is responsible for the establishment of an Affirmative Action Plan that complies with all federal and state laws and regulations. The will report annually to the Minnesota State Chancellor the University's progress in meeting its affirmative action goals and objectives.

Duties

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

- Appoint the Affirmative Action Director or designee and include accountability for the administration of the University's Affirmative Action Plan in his or her position description.
- Take action, if needed, on complaints of discrimination and discriminatory harassment.
- Issue a statement affirming the department's commitment to affirmative action and equal employment opportunity, and ensure that such a statement is disseminated to all employees.
- Make such decisions and changes in policies, procedures or physical accommodations as may be needed to implement effective affirmative action in the University.
- Actively promote equal employment opportunity and incorporate diversity and inclusion principles in annual business plans, strategic plan, and University's mission.
- Report annually to the Chancellor's Office regarding the University's progress in affirmative action.
- Actively promote the enforcement of equal employment opportunity in affirmative and non-affirmative hiring decisions reviewed in the hiring process.
- Require that all University directors, managers, and supervisors include responsibility statements for the supporting affirmative action, equal opportunity, diversity, and/or cultural responsiveness in their position descriptions and annual objectives.

Accountability

The President is accountable directly to the Chancellor and indirectly to the Commissioner of MMB for affirmative action matters.

B. Affirmative Action Officer

Lori J. Mikl, Director of Affirmative Action/Equity & Legal Affairs

202 Somsen Hall; 507-457-2766; lmikl@winona.edu

Responsibilities

The Affirmative Action Director is directly responsible for developing, coordinating, implementing and monitoring the department's affirmative action program and oversight of the University's compliance with equal opportunity and affirmative action laws.

Duties

The duties of the Affirmative Action Director shall include, but not be limited to, the following:

- Develop and administer the University's Affirmative Action Plan.
- Develop and set University-wide affirmative action hiring goals.

- Monitor University compliance and fulfill all affirmative action reporting requirements.
- Disseminate the affirmative action policy to employees in the University.
- Inform the President on progress in affirmative action and equal opportunity and report potential concerns.
- Act as the affirmative action liaison between the University, Chancellor's Office, MMB, and the Governor's Office.
- Determine the need for affirmative action training within the University and initiate the development of such training programs with the assistance of internal and external resources, as necessary.
- Review and recommend changes in policies, procedures, programs and physical accommodations to facilitate affirmative action and equal opportunity.
- Develop innovative programs to attract and retain protected group members in the University.
- Support and participate in the recruitment of protected class persons for employment, promotion and training opportunities.
- Manage the University's pre-hire review process.
- Review requests for non-affirmative non-justified hires in the Monitoring the Hiring process and refer unresolved issues to the President for final decision.
- Ensure supervisors and managers are making affirmative efforts to recruit and retain protected group candidates and employees.
- Review the Affirmative Action Plan at least annually and provide updates as appropriate;
- Provide a University-wide perspective on issues relating to affirmative action and equal opportunity and assist in the identification and development of effective solutions in problem areas related to affirmative action and equal opportunity;
- Identify opportunities for infusing affirmative action and equal opportunity into Winona State University's considerations, policies, and practices;
- Participate in and/or develop strategies to recruit individuals in protected groups for employment, promotion, and training opportunities;
- Stay current on changes to equal opportunity and affirmative action laws and interpretation of the laws;
- Provide consultation, technical guidance, and/or training to directors, managers, supervisors, and staff regarding best practices in recruitment, selection, and retention, progress on hiring goals, reasonable accommodations, and other opportunities for improvement; and
- Receive and investigation reports and complaints of discrimination/harassment in accordance with MnSCU/WSU's 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education and 1B.1.1 Report/Complaint of Discrimination/Harassment Investigation and Resolution Procedure and Title IX Complaints.

Accountability

The Affirmative Action Officer is accountable to the University President for program impacts and for ongoing program activities and direction.

C. Human Resources Director or Designee(s)

Lori Reed, Director of Human Resources

114 Somsen Hall; 507-457-2790; lreed@winona.edu

Responsibilities

The Human Resources Office is responsible for ensuring equitable and uniform administration of all personnel policies. The Human Resources Director or designee is responsible for ensuring timely responses to all Americans with Disabilities Act (ADA) requests for accommodations to remove barriers to equal employment opportunity with the University, assisting managers and supervisors in human resources management activities.

Duties

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

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

Accountability

The Human Resources Director is directly accountable to Scott Ellinghuysen, Vice President for Finance and Administration/Chief Financial Officer.

D. Americans with Disabilities Act Title I Coordinator

Jessica Wenzel, Human Resources Technician2 / ADA Coordinator

114I Somsen Hall; 507-457-5639; jwenzel@winona.edu

Responsibilities

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

Duties:

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

- Provide guidance, coordination, and direction to University management with regard to the ADA in the development and implementation of University policy, procedures, and practices to ensure University employment practices and programs are accessible and nondiscriminatory.
- Provide training, technical guidance, and consultation to University management and staff on compliance and best practices with regard to hiring and retention of individuals with disabilities as well as the provision of reasonable accommodations to employees and job applicants.
- Track and facilitate requests for reasonable accommodations for job applicants and employees, as well as members of the public accessing University services, and report reasonable accommodations annually to MMB.
- Research case law rules and regulation and update Human Resources Directors on evolving ADA issues. Meet bi-annually with ADA Coordinators and provide updates on ADA.
- Ensure compliance with ADA reporting according to state and federal requirements.
- Assist the Affirmative Action Director in designing and delivering specific ADA training for targeted groups.
- Submit reasonable accommodation reimbursement under the guidelines of the statewide accommodation fund.
- Provide reasonable accommodations to qualified individuals (as defined by ADA) with known physical or mental disabilities, to enable them to compete in the selection process or to perform the essential functions of the job and/or enjoy equal benefits and privileges. The ADA coordinator and Human Resources Director, in consultation with the employee and supervisor, and other individuals who may need to be involved must:
 - Discuss the purpose and essential functions of the particular job and complete a step-by-step job analysis;
 - Determine the precise job-related limitations;
 - Identify the potential accommodations and assess the effectiveness each would have in allowing the employee to perform the essential functions of the job; and
 - After discussion and review, select and implement the accommodations that are appropriate for both the employee and the employer using the Reasonable Accommodation Agreement.

Accountability:

The ADA Title I Coordinator is accountable to the Director of Human Resources and consults with the Affirmative Action Director as needed.

E. Americans with Disabilities Act Title II Coordinator

Lori J. Mikl, Director of Affirmative Action/Equity & Legal Affairs
202 Somsen Hall; 507-457-2766; lmikl@winona.edu

Responsibilities

The Americans with Disabilities Act (ADA) Title II Coordinator is responsible for the oversight of the University's compliance with the ADA Title II – Public Services, in accordance with the ADA - as amended and the Minnesota Human Rights Act.

Duties:

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

- Provide guidance, coordination, and direction to University management with regard to the ADA in the development and implementation of University policy, procedures, and practices to ensure University services and programs are accessible and nondiscriminatory for the public.

- Provide training, technical guidance, and consultation to the University’s management and staff on compliance and best practices with regards and obligations to members of the public with disabilities as well as the provision of reasonable modifications to visitors.
- Track and facilitate requests for reasonable modifications for members of the public accessing University services and report reasonable modifications annually to MMB.
- Research case law rules and regulation and update University Administration and Management on evolving ADA issues. Meet bi-annually with state ADA Coordinators and learn updates on ADA.
- Ensure compliance with ADA reporting according to state and federal requirements.
- Design and deliver specific ADA training for University employees assisting ADA modifications for the public.
- Provide reasonable modifications to members of the public (as defined by ADA) with known physical or mental disabilities, to ensure equal access and privileges to programming and services. The ADA Title II coordinator in consultation with the member of the public in need of a modification shall:
 - Discuss the purpose and essential functions of a particular reasonable modification;
 - Identify the potential modifications and asses the effectiveness each request.
 - After discussion and review, select and implement the modifications that are appropriate for both the member of the public and the University. This review shall be documented and reported in the State ADA Annual Report.

Accountability:

The ADA Title II Coordinator is accountable to the University President.

F. Administrators, Directors, Managers, and Supervisors

Responsibilities

Administrators, Directors, Managers, and Supervisors are responsible for implementing all aspects of the University Affirmative Action Plan and the University’s commitment to affirmative action and equal opportunity within their areas of supervision.

Duties

The duties of Administrators, Directors, Managers, and Supervisors shall include, but not be limited to, the following:

- Identify problem areas and eliminate barriers that inhibit equal employment opportunity within their units and the University.
- Communicate the equal opportunity employment policy and the affirmative action program and plan to all employees assigned to their units.
- Assist the Director of Affirmative Action in conducting periodic audits of hiring and promotion patterns to remove impediments to attaining affirmative action goals and objectives.
- Hold regular discussions with supervisors and employees to ascertain that the University’s equal employment opportunity policies are being followed.
- Inform and evaluate managers and supervisors on their equal employment opportunity efforts and results in addition to other job performance criteria.
- Demonstrate and practice a discrimination and harassment free work environment for all employees.
- Include responsibility statements for supporting affirmative action, equal opportunity, diversity, and/or cultural responsiveness in staff position descriptions and annual objectives;
- Provide a positive and inclusive work environment; and
- Refer complaints of discrimination and harassment to the appropriate parties

Accountability

Senior managers and executive team leaders are accountable directly to the appropriate Associate Vice President, Vice President, Provost and/or the President.

