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Lake Superior College

Affirmative Action Plan for July 1, 2024 – June 30, 2026

Lake Superior College

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Statement of Commitment

Minnesota Administrative Rules, part 3905.0400, subpart 1, item C

This statement reaffirms Lake Superior College (hereafter “the College”) is committed to Minnesota’s statewide affirmative action efforts and providing equal employment opportunity to all employees and applicants in accordance with equal opportunity and affirmative action laws.

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

- The College prohibits discrimination and harassment against persons in the terms and conditions of employment, personnel practices, or access to and participation in educational programs, services, and activities on the basis of membership or perceived membership in any of the following Minnesota State Colleges and Universities recognized protected classes: race, sex, (including pregnancy, child birth, and related medical conditions), color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, veteran status, familial status, and membership or activity in a local human rights commission. Protected class also includes genetic information for employees.
- This College is committed to the implementation of the affirmative action policies, programs, and procedures included in this plan to ensure that employment practices are free from discrimination. Employment practices include, but are not limited to the following: hiring, promotion, demotion, transfer, recruitment or recruitment advertising, layoff, disciplinary action, termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. We will provide reasonable accommodation to employees and applicants with disabilities.
- This College will continue to actively promote a program of affirmative action, wherever females, racial/ethnic minorities, and individuals with disabilities are underrepresented in the workforce, and work to retain all qualified, talented employees, including protected group employees and veterans.
- This College will evaluate its efforts, including those of its directors, managers, and supervisors, in promoting equal opportunity and achieving affirmative action objectives contained herein. In addition, this College will expect all employees to perform their job duties in a manner that promotes equal opportunity for all.

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

College President:  _____

Date Signed: Dec. 20, 2024

Executive Summary

Minnesota Administrative Rules, part 3905.0400, subpart 1, item A

This Affirmative Action Plan meets the requirements as set forth in statute, in Administrative Rule, and by Minnesota Management and Budget (MMB). The Plan outlines:

- Affirmative action goals
- Timetables
- Reasonable and 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 Workforce Underutilization Analysis of Protected Groups

(x indicates the job categories and protected groups or veterans that have underutilization.)

Job Categories	Females	Racial/Ethnic Minorities	Individuals with Disabilities	Veterans
Officials & Administrators	-	-	-	-
Professionals	-	x	-	-
Paraprofessionals	x	x	-	-
Office/Clerical	-	-	-	-
Skilled Craft	-	-	-	-
Service Maintenance	-	-	-	-
Faculty – Temporary	-	x	-	-
Faculty – Probationary	-	x	-	-
Faculty – Unlimited	-	-	-	x

Once complete, information about how to obtain or access a copy of this Plan is provided to every employee of the College. Our intention is to make every employee aware of Lake Superior College’s commitments to affirmative action and equal employment opportunity. The completed Plan is also posted on the College’s website and maintained in the Human Resources/Affirmative Action Office.

Affirmative Action Officer or Designee: *Justina Viskovick* Date Signed: 12/20/2025

Human Resources Director or Designee: *Justina Viskovick* Date Signed: 12/20/2025

College President: *Ant. S. Roy* Date Signed: 12/20/2025

Organizational Profile

Lake Superior College's (LSC) Mission is to serve the community and support the economy of Northeast Minnesota and beyond by providing high-value accessible higher education and advanced training in a supportive environment. The College's Vision is to strengthen our community by anticipating and meeting its needs for innovative education and training.

LSC offers 90+ certificate, diploma and associate degree programs in career/technical fields and pre-baccalaureate majors for students interested in transferring to a 4-year college or university. LSC offers affordable, quality, hands-on training for a wide range of in-demand careers, including nearly 200 online classes each semester.

Located in beautiful Duluth, MN, Lake Superior College has been ranked among the 20 best community colleges in the nation for quality and affordability. LSC was also ranked among the 10 most affordable online associate degrees in cybersecurity and among the top 25 best online associate degrees in cybersecurity. The associate in accounting online degree was named as one of the top 50 best online accounting degree programs, and in addition, Lake Superior College is ranked among the best LPN programs in Minnesota.

Lake Superior College's main campus is set back on a majestic 97-acre wooded lot overlooking Lake Superior and St. Louis River bay. The campus features an interpretive hiking trail that connects 14 sites of ecologic and geologic interest and a designated trout stream (Miller Creek).