Name: Scott Olson
Title: President
Email: solson@winona.edu
Phone: 507-457-5003

Name: Scott Ellinghuysen
Title: Vice President/CFO Finance
& Administration
Email: sellinghuysen@winona.edu
Phone: 507-457-5696

Name: Andrea Northam
Title: Interim Vice President for
University Advancement
Email: anortham@winona.edu
Phone: 507-457-5020

Name: Edward Reilly
Title: Interim Provost & Vice
President for Academic Affairs
Phone: 507-457-5010
Email: ereilly@winona.edu

Name: Denise McDowell
Title: Vice President for Student
Life & Development
Phone: 507-457-5325
Email: dmcowell@winona.edu

Name: Jonathan Locust
Title: Associate Vice President for
Inclusion & Diversity
Phone: 507-457-5597
Email: jonathan.locust@winona.edu

Name: Kenneth Janz
Title: Associate Vice President for
Academic Affairs, Chief Information
Officer and Dean of Library
Email: kjanz@winona.edu
Phone: 507-457-2299

G. All Employees

Responsibilities

All employees are responsible for conducting themselves in accordance with Winona State University's policy of equal employment opportunity by refraining from any actions that would subject any employee to negative treatment on the basis of that individual's race, creed, color, sex (including pregnancy), national origin, age, marital status, familial status, disability, sexual orientation, gender expression, gender identity, reliance on public assistance, membership or activity in a local human rights commission, religion, political opinions, or affiliations. Employees who believe they have been subjected to such discrimination or harassment are encouraged to use the University's complaint procedure.

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 a coworker on the basis of their race, sex, color, creed, religion, age, national origin, disability, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or membership or activity in a local human rights commission.

Accountability:

Employees are accountable to their designated supervisor and indirectly to the University's President. Employees are responsible for maintaining an environment free from harassment and discrimination. All employees are responsible for conducting themselves in accordance with the Affirmative Action Plan.

Communication of the Affirmative Action Plan

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

Internal Methods of Communication

- A memorandum detailing the location of the Affirmative Action Plan and the responsibility to read, understand, support, and implement equal opportunity and affirmative action will be sent from the University's leadership or alternatively, the Director of Affirmative Action, to all staff on an annual basis.
- The Affirmative Action Plan is available at the following central locations so that every employee and student is aware of Winona State University's commitment to affirmative action:
 - President's Office: Somsen Hall, Room 201
 - Offices of all Vice Presidents:
 1. Vice President for Academic Affairs: Somsen Hall, Room 211
 2. Vice President for Finance & Administration: Somsen Hall, Room 107
 3. Vice President for Student Life & Development: Maxwell Hall, Room 225
 4. Vice President for University Advancement: Somsen Hall, Room 204
 - Offices of all Deans:
 1. College of Business: Somsen Hall, Room 309
 2. College of Education: Education Village, Cathedral 117
 3. College of Liberal Arts: Minne' Hall, Room 206
 4. College of Nursing & Allied Health: Stark Hall, Room 301
 5. College of Science & Engineering: Pasteur Hall, Room 101
 - Offices of the Presidents of collective bargaining units:
 1. AFSCME: Phelps Hall, Room 126
 2. IFO: Maxwell Hall, Room 138
 3. MAPE: Rochester Campus, GL 137
 4. MMA: Somsen Hall, Room 111
 5. MSUAASF: Kryzsko Commons, Room 238
 - Winona State University Student Senate: Kryzsko Commons, Room 109
 - Office of Affirmative Action: Somsen Hall, Room 202
 - Office of Human Resources: Somsen Hall, Room 114
 - Office of Inclusion and Diversity: Kryzsko Commons, Room 236
 - University Library: Darrell W. Kruger Library, Room 110
- Winona State University's Affirmative Action Plan is available to all employees on Winona State University's website at www.winona.edu/affirmativeaction or in print copy to anyone who requests it. As requested, Winona State University 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.

External Methods of Communication

- The University's Affirmative Action Plan is available on the University's public website at www.winona.edu/affirmativeaction or in print copy to anyone who requests it. As requested, the University will make the plan available in alternative formats.
- The University's website homepage, letterhead, publications, and all job postings, will include the statement: Winona State University is a member of Minnesota State and an affirmative action/equal opportunity employer. Women, minorities, and individuals with disabilities are encouraged to apply. The University will also ensure a representative ratio of diversity is on all diversity marketing materials.
- 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.
- Electronic and hard copies of the Plan are available at the Minnesota Legislative Reference Library in St. Paul, Minnesota.
- A physical copy of the University's Affirmative Action Plan will be available to contractors, vendors, and members of the public at the following address:

**Office of Affirmative Action
202 Somsen Hall
175 W. Mark Street
Winona, MN 55987**

Underutilization Analysis and Affirmative Action Goals

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

In order to identify Winona State University's hiring goals for the 2018-2020 hiring cycle, the University conducted a utilization analysis for minorities, women, persons with disabilities, and veterans. The University determined that there were several errors in the utilization analysis table used in the 2016-2018 Plan. These errors were corrected and the corrected data was used in the 2018-2020 analysis. In order to ensure up-to-date information on all employees, the University sent a survey to all University employees asking that employees voluntarily provide protected group information. Approximately, 365 responses were received.

Winona State University broadly categorizes its employees as either unclassified or classified employees.

Unclassified employees are those who are members of the following groups:

- Unit 209 – Inter Faculty Organization (IFO) Bargaining Unit
- Unit 211 – Minnesota State University Association of Administrative and Science Faculty (MSUAASF) Bargaining Unit
- Unit 220 – Administrators covered in the Personnel Plan for MnSCU Administrators

Classified employees are those who are members of the following groups:

- Unit 202 – Craft, Maintenance, Labor – AFSCME, Council No. 5
- Unit 203 – Service – AFSCME, Council No. 5
- Unit 204 – Health Care Non-Professional – AFSCME, Council No. 5
- Unit 205 – Health Care Professional – MN Nurses Association
- Unit 206 – Clerical/Office – AFSCME, Council No. 5
- Unit 207 – Technical – AFSCME, Council No. 5
- Unit 213 – Health Treatment Professional – Follows Commissioner's Plan – 217
- Unit 214 – General Professional – MN Association of Professional Employees
- Unit 216 – Supervisory – Middle Management Association
- Unit 217 – Commissioner's Plan

The University's current workforce data is based upon data as of June 30, 2018. The University conducted approximately 113 probationary/permanent searches during the reporting period of which 10 remain pending at the time of this report. The University also made an additional 153 fixed term/emergency hires during the reporting period. Those employees who have accepted positions for a job vacancy conducted during the reporting period but will not begin their employment until after June 30, 2018 were not included as part of the University's workforce utilization analysis. It is also important to note that the University does not set affirmative action hiring goals for fixed term or emergency hires as these positions are either not advertised or recruited in a manner to target underutilized groups.

Through the utilization analysis, Winona State University has determined which job categories are underutilized for women, minorities, individuals with disabilities, and veterans within the University and has set the following hiring goals for the next two years (Reference Table 2). Numbers less than 10 are indicated with "<10" in accordance with Minnesota Management and Budget's guidance on data privacy.

Table 2. Underutilization Analysis and Hiring Goals for 2018-2020

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

| Job Categories | Underutilization - # of Individuals | | | | Hiring Goals for 2018-2020 | | | |
|----------------------------|-------------------------------------|---------------------------|---------------------------|----------|----------------------------|---------------------------|---------------------------|----------|
| | Women | Racial/ Ethnic Minorities | Persons with Disabilities | Veterans | Women | Racial/ Ethnic Minorities | Persons with Disabilities | Veterans |
| Unclassified | | | | | | | | |
| Officials/ Administrators | <10 | <10 | <10 | <10 | N/A | N/A | N/A | N/A |
| Professionals | <10 | 26 | <10 | <10 | N/A | 8 | 1 | 2 |
| Faculty | | | | | | | | |
| Allied Health & Nursing | <10 | 15 | <10 | <10 | N/A | 3 | N/A | 1 |
| Arts & Humanities | <10 | 12 | <10 | <10 | N/A | 3 | 2 | 1 |
| Business | <10 | <10 | <10 | <10 | 1 | N/A | 1 | 1 |
| Education | <10 | <10 | <10 | <10 | N/A | 1 | N/A | 1 |
| Libraries | <10 | <10 | <10 | <10 | N/A | 1 | N/A | 1 |
| Social/Behavioral Sciences | <10 | <10 | <10 | <10 | N/A | 1 | N/A | 1 |

| Job Categories | Underutilization - # of Individuals | | | | Hiring Goals for 2018-2020 | | | |
|----------------------------|-------------------------------------|---------------------------|---------------------------|----------|----------------------------|---------------------------|---------------------------|----------|
| | Women | Racial/ Ethnic Minorities | Persons with Disabilities | Veterans | Women | Racial/ Ethnic Minorities | Persons with Disabilities | Veterans |
| Science, Engineering, Tech | <10 | <10 | <10 | <10 | 2 | 2 | 2 | 2 |
| Professional, other | <10 | <10 | <10 | <10 | 2 | 1 | 1 | 1 |
| <u>Classified</u> | | | | | | | | |
| Exec Admin Managers | <10 | <10 | <10 | <10 | 1 | 1 | N/A | N/A |
| Office/Clerical | <10 | <10 | <10 | <10 | N/A | 2 | 1 | 2 |
| Technicians | <10 | <10 | <10 | <10 | 2 | 2 | 1 | 1 |
| Skilled Craft | <10 | <10 | <10 | <10 | N/A | 1 | N/A | N/A |
| Service/Maintenance | <10 | <10 | <10 | <10 | 1 | 3 | 1 | N/A |

N/A indicates a job group with no anticipated vacancies during the 2018-2020 hiring cycle or in which no hiring goal is needed as the job group has achieved representation in this underutilized category equal to or greater than the availability according to the census data.

Availability:

Winona State University determined the recruitment area to be statewide for classified job categories and nationwide for Faculty, Administrators, and Exempt Professionals. In conducting its underutilization analysis, the University used the one factor analysis as it most closely matches the University's past practice in developing this section of its Affirmative Action Plan and the University does not track internal hiring.

Winona State University does not establish hiring goals for positions other than probationary or permanent hires. As such, the University does not establish hiring goals for fixed-term faculty, adjunct faculty, or emergency/interim/temporary hires as they are not advertised or recruited in the same manner or to the same extent as probationary or permanent positions. Hiring goals for unclassified and classified employment are based Job Category Availability/Utilization/Underutilization Analysis as well as on the number of anticipated probationary vacancies in each job group. Numbers less than 10 are indicated with "<10" in accordance with Minnesota Management and Budget's guidance on data privacy.

Due to uncertainties regarding operating budgets during this reporting period, Winona State University may experience fewer hiring opportunities that previous reporting periods which may impact the University's ability to affirmatively hire women, minorities, individuals with disabilities, and veterans. However, affirmative steps will be taken to actively recruit and hire these protected groups when positions are approved.

If these goals have not been achieved by the end of this reporting period, Winona State may establish new goals based on current utilization levels and anticipated vacancies. In addition, when full utilization for a specific job group has been achieved, Winona State will strive to maintain a workforce that reflects the composition of the available pool of qualified applicants within the specified recruitment area.

Women:

At Winona State University, the population of women has either remained the same or increased in the following University job categories: all areas with the exception of Professional/Other faculty, Exec Admin Managers, and Technicians. The following job categories have more women employees than is demonstrated in the availability within the specified recruitment area: Officials/Administrators, Professionals, Allied Health & Nursing faculty, Arts & Humanities faculty, Education faculty, Library, Social/Behavioral Sciences, and Office/Clerical.

The Office of Affirmative Action in coordination with search committees and hiring managers continue to strive to advertise and promote vacancies beyond the established advertising resources such as MinnesotaDiversity, Chronicle of Higher Education, HigherEdjobs, local and state-wide print and online media, and personal recruiting by members of the campus community. Additional emphasis and educational sessions will be provided to search committees and hiring managers in order to assist them in achieving their hiring goals for women during the 2018-2020 Plan.

Minorities:

At Winona State University, the population of minorities has either remained the same or improved in the following job categories: Skilled Craft, Service/Maintenance, Officials/Administrators, Allied Health and Nursing faculty, Business faculty, Education faculty, Library faculty, Science, Engineering and Technical faculty, Social/Behavioral Sciences faculty, Professional/Other faculty, Exec Admin Managers, Office/Clerical and Technicians. The population of minorities has not improved in the following job categories: Professionals and Arts & Humanities faculty.

The Office of Affirmative Action in coordination with search committees and hiring managers continue to strive to advertise and promote vacancies beyond the established advertising resources such as MinnesotaDiversity, Chronicle of Higher Education, HigherEdjobs, local and state-wide print and online media, as well as personal recruiting by faculty during national conferences and other recruiting by members of the University community. Additional emphasis will be placed on encouraging search committees and hiring managers to advertise positions through all available resources such as personal contacts, discipline related journals/publications/listservs, professional conferences, etc. In addition, emphasis and educational sessions will be provided to search committees and hiring managers in order to assist them in achieving their hiring goals for minorities during the 2018-2020 Plan.

Individuals with Disabilities:

At Winona State University, the population of individuals with disabilities has remained the same or improved in all job categories with the exception of Service/Maintenance.

The Office of Affirmative Action in coordination with search committees and hiring managers continues to strive to advertise and promote vacancies beyond the established advertising resources such as MinnesotaDiversity, Chronicle of Higher Education, HigherEdjobs, local and state-wide print and online media, and personal recruiting by members of the University community. The University will also continue its efforts to encourage employees with disabilities to identify themselves for the purposes of achieving each respective job group’s hiring goals via a bi-annual survey.

In addition, continued emphasis and educational sessions will be provided to search committees and hiring managers in order to assist them in achieving their hiring goals for individuals with disabilities during the 2018-2020 Plan.

Veterans:

At Winona State University, the population of persons who identify as a veteran has remained the same or improved in all areas with the exception of Allied Health & Nursing faculty and Business faculty.

The Office of Affirmative Action in coordination with search committees and hiring managers continues to strive to advertise and promote vacancies beyond the established advertising resources such as MinnesotaDiversity, Chronicle of Higher Education, HigherEdjobs, local and state-wide print and online media, and personal recruiting by members of the University community. The University will also continue its efforts to encourage veterans to identify themselves for the purposes of achieving each respective job group’s hiring goals via a bi-annual survey.

In addition, continued emphasis and educational sessions will be provided to search committees and hiring managers in order to assist them in achieving their hiring goals for veterans during the 2018-2020 Plan.

The University will continue its outreach efforts through the campus’ Veterans Services Office as well as local Veteran’s organizations to assist in the recruitment of veterans. Continued emphasis and educational sessions will be provided to search committees and hiring managers in order to assist them in achieving their hiring goals for veterans during the 2018-2020 Plan.

Separation and Retention Analysis by Protected Groups

The University is committed to the retention of all employees, including members of the following protected groups: women, racial/ethnic minorities, individuals with disabilities and veterans. The University will strive to affirmatively ensure equal employment opportunity by retaining a diverse composite of talented and qualified employees, with emphasis on under-represented individuals. To be successful, the responsibility for these retention efforts lies with all employees. The University’s retention strategy is a multi-faceted approach, guided by the University management, Human Resources Director, and the Director of Affirmative Action.

Table 3 Person's Responsible for University Retention Programs/Activities

| Title | Contact Information |
|---|--|
| Lori Miki Director of Affirmative Action | (507)457-2766 lmiki@winona.edu |
| Lori Reed Director of Human Resources | (507) 457-2790 lreed@winona.edu |
| Jonathan Locust Associate Vice President for Inclusion and Diversity | (507) 457-5597 jonathan.locust@winona.edu |

The University will continue to analyze and review separation data for disparate impact on protected group employees. This will include reviewing non-certification trends, layoff trends, resignation trends, and disciplinary discharges. The appendix will include a separation report broken down by EEO4 job category. Below is a snapshot of the University separations throughout the past two years as well as a narrative describing the separation analysis:

Table 4 Type of Separation

| Type of Separation FY2018-2020 | Total Number | Total Percentage | Percentage of Women | Percentage of Minorities | Percent of Persons w/ Disabilities | Percent of Veterans |
|-----------------------------------|--------------|------------------|------------------------|-----------------------------|---------------------------------------|------------------------|
| Dismissals/Non Certification | <10 | 2.17 | 0.00 | 0.00 | 0.00 | 0.00 |
| Resignations | 52 | 56.52 | 50.00 | 21.15 | 1.92 | 5.77 |
| Enhanced Separation | <10 | 6.52 | 50.00 | 16.67 | 0.00 | 0.00 |
| Retirement | 32 | 34.78 | 50.00 | 6.25 | 3.13 | 6.25 |
| Death | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Lay Off | <10 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Termination w/o Rights | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Separations | 92 | 100 | 48.91 | 15.22 | 2.17 | 5.43 |

Women

Women represent approximately 59.35% of the total University workforce. The University saw a total of 92 separations between FY16 and FY18; 45 of which were women. As such, women comprised 48.91% of all separations. This is proportionately equal to their total University workforce representation.

Minorities

Minorities represent approximately 8.13% of the total University workforce. The University saw a total of 92 separations from between FY16 and FY18; 14 of which were minorities. Minorities were 15.22% of all separations. This is approximately twice their total University workforce representation. Minorities experienced 11 resignations; <10 of which were within the Professionals job group.

Individuals with Disabilities

Individuals with Disabilities represent approximately 4.41% of the total University workforce. The University saw a total of 92 separations between FY16 and FY18. Individuals with Disabilities were 2.17% of all separations. This is proportionately equal to their total University workforce representation.

Veterans

Veterans represent approximately 3.25% of the total University workforce. The University saw a total of 92 separations between FY16 and FY18. Veterans were 5.43% of all separations. This is proportionately equal to their total University workforce representation.

Program Objectives, Identified Barriers, and Corrective Action to Eliminate Barriers

The University's Affirmative Action Program is designed to implement the provisions of this Affirmative Action Plan and meet requirements found in Minnesota Statutes, Chapter 43A.191, and Subdivision 2.

This section will identify ways this University has determined to eliminate barriers, provide corrective actions, and achieve affirmative action goals for underutilized protected group applicants/employees (broken down by specific job categories.) These objectives have been developed as strategic, actionable and measurable efforts the University has committed to pursuing and implementing from 2018-2020.

The University does not have a position which is solely responsible for recruitment efforts to target qualified applicants. The Office of Affirmative Action is responsible for placing advertisements for all campus job vacancies including those which target members of underutilized groups. This work is completed by the Director of Affirmative Action and one other employee in coordination with the supervisor. There are little to no job fairs in the Winona area which are designed to target members of underutilized groups. The University does not have the staff or funding to attend employment or job fairs or conferences in the Minneapolis/St. Paul or greater Minnesota areas that are directed toward recruiting qualified applicants in underutilized groups. As such, the University relies on personal recruiting efforts by its employees as well as print and online media to reach qualified applicants.

Program Objectives for Women

The following job categories have been identified as underutilized for women. The information in these tables includes hires and/or separations for all positions including those for which there are no affirmative action hiring goals (temporary/adjunct, fixed term, or emergency positions). The percentages for each category are calculated by the dividing the total number of women in each column by the total number of men in that column for each job category, i.e. the total number of women employees divided by the total number of male employees; the total number of women hired divided by the total number of men hired; the total number of women who separated employment by the total number of men who separated employment.

| List job category name | Percent of women employees in category (total number of women divided by total number of men) | Percent of women hired in category during 2016-2018 (total number of women hired divided by total number of men hired) | Percent of women employees in category who separated from employment during 2016-2018 |
|------------------------------------|--|---|---|
| Business Faculty | 35.56% | 12.5% | 0% |
| Science, Engineering, Tech Faculty | 36.71% | 44% | 50% |
| Professional/Other | 19.05% | 0% | 0% |
| Exec Admin Managers | 28.57% | 0% | 100% |
| Technical/Paraprofessionals | 48.42% | 37.5% | 33.33% |
| Service/Maintenance | 42.59% | 66.66% | 33.33% |

The following corrective action has been planned to eliminate the barriers for women in each category.

Recruitment action for women in this category:

The majority of the job groups in which there is an underutilization for women are those in which males make up at least half or more of the available workforce. When job vacancies occur, the University will continue to target women to apply for these job vacancies. The University will also work with supervisors in these areas to develop a recruitment plan that will target qualified female applicants.

Recruitment barrier identified for women in this category:

The job categories in which women are underutilized at the University are generally those in which males comprise the majority of applicants. The University’s recruitment efforts have not specifically targeted qualified female applicants. The University will strive to do so in order to achieve parity between our employee demographics and that of the availability.

Future Evaluation:

The Director of Affirmative Action will, for each job vacancy in which women are identified as an underutilized group, assess the demographics of the applicant pool and may choose to advertise further and/or extend the applicant period if the representation of women is insufficient. At the end of year one of this plan, the Director of Affirmative Action will also evaluate progress toward hiring goals in this job category and may elect to revise the objectives based on this information.

Past Evaluation:

The previous plan did not have a specific objective related to the recruitment and hire of qualified female applicants for vacancies in which women were identified as an underutilized group.

Person’s Responsible:

Lori Mikl
Director of Affirmative Action

Target Dates:

Initial assessment of progress toward this objective will be completed by June 30, 2019. Final assessment will be completed June 30, 2020.

Program Objectives for Minorities

The following job categories have been identified as underutilized for minorities. The information in these tables includes hires and/or separations for all positions including those for which there are no affirmative action hiring goals (temporary/adjunct, fixed term, or emergency positions). The percentages for each category are calculated by the dividing the total number of minorities in each column by the total number of non-minorities in that column for each job category, i.e. the total number of minority employees divided by the total number of employees; the total number of minorities hired divided by the total number of employees hired; the total number of minorities who separated employment by the total number of employees who separated employment.

| List job category name | Percent of minority employees in category | Percent of minorities hired in category during 2016-2018 | Percent of minority employees in category who separated from employment during 2016-2018 |
|---------------------------------|---|--|--|
| Officials/Administrators | 13.04% | 25% | 0% |
| Professionals | 6.38% | 5.66% | 22.58% |
| Allied Health & Nursing Faculty | 4.11% | 0% | 0% |
| Arts & Humanities Faculty | 13.89% | 3.33% | 50% |
| Education Faculty | 14.29% | 0% | 16.67% |

| List job category name | Percent of minority employees in category | Percent of minorities hired in category during 2016-2018 | Percent of minority employees in category who separated from employment during 2016-2018 |
|------------------------------------|---|--|--|
| Library Faculty | 0% | 0% | 0% |
| Science, Engineering, Tech Faculty | 15.19% | 22.22% | 33.33% |
| Social/Behavioral Sciences Faculty | 11.11% | 16.66% | 0% |
| Professional/Other Faculty | 0% | 0% | 0% |
| Exec Admin Managers | 0% | 0% | 0% |
| Office/Clerical | 4.39% | 4.76% | 0% |
| Technical/Paraprofessional | 2.11% | 0% | 0% |
| Skilled Craft | 0% | 0% | 0% |
| Service/Maintenance | 1.85% | 0% | 0% |

The following corrective action has been planned to eliminate the barriers for minorities in each category.

Recruitment action for minorities in this category:

When job vacancies occur, the University will target minorities to apply for these job vacancies. The University will also work with supervisors in these areas to develop a recruitment plan that will target qualified minority applicants.

Recruitment barrier identified for minorities in this category:

The University is situated in a small rural community. This community is largely Caucasian in nature and the local area does not have many of the amenities sought by minority applicants. While the University has, in the past, advertised job vacancies so they targeted minority applicants, this did not result in a demonstrable increase in minority applicants or minority hires. The University will research other avenues to target qualified minority applicants and work with supervisors to develop recruiting plans that target this group.

Future Evaluation:

The Director of Affirmative Action will, for each job vacancy in which minorities are identified as an underutilized group, assess the demographics of the applicant pool and may choose to advertise further and/or extend the applicant period if the representation of minorities is insufficient. At the end of year one of this plan, the Director of Affirmative Action will also evaluate progress toward hiring goals and may elect to revise the objectives based on this information.

Past Evaluation:

The previous plan did not have a specific objective related to the recruitment and hire of qualified minority applicants for vacancies in which minorities were identified as an underutilized group.

Person's Responsible:

Lori Mikl
Director of Affirmative Action

Target Dates:

Initial assessment of progress toward this objective will be completed by June 30, 2019. Final assessment will be completed June 30, 2020.

Program Objectives for Individuals with Disabilities

The following job categories have been identified as underutilized for individuals with disabilities. The information in these tables includes hires and/or separations for all positions including those for which there are no affirmative action hiring goals (temporary/adjunct, fixed term, or emergency positions). The percentages for each category are calculated by the dividing the total number of individuals with disabilities in each column by the total number of employees in that column for each job category, i.e. the total number of individuals with disabilities divided by the total number of employees; the total number of individuals with disabilities hired divided by the total number of employees hired; the total number of individuals with disabilities who separated employment by the total number of employees who separated employment.

| List job category name | Percent of employees with disabilities in category | Percent of individuals with disabilities hired in category during 2016-2018 | Percent of individuals with disabilities in category who separated from employment during 2016-2018 |
|------------------------------------|--|---|---|
| Officials/Administrators | 4.35% | 0% | 0% |
| Professionals | 4.26% | 3.77% | 0% |
| Arts & Humanities Faculty | 0.93% | 0% | 0% |
| Business Faculty | 0% | 0% | 0% |
| Science, Engineering, Tech Faculty | 0% | 0% | 0% |
| Professional/Other Faculty | 0% | 0% | 0% |
| Office/Clerical | 4.39% | 0% | 0% |
| Technical/Paraprofessionals | 6.32% | 0% | 0% |

| List job category name | Percent of employees with disabilities in category | Percent of individuals with disabilities hired in category during 2016-2018 | Percent of individuals with disabilities in category who separated from employment during 2016-2018 |
|------------------------|--|---|---|
| Service/Maintenance | 1.85% | 0% | 33.33% |

The following corrective action has been planned to eliminate the barriers for individuals with disabilities in each category.

Recruitment action for individuals with disabilities in this category:

When job vacancies occur, the University will target individuals with disabilities to apply for these job vacancies. The University will reach out to local and area workforce and vocational rehabilitation centers to ensure that they are aware of our job vacancies. The University will also work with supervisors in these areas to develop a recruitment plan that will target qualified applicants with disabilities.

Recruitment barrier identified for individuals with disabilities in this category:

This is an underutilization category in which applicants, although meeting the definition of an individual with a disability, may not disclose the disability due to the social stigma of disclosure or for fear of being disqualified for employment. The University will continue to survey our employees on a bi-annual basis to solicit this information on a voluntary basis in the hopes that the University achieves more accurate demographic information regarding our employees.

The University will connect and establish a relationship with the local and area Workforce and Vocational Rehabilitation Centers in the hopes that these Centers can assist in achieving a greater number of qualified applicants with disabilities for our job vacancies. The University will research other avenues to target qualified disabled applicants and work with supervisors to develop recruiting plans that target this group.

Future Evaluation:

The Director of Affirmative Action will, for each job vacancy in which individuals with disabilities are identified as an underutilized group, assess the demographics of the applicant pool and may choose to advertise further and/or extend the applicant period if the representation of individuals with disabilities is insufficient. At the end of year one of this plan, the Director of Affirmative Action will also evaluate progress toward hiring goals and may elect to revise the objectives based on this information.

Past Evaluation:

The previous plan did not have a specific objective related to the recruitment and hire of qualified disabled applicants for vacancies in which individuals with disabilities were identified as an underutilized group.

Person's Responsible:

Lori Mikl
 Director of Affirmative Action

Target Dates:

Initial assessment of progress toward this objective will be completed by June 30, 2019. Final assessment will be completed June 30, 2020.

Program Objectives for Veterans

The following job categories have been identified as underutilized for veterans. The information in these tables includes hires and/or separations for all positions including those for which there are no affirmative action hiring goals (temporary/adjunct, fixed term, or emergency positions). The percentages for each category are calculated by the dividing the total number of veterans in each column by the total number of employees in that column for each job category, i.e. the total number of veterans divided by the total number of employees; the total number of veterans hired divided by the total number of employees hired; the total number of veterans who separated employment by the total number of employees who separated employment.

| List job category name | Percent of employees who identify as a veteran in category | Percent of veterans hired in category during 2016-2018 | Percent of veterans in category who separated from employment during 2016-2018 |
|------------------------------------|--|--|--|
| Officials/Administrators | 4.35% | 0% | 0% |
| Professionals | 2.13% | 1.88% | 3.23% |
| Allied Health & Nursing Faculty | 1.37% | 0% | 0% |
| Arts & Humanities Faculty | 4.63% | 0% | 16.67% |
| Business Faculty | 4.44% | 0% | 14.29% |
| Education Faculty | 0% | 0% | 0% |
| Library Faculty | 0% | 0% | 0% |
| Social/Behavioral Sciences Faculty | 0% | 0% | 0% |
| Science, Engineering, Tech Faculty | 0% | 0% | 0% |
| Professional/Other Faculty | 0% | 0% | 0% |
| Office/Clerical | 0.88% | 0% | 0% |
| Technical/Paraprofessionals | 5.26% | 0% | 16.67% |

The following corrective action has been planned to eliminate the barriers for veterans in each category.

Recruitment action for veterans in this category:

The University currently follows Minnesota law regarding recently separated veteran’s preference in applicant pools. When job vacancies occur, the University will target veterans to apply for these job vacancies. The University will reach out to local and area veterans centers

as well as the local and area Workforce and Vocational Rehabilitation Centers to find avenues to connect veterans with our job vacancies in the hopes of increasing this population in our applicant pool. The University will also work with supervisors in these areas to develop a recruitment plan that will target qualified veterans.

Recruitment barrier identified for veterans in this category:

The University will connect and establish a relationship with the local and area veteran’s groups and Workforce and Vocational Rehabilitation Centers in the hopes that these can assist in achieving a greater number of qualified veterans for our job vacancies. The University will research other avenues to target qualified veteran applicants and work with supervisors to develop recruiting plans that target this group.

Future Evaluation:

The Director of Affirmative Action will, for each job vacancy in which veterans are identified as an underutilized group, assess the demographics of the applicant pool and may choose to advertise further and/or extend the applicant period if the representation of veterans is insufficient. At the end of year one of this plan, the Director of Affirmative Action will also evaluate progress toward hiring goals and may elect to revise the objectives based on this information.

Past Evaluation:

The previous plan did not have a specific objective related to the recruitment and hire of qualified veteran applicants for vacancies in which veterans were identified as an underutilized group.

Person’s Responsible:

**Lori Mikl
Director of Affirmative Action**

Target Dates:

Initial assessment of progress toward this objective will be completed by June 30, 2019. Final assessment will be completed June 30, 2020.

Methods of Auditing, Evaluating, and Reporting Program Success

Pre-Employment Review Procedure/Monitoring the Hiring Process

When a job vacancy is authorized to be filled, all members of the applicant screening committee as well as the supervisor/hiring manager are required to complete Affirmative Action search process training. The Director of Affirmative Action The screening committee is required to develop all evaluation tools that will be used to evaluate the qualifications of applicants through the entirety of the process. These evaluation tools include but are not limited to: application rating, telephone interview questions, campus interview questions, etc. The Director of Affirmative Action reviews all evaluation tools and must approve them before the applications are released to the screening committee to begin their review.

Once the applications are released to the screening committee, no substantive revisions to the evaluation tools are permitted. The Director of Affirmative Action reviews and approves each step of the review process including candidates requested to move forward to the interview process, recommendation for hire, etc. At the discretion of the Director of Affirmative Action, the committee may be requested to include other applicants among those interviewed if there is reason to do so (i.e. veteran’s preference, etc.)

The Director of Affirmative Action evaluates the University’s selection processes to determine if its requirements unnecessarily screen out a disproportionate number of women, minorities, individuals with disabilities, or veterans. The University uses the monitoring the hiring process form for every hire to track the number of women, minorities, individuals with disabilities, and veterans in each stage of the selection process. Directors, managers, and supervisors will work closely with the Director of Affirmative Action in the recommendation for hire to ensure that hiring goals are achieved if possible. The members of the screening committee as well as the supervisor are required to document their evaluation, recommendation, and hiring decisions and the Director of Affirmative Action reviews for bias.

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

When candidates are invited to participate in the selection process, the employees scheduling the selection process will describe the process format to the candidate (*e.g.*, interview process). All candidates will be provided information regarding the procedure to request reasonable accommodations if necessary in order to allow candidates with disabilities an equal opportunity to participate in the selection process. For example, candidates will be informed if interview questions are offered ahead of time or what technology may be used during an interview. This allows an individual with a disability to determine if they may need a reasonable accommodation in advance of the selection process.

Pre-Review Procedure for Layoff Decisions

The University's present process for determining layoffs does not involve the Director of Affirmative Action. At present, these determinations are made by the Director of Human Resources, the President, and the President's Cabinet.

The Director of Affirmative Action will be recommending that the Director be involved in these discussions when they arise. It will be recommended that the Director of Affirmative Action, in conjunction with the Director of Human Resources, be responsible for reviewing all pending layoffs to determine their effect on the college/university's affirmative action goals and timetables.

Other Methods of Program Evaluation

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

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

The University will also begin evaluating the Affirmative Action Plan in the following ways:

- Monitor progress toward stated goals by job category on no less than a yearly basis;
- Analyze employment activity (hires, promotions, and terminations) by job category to determine if there is disparate impact;
- Analyze compensation program to determine if there are patterns of discrimination;
- Review the accessibility of online systems and websites, and ensures that reasonable accommodations can be easily requested; and
- Discuss progress with University leadership on a periodic basis and makes recommendations for improvement.

Minnesota State's Equal Opportunity and Non-discrimination in Employment and Education Policy

Part 1. Policy Statement.

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

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

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

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

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

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

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

Part 2. Definitions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part 3. Consensual Relationships. An employee of Minnesota State Colleges and Universities shall not enter into a consensual relationship with a student or an employee over whom he or she exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority or influence. In the event a relationship already exists, each college and university and system office shall develop a procedure to reassign evaluative authority as may be possible to avoid violations of this

policy. This prohibition does not limit the right of an employee to make a recommendation on personnel matters concerning a family or household member where the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or compensation plan.

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

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

Minnesota State's Report/Complaint of Discrimination/Harassment Investigation and Resolution Procedure

Part 1. Purpose and applicability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part 4. Reporting incidents of discrimination/harassment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Determine whether other individuals are permitted to accompany the respondent during investigative interviews and the extent of their involvement; and
- Inform the respondent of the provisions of Board Policy 1B.1 prohibiting retaliation.
- Investigatory process. The designated officer shall:
 - Conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings;
 - Inform the witnesses and other involved individuals of the prohibition against retaliation;
 - Create, gather and maintain investigative documentation as appropriate;
 - Disclose appropriate information to others only on a need to know basis consistent with state and federal law, and provide a data privacy notice in accordance with state law; and
 - Handle all data in accordance with applicable federal and state privacy laws.
- Interim actions.
 - Employee reassignment or administrative leave. Under appropriate circumstances, the president or chancellor may, in consultation with system legal counsel and labor relations, reassign or place an employee on administrative leave at any point in time during the report/complaint process. In determining whether to place an employee on administrative leave or reassignment, consideration shall be given to the nature of the alleged behavior, the relationships between the parties, the context in which the alleged incidents occurred and other relevant factors. Any action taken must be consistent with the applicable collective bargaining agreement or personnel plan.
 - Student summary suspension or other action. Under appropriate circumstances, the president or designee may, in consultation with system legal counsel, summarily suspend a student at any point in time during the report/complaint process. A summary suspension may be imposed only in accordance with Board Policy 3.6 and associated system procedures. After the student has been summarily suspended, the report/complaint process should be completed within the shortest reasonable time period, not to exceed nine (9) class days. During the summary suspension, the student may not enter the campus or participate in any college or university activities without obtaining prior permission from the president or designee. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.
- No basis to proceed. At any point during the processing of the complaint, the designated officer may determine that there is no basis to proceed under Board Policy 1B.1. The designated officer shall refer the complaint as appropriate. The designated officer shall notify the complainant and respondent of the outcome as appropriate, in accordance with applicable data privacy laws.
- Timely Completion. Colleges, universities and the system office must provide resources sufficient to complete the investigative process and issue a written response within 60 days after a complaint is made, unless reasonable cause for delay exists. The designated officer shall notify the complainant and respondent if the written response is not expected to be issued within the 60 day period. The college, university or system office must meet any applicable shorter time periods, including those provided in the applicable collective bargaining agreement.

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

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

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

Designated officer. The designated officer shall:

- Prepare an investigation report and forward it to the decision-maker for review and decision;
- Take additional investigative measures as requested by the decision-maker; and
- Be responsible for coordinating responses to requests for information contained in an investigation report in accordance with the Minnesota Government Data Practices Act and other applicable law including, but not limited to the Family Educational Rights and Privacy Act (FERPA). In determining the appropriate response, the designated officer shall consult with the campus data practice compliance official and/or the Office of General Counsel.

Decision-maker. After receiving the investigation report prepared by the designated officer, the decision-maker shall:

- Determine whether additional steps should be taken prior to making the decision. Additional steps may include:
 - A request that the designated officer conduct further investigative measures;
 - A meeting with the complainant, respondent or other involved individuals. If a meeting involving a represented employee is convened, the complainant or respondent may choose to be accompanied by the bargaining unit representative, in accordance with the applicable collective bargaining agreement and federal and state law; and
 - A request for additional information which may include a written response from the complainant or respondent relating to the allegations of the complaint.
- Take other measures deemed necessary to determine whether a violation of Board Policy 1B.1 has been established;
- When making the decision, take into account the totality of the circumstances, including the nature and extent of the behaviors, the relationship(s) between the parties, the context in which the alleged incident(s) occurred, and other relevant factors;
- Determine the nature, scope and timing of disciplinary or corrective action and the process for implementation if a violation of the nondiscrimination policy occurs. This may include consultation with human resources or supervisory personnel to determine appropriate discipline;
- As appropriate, consistent with applicable state and federal data privacy laws, report in writing to the complainant, respondent and the designated officer her or his findings, and the basis for those findings, as to whether Board policy 1B.1 has been violated; and
- Conduct that is determined not to have violated Board policy 1B.1 shall be referred to another procedure for further action, if appropriate.

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

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

Part 8. Appeal.

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

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

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

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

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

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

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

Statewide ADA Reasonable Accommodation Policy **Statewide HR/LR Policy #1433: ADA Reasonable Accommodation Policy**

OBJECTIVE

The goals of this policy are:

- To ensure compliance with all applicable state and federal laws;
- To establish a written and readily accessible procedure regarding reasonable accommodation, including providing notice of this policy on all job announcements;
- To provide guidance and resources about reasonable accommodations;
- To provide a respectful interactive process to explore reasonable accommodations; and
- To provide a timely and thorough review process for requests for reasonable accommodation.

Policy Statement

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

- A qualified applicant with a disability needs an accommodation to have an equal opportunity to compete for a job;

- A qualified employee with a disability needs an accommodation to perform the essential functions of the employee's job; and
- A qualified employee with a disability needs an accommodation to enjoy equal access to benefits and privileges of employment (e.g., trainings, office sponsored events).

Scope

This policy applies to all employees of the Executive Branch and classified employees in the Office of Legislative Auditor, Minnesota State Retirement System, Public Employee Retirement System, and Teachers' Retirement System.

Definitions

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

Americans with Disabilities Act (ADA) Coordinator- Each college/university is required to appoint an ADA coordinator or designee, depending on college/university size, to direct and coordinate college/university compliance with Title I of the ADA.

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

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

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

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

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

Individual with a Disability- An individual who:

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

Qualified Individual with a Disability- An individual who:

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

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

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

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

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

- Modifications or adjustments to a job application process to permit a qualified individual with a disability to be considered for a job; or
- Modifications or adjustments to enable a qualified individual with a disability to perform the essential functions of the job; or
- Modifications or adjustments that enable qualified employees with disabilities to enjoy equal benefits and privileges of employment.
- Modifications or adjustments may include, but are not limited to:
 - Providing materials in alternative formats like large print or Braille;
 - Providing assistive technology, including information technology and communications equipment, or specially designed furniture;
 - Modifying work schedules or supervisory methods;
 - Granting breaks or providing leave;
 - Altering how or when job duties are performed;
 - Removing and/or substituting a marginal function;
 - Moving to a different office space;
 - Providing telework;
 - Making changes in workplace policies;
 - Providing a reader or other staff assistant to enable employees to perform their job functions, where a reasonable accommodation cannot be provided by current staff;
 - Removing an architectural barrier, including reconfiguring work spaces;
 - Providing accessible parking;
 - Providing a sign language interpreter; or
 - Providing a reassignment to a vacant position.

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

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

Undue Hardship- A specific reasonable accommodation would require significant difficulty or expense. Undue hardship is always determined on a case-by-case basis considering factors that include the nature and cost of the accommodation requested and the impact of the accommodation on the operations of the college/university. A state college/university is not required to provide accommodations that would impose an undue hardship on the operation of the college/university.

Exclusions

N/A

Statutory References

- [Rehabilitation Act of 1973, Title 29 USC 701](#)
- [Americans with Disabilities Act \(1990\)](#)
- [29 C.F.R. 1630, Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act](#)

GENERAL STANDARDS AND EXPECTATIONS

Individuals who may request a reasonable accommodation include:

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

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

How to request a reasonable accommodation

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

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

Timing of the request

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

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

Form of the request

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

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

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

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

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

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

When an employee needs the same reasonable accommodation on a repeated basis (e.g., the assistance of a sign language interpreter), a written request for accommodation is required the first time only. However, the employee requesting an

accommodation must give appropriate advance notice each subsequent time the accommodation is needed. If the accommodation is needed on a regular basis (e.g., a weekly staff meeting), the college/university must make appropriate arrangements without requiring a request in advance of each occasion.

The interactive process entails

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

- The need for a reasonable accommodation is not obvious;
- The specific limitation, problem or barrier is unclear;
- An effective reasonable accommodation is not obvious;
- The parties are considering different forms of reasonable accommodation;
- The medical condition changes or fluctuates; or,
- There are questions about the reasonableness of the requested accommodation.

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

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

The college/university ADA Coordinator shall be consulted when:

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

College/university responsibilities for processing the request

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

Commissioner

The commissioner of the college/university or college/university head has the ultimate responsibility to ensure compliance with the ADA and this policy and appoint an ADA Coordinator.

ADA Coordinator

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

Supervisors and Managers

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

Requests for standard office equipment that is needed as a reasonable accommodation and adaptive items costing less than \$100. [Colleges/universities can adjust the dollar amount based on their needs]; and

Requests for a change in a condition of employment such as modified duties, or a change in schedule, or the location and size of an employee's workspace. [Colleges/universities can choose to delegate specific requests to supervisors or managers or require these types of requests to work through the college/university ADA Coordinator].

Analysis for processing requests

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

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

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

Obtaining medical documentation in connection with a request for reasonable accommodation

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

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

Where medical documentation is necessary, the college/university ADA Coordinator must make the request and use the [Letter Requesting Documentation for Determining ADA Eligibility from a Medical Provider](#). The college/university ADA Coordinator must also obtain the requestor's completed and signed [Authorization for Release of Medical Information](#) before sending the Letter to, or otherwise communicating with, the medical provider. The employee may choose not to sign the Authorization. However, if the employee chooses not to sign the Authorization, it is the employee's responsibility to ensure that the college/university receives the requested medical information.

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

Confidentiality requirements

Medical Information

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

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

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

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

Accommodation Information

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

General Information

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

Approval of requests for reasonable accommodation

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

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

Funding for reasonable accommodations

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

Procedures for reassignment as a reasonable accommodation

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

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

Denial of requests for reasonable accommodation

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

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

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

Consideration of undue hardship

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

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

Determining direct threat

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

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

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

- Imminence of the potential harm.

Appeals process in the event of denial

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

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

Information tracking and records retention

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

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

RESPONSIBILITIES

Colleges/universities are responsible for the request:

- Adoption and implementation of this policy and development of reasonable accommodation procedures consistent with the guidance in this document.

MMB is responsible for:

- Provide advice and assistance to state colleges/universities and maintain this policy.

Please review the following forms:

- [Employee/Applicant Request for ADA Reasonable Accommodation](#)
- [Authorization of Release of Medical Information for ADA Reasonable Accommodations](#)
- [Letter Requesting Documentation for Determining ADA Eligibility from a Medical Provider](#)

REFERENCES

- [U.S. Equal Employment Opportunity Commission](#), *Enforcement Guidance*
- Pre-employment Disability-Related Questions and Medical Examinations at 5, 6-8, 20, 21-22, 8 FEP Manual (BNA) 405:7191, 7192-94, 7201 (1995).
- Workers' Compensation and the ADA at 15-20, 8 FEP Manual (BNA) 405:7391, 7398-7401 (1996).
- The Americans with Disabilities Act and Psychiatric Disabilities at 19-28, 8 FEP Manual (BNA) 405:7461, 7470-76 (1997).
- Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act (October 17, 2002), (clarifies the rights and responsibilities of employers and individuals with disabilities regarding reasonable accommodation and undue hardship).
- Disability-Related Inquiries and Medical Examinations of Employees (explains when it is permissible for employers to make disability-related inquiries or require medical examinations of employees).

- Fact Sheet on the Family and Medical Leave Act, the Americans with Disabilities Act, and Title VII of the Civil Rights Act of 1964 at 6-9, 8 FEP Manual (BNA) 4055:7371.

The [Genetic Information Nondiscrimination Act \(GINA\) of 2008](#) and [M.S. 181.974](#) prohibit employers from using genetic information when making decisions regarding employment.

[Minnesota Human Rights Act \(MHRA\)](#) prohibits employers from treating people differently in employment because of their race, color, creed, religion, national origin, sex, marital status, familial status, disability, public assistance, age, sexual orientation, or local human rights commission activity. The MHRA requires an employer to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, except when such accommodation would cause undue hardship or where the individual poses a direct threat to the health or safety of the individual or others. The MHRA prohibits requesting or requiring information about an individual's disability prior to a conditional offer of employment.

The [Family and Medical Leave Act](#) is a federal law requiring covered employers to provide eligible employees twelve weeks of job-protected, unpaid leave for qualified medical and family reasons.

[Executive Order 14-14, Providing for Increased Participation of Individuals with Disabilities in State Employment](#), directs colleges/universities to make efforts to hire more individuals with disabilities and report on progress.

CONTACTS

Equal Opportunity Office at Minnesota Management and Budget via ADA.MMB@state.mn.us

Request for Reasonable Accommodation Form

| | |
|--|--|
| <p>State of Minnesota – (Agency) _____ Date: _____</p> <p align="center">Employee/Applicant Request for Americans with Disabilities Act ("ADA") Reasonable Accommodation Form</p> <p>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.</p> <p>Employee/Applicant Name: _____</p> <p>Job Title: _____</p> <p>Work Location: _____ Phone Number: _____</p> <p>Data Privacy Statement: This information may be used by your agency human resources representative, ADA Coordinator or designee, your agency legal counsel, or any other individual 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 a reasonable accommodation.</p> <p>Questions to clarify accommodation requested.</p> <p>What specific accommodation are you requesting? _____</p> <p>If you are not sure what accommodation is needed, do you have any suggestions about what options we can explore? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, please explain.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> | <p>Questions to document the reason for the accommodation request (please attach additional pages if necessary).</p> <p>What, if any, job function are you having difficulty performing?</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p>What, if any, employment benefits are you having difficulty accessing?</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p>What limitation, as result of your physical or mental impairment, is interfering with your ability to perform your job or access an employment benefit?</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p>If you are requesting a specific accommodation, how will that accommodation be effective in allowing you to perform the functions of your job?</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p>Information Pertaining to Medical Documentation: In the context of assessing an accommodation request, medical documentation may be needed to determine if the employee has a disability covered by the ADA and to assist in identifying an effective accommodation. The ADA Coordinator or designee in each agency 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.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>This form 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.</p> </div> |
|--|--|

[Employee/Applicant Request for ADA Reasonable Accommodation Form](#)

Evacuation Procedure for Individuals with Disabilities or Otherwise in Need of Assistance

A copy of Winona State University's weather and emergency evacuation plans can be found at:

- **General Campus Emergency Management:** <http://www.winona.edu/emergency/preparedness.asp>
- **University Severe Weather Notification Plan:** <http://www.winona.edu/emergency/preparedness.asp>

- **Star Alert:**
<http://www.winona.edu/staralert.asp>
- **Emergency Operations and Crisis Preparation Plan:**
http://www.winona.edu/emergency/Media/Emergency_Operations_Plan_and_Crisis_Preparedness.pdf

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

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

Administrators, Directors, Managers, and Supervisors should review the emergency evacuation procedures with staff, including informing all staff that if additional assistance may be needed, and individuals with disabilities should contact the Winona State University contact(s) below to request the type of assistance they may need.

Jessica Wenzel
Human Resources Technician 2 / Employee ADA Coordinator
114I Somsen Hall
507-457-5639
jwenzel@winona.edu

Chris Cichosz
Director of Campus Security
118 Sheehan Hall
507-457-5158 (office)
507-457-5555 (emergency line)
ccichosz@winona.edu

EVACUATION PROCEDURES

1. Building Evacuation

- All building evacuations will occur when an alarm is sounded and/or upon notification from Maintenance/Security/Building Captains or Administration. (Refer to exception for an Active Shooter in Evacuation Plan).
- When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same. If emergency personnel direct you to another exit based on the type of emergency, follow their directions.
- Do not use elevators in case of fire, tornado, or earthquake.
- Once outside, proceed to a clear area that is at least 500 feet away from the affected building(s). Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and personnel. Evacuate further if directed by emergency personnel.

- Do not return to an evacuated building until an all clear is given by emergency personnel.

2. Shelter-in-Place

One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. (This is not the same as going to a shelter in the event of a storm or tornado). Shelter-in- Place means selecting a small, interior room with no or few windows, and taking refuge there.

Depending on the type of emergency and directives received from authorities and emergency personnel the following options are available depending upon the emergency and/or disaster.

- Closing of the University and activation of the University's Crisis Plan.
- Follow reverse evacuation procedures and bring students, faculty, and staff inside.
- Monitor television, radio, and other forms of communication for information regarding the threat/emergency and follow their directions.
- Bring everyone in the building. Shut and lock the door.
- Gather emergency supplies if possible.
- Close windows, secure doors, and duct tape if told to do so.

3. Evacuation for People with Disabilities

The most important factor in emergency planning for people with disabilities is advanced planning.

A. In all emergencies after an evacuation is ordered evacuate people with disabilities if possible.

- Do not use elevators, unless directed to do so by police or fire personnel. Elevators can fail in certain situations.
- If situation is life threatening call the police/fire departments immediately (911).
- Check on people with special needs during an evacuation. A buddy system, where people with disabilities arrange for volunteers to alert them and assist them in an emergency is a good method.
- Always ask someone with a disability how you can help before attempting any rescue technique or providing assistance. Ask how he or she can best be assisted or moved and whether there are any special considerations or items that need to come with the person.
- If you are unable to evacuate a disabled person contact law enforcement or fire personnel and be able to provide them with the person's location that needs assistance in evacuating.
- Students should inform faculty members of their special needs regarding evacuation, especially prior to an emergency or disaster.

B. Response to emergencies (blindness and visual impairment)

- Offer to lead them out of the building to safety.
- Give verbal instructions about the safest route or direction using compass directions, estimate distances, and directional terms.
- Do not grasp a visually impaired person's arm. Ask if he or she would like to hold onto your arm as you exit, especially if there is debris or a crowd.

C. Response to emergencies (deafness or hearing loss).

- Get the attention of a person with a hearing disability by touch and eye contact. Clearly state the problem. Gestures and pointing are helpful, but be prepared to write a brief statement if the person does not seem to understand.
- Offer visual instructions to advise of safest route or direction by pointing toward exits or evacuation maps.

D. Response to emergencies (mobility impairment).

- It may be necessary to clear the exit route of debris (if possible) so that the person with a disability can move out or to a safer area.
- If people with mobility impairments cannot exit, they should move to a safer area for example:
 - Most enclosed stairwells
 - An office with the door closed, which is a good distance from the hazard
- Notify police or fire personnel immediately about any people remaining in the building and their locations.
- Police or fire personnel will decide whether people are safe where they are and will evacuate them as necessary.
- If people are in immediate danger and cannot be moved to a safer area to wait for assistance, it may be necessary to evacuate them using an evacuation chair or a carry technique.
- Building Captains when possible will assist in the coordination of evacuations and/or shelter-in-place.

EVACUATION

In the event a limited or mass evacuation of any part of Winona State University, officials will instruct members of the campus community where to evacuate to and/or what staging areas will be used to coordinate transportation to safe areas. There are a number of designated staging areas which are listed within this manual that members of the campus community are encouraged to become familiar with them. However, these areas may change depending on the nature and extent of the emergency and/or disaster.

The Incident Commander and/or emergency personnel will coordinate the evacuation of members of the campus community to designated safe areas

On limited evacuations faculty, staff and students may be directed to safe areas outside the affected building and/or area. Winona State University Security will allow those displaced members access to facilities when necessary based on inclement weather, special needs, etc.

Buildings (mentioned below) located next to the staging areas will become part of the staging areas if possible to provide shelter and comfort until individuals can be transported to safe areas.

Designated Staging Areas:

- A. Main Campus
 - Kryzsko Commons (west side)
 - Memorial Hall (Main Street)
- B. East Lake Apartments
 - Building A (west side of building)
- C. West Campus (Residential College)
 - Lourdes Hall (east side of building, Gould Street, main entrance)
 - Tau Hall and area to the east.
- D. Wabasha Hall
 - North entrance, main level, Wabasha Street (7th Street).

Please note that the location of staging areas may change based on the extent and nature of the emergency/disaster. Members of the campus community will be directed to the above and/or alternate staging areas by emergency personnel and/or University officials when appropriate.

Evacuation – Levels (I, II, & III)

Winona State University has several forms of transportation that will be provided to transport members of the campus community to safe areas in the event of a disaster and/or emergency. The method and source of the transportation will depend on the extent and nature of the emergency, specific needs and number of individuals to be transported.

- Level I Evacuation

Level I involves a limited evacuation of a specific building and/or area with a population that is relatively small. Winona State University Security, Facilities Services and/or Winona State University Shuttle Services will be used to transport and/or direct members of the campus community to safe areas.

- Level II Evacuation

Level II involves a larger scale evacuation of buildings and individuals to safe areas. Depending on the nature and extent of the emergency all resources used during a Level I evacuation will be used along with Transit Buses from the City of Winona and/or buses from Philip's Bus Service.

- Level III Evacuation

Level III evacuations is generally required when a large number of buildings are affected, entire campuses, and/or a large amount of people need to be moved. All resources available to the University may be used in the event of a Level III evacuation.

City of Winona Transit Buses - Evacuation

In the event additional assistance is needed in evacuating members of the campus community the following options are available to move students, faculty, staff and visitors to safe areas.

Winona State University in agreement with the City of Winona the University will use Transit Buses in the event their services are need to evacuate students, faculty and staff. If an evacuation is ordered and Transit Buses are needed the University will contact the Winona Police Department. The police shall be informed that Transit Buses are needed for an evacuation, the number of buses needed, the amount of individuals to be evacuated, and the location of the staging area.

Lockdowns

A lockdown is an emergency course of action ordered by a person or persons in command, such as law enforcement, WSU administration, to contain a problem or incident within the area of origin by controlling the movement of people. When considering a lockdown of campus facilities, campus authorities will take into account the severity and urgency of the problem or threat and the imminent danger to persons on the campus.

When a lockdown is ordered members of the campus community are encouraged to take appropriate action immediately. The university may use a number of different options in making notification to the campus community.

For information concerning lockdowns refer to the “Violent Behavior” section of the Crisis Preparedness Plan. The Crisis Preparedness Plan may be located online at: http://www.winona.edu/emergency/media/emergency_operations_plan_and_crisis_preparedness.pdf

Safe Areas:

- West Campus (Residential College)
- Minnesota State College – Southeast Technical (Winona Campus)
- St. Mary’s University

WINONA STATE UNIVERSITY JOB CATEGORY AVAILABILITY/UTILIZATION/UNDERUTILIZATION ANALYSIS & ANNUAL GOALS

| WOMEN | | | | |
|----------------------------|------------------------------------|-----------------------------|------------------------------|---------------------------------------|
| Job Categories | AAP 2018-2020 Number Underutilized | AAP 2016-2018 Underutilized | Improved, Not Improved, Same | Numerical Difference in the Two Plans |
| Unclassified | - | - | - | - |
| Officials/Administrators | <10 | <10 | Same | 2 |
| Professionals | <10 | <10 | Same | -6 |
| Faculty | - | - | - | - |
| Allied Health & Nursing | <10 | <10 | Same | 0 |
| Arts & Humanities | <10 | <10 | Improved | 16 |
| Business | <10 | <10 | Improved | 1 |
| Education | <10 | <10 | Same | 4 |
| Libraries | <10 | <10 | Same | 0 |
| Science, Engineering, Tech | <10 | 14 | Improved | 5 |
| Social/Behavioral Sciences | <10 | <10 | Same | -2 |
| Professional/Other | <10 | <10 | Not Improved | -2 |
| Classified | - | - | - | - |
| Exec Admin Managers | <10 | <10 | Not Improved | -1 |
| Office/Clerical | <10 | <10 | Same | -3 |
| Technical/Paraprofessional | <10 | <10 | Not Improved | -4 |
| Skilled Craft | <10 | <10 | Same | 0 |
| Service/Maintenance | <10 | <10 | Improved | 2 |

| MINORITIES | | | | |
|-----------------------------|---------------------------------------|--------------------------------|---------------------------------|---|
| Job Categories | AAP 2018-2020 Number Underutilized | AAP 2016-2018 Underutilized | Improved, Not Improved, Same | Numerical Difference in the Two Plans |
| Unclassified | - | - | - | - |
| Officials/Administrators | <10 | <10 | Improved | 2 |
| Professionals | 26 | 22 | Not Improved | -4 |
| Faculty | - | - | - | - |
| Allied Health & Nursing | 15 | 16 | Improved | 1 |
| Arts & Humanities | 12 | 11 | Not Improved | -1 |
| Business | <10 | <10 | Improved | 1 |
| Education | <10 | <10 | Same | 0 |
| Libraries | <10 | <10 | Same | 0 |
| Science, Engineering, Tech | <10 | <10 | Same | 0 |
| Social/Behavioral Sciences | <10 | <10 | Improved | 2 |
| Professional/Other | <10 | <10 | Same | 0 |
| Classified | - | - | - | - |
| Exec Admin Managers | <10 | <10 | Improved | 1 |
| Office/Clerical | <10 | 10 | Improved | 3 |
| Technical/Paraprofessionals | <10 | 10 | Improved | 2 |
| Skilled Craft | <10 | <10 | Same | 0 |
| Service/Maintenance | 10 | 10 | Same | 0 |

| INDIVIDUALS WITH DISABILITIES | | | | |
|-------------------------------|------------------------------------|-----------------------------|------------------------------|---------------------------------------|
| Job Categories | AAP 2018-2020 Number Underutilized | AAP 2016-2018 Underutilized | Improved, Not Improved, Same | Numerical Difference in the Two Plans |
| Unclassified | | | | |
| Officials/Administrators | <10 | <10 | Improved | 1 |
| Professionals | <10 | <10 | Improved | 5 |
| Faculty | <10 | <10 | | |
| Allied Health & Nursing | <10 | <10 | Improved | 6 |
| Arts & Humanities | <10 | <10 | Same | 0 |
| Business | <10 | <10 | Same | 0 |
| Education | <10 | <10 | Improved | 4 |
| Libraries | <10 | <10 | Improved | 1 |
| Science, Engineering, Tech | <10 | <10 | Same | 0 |
| Social/Behavioral Sciences | <10 | <10 | Improved | 3 |
| Professional/Other | <10 | <10 | Improved | 1 |
| Classified | | | | |
| Exec Admin Managers | <10 | <10 | Same | 1 |
| Office/Clerical | <10 | <10 | Improved | 5 |
| Technical/Paraprofessionals | <10 | <10 | Improved | 7 |
| Skilled Craft | <10 | <10 | Same | 1 |
| Service Maintenance | <10 | <10 | Not improved | -1 |

| VETERANS | | | | |
|----------------------------|------------------------------------|-----------------------------|------------------------------|---------------------------------------|
| Job Categories | AAP 2018-2020 Number Underutilized | AAP 2016-2018 Underutilized | Improved, Not Improved, Same | Numerical Difference in the Two Plans |
| Unclassified | | | | |
| Officials/Administrators | <10 | <10 | Improved | 1 |
| Professionals | <10 | 11 | Improved | 3 |
| Faculty | | | | |
| Allied Health & Nursing | <10 | <10 | Not improved | -1 |
| Arts & Humanities | <10 | <10 | Improved | 2 |
| Business | <10 | <10 | Not improved | -1 |
| Education | <10 | <10 | Same | 0 |
| Libraries | <10 | <10 | Same | 0 |
| Science, Engineering, Tech | <10 | <10 | Improved | 1 |
| Social/Behavioral Sciences | <10 | <10 | Improved | 2 |
| Professional/Other | <10 | <10 | Same | 0 |
| Classified | | | | |
| Exec Admin Managers | <10 | <10 | Same | 1 |
| Office/Clerical | <10 | <10 | Improved | 2 |
| Technical/Paraprofessional | <10 | <10 | Improved | 3 |
| Skilled Craft | <10 | <10 | Same | 0 |
| Service/Maintenance | <10 | <10 | Improved | 2 |

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).

* A negative number in either the 2018-2020 or 2016-2018 underutilization column indicates that the University has greater representation in this underutilization area than demonstrated by the census availability data.

*In those cases where the underutilization was a negative number in 2016-2018 and remains a negative number (even if changed) or shows as a negative number in the underutilization for 2018-2020, the University will use the "same" designation as the representation in this underutilized group is greater than the availability according to the census data.