Lake Superior College also boasts two offsite campus locations to include, the LSC Center for Advanced Aviation, which is home to our professional pilot and aviation maintenance technician programs, conveniently located near the Duluth Airport and directly next to Cirrus Aircraft, an industry partner. The LSC Emergency Response Training Center is a regional fire-fighting and emergency rescue training hub and also hosts LSC's truck driving program in west Duluth.

Individuals Responsible for Directing/Implementing the Affirmative Action Plan

Minnesota Administrative Rules, part 3905.0400, subpart 1, item B

President

Responsibilities

The President is responsible for establishing an Affirmative Action Plan, including goals, timetables, and compliance with all federal and state laws and regulations. Quarterly, the President reports the College's progress in meeting its affirmative action goals and objectives to the Minnesota State system office. The President, through the Commissioner of MMB, will report annually to the Governor and the Legislature the College's progress in meeting its affirmative action goals and objectives.

Duties

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

- Appoint the Affirmative Action Officer or designee and include accountability for the administration of the College's Affirmative Action Plan in their 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 the statement is shared with all employees.
- Make decisions and changes in policies, procedures or physical accommodations as needed to implement effective affirmative action in the College.
- Actively promote equal employment opportunity and incorporate diversity and inclusion principles in annual business plans, strategic plans, and the College's mission.
- Notify all contractors and sub-contractors with the department of their affirmative action responsibilities.
- Enforce equal employment opportunity in affirmative and non-affirmative hiring decisions reviewed in the hiring process.
- Require that all College directors, managers, and supervisors include responsibility statements to support affirmative action, equal opportunity, diversity, and/or cultural responsiveness in their position descriptions and annual objectives.
- Comply with State of Minnesota, Minnesota State and College anti-discrimination and anti-harassment policies.

Accountability

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

Name of individual(s) responsible

Name: Patricia Rogers

Title: President

Email: patricia.rogers@lsc.edu

Phone: 218-733-7614

Affirmative Action Officer

Responsibilities

The Affirmative Action Officer is directly responsible for developing, coordinating, implementing, and monitoring the College's affirmative action plan.

Duties

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

- Develop and administer the College's Affirmative Action Plan.
- Develop and set College-wide affirmative action hiring goals.
- Monitor College compliance and fulfill all affirmative action reporting requirements.
- Disseminate the affirmative action policy to employees in the College.
- Inform the President of progress on affirmative action and equal opportunity goals and report potential concerns.
- Act as the affirmative action liaison between the College, Minnesota State system office, MMB, and the Governor's Office.
- Determine the need for affirmative action training within the College. Develop training goals and content with internal and external resources.
- Review and recommend changes in policies, procedures, programs, and physical accommodations to implement affirmative action and equal opportunity.
- Develop innovative programs to attract and retain individuals from protected groups including women, individuals with disabilities, racial/ethnic minorities and veterans in the College.
- Support and recruit racial/ethnic minorities, individuals with disabilities, females and veterans for employment, promotion, and training opportunities.
- Manage the College's pre-hire review process.
- Review requests for non-affirmative hires in the Monitoring the Hiring process and refer unresolved issues to the Commissioner for final decision.
- Ensure supervisors and managers are making good faith efforts to recruit and retain qualified candidates and employees from protected groups including women, individuals with disabilities, racial/ethnic minorities and veterans.

- Oversee the administration of the Americans with Disabilities Act Title I and Title II.
- Maintain records of requests for reasonable accommodations.
- Oversee the administration of the College Diversity Recruitment program.
- Comply with State of Minnesota, Minnesota State and College anti-discrimination and anti-harassment policies.

Accountability

The Affirmative Action Officer is accountable to the College President for program impacts and for ongoing program activities and direction. In addition, the AAO ensures that aggregate data and trends of complaints of discrimination in hiring are provided and shared with the Human Resources Director and Minnesota State Compliance Officers on a quarterly basis.

Name of individual(s) responsible

Name: Jestina Vichorek

Title: Associate Vice President of Human Resources

Email: jestina.vichorek@lsc.edu

Phone: 218-733-7677

Affirmative Action Officer Designee(s)

Responsibilities

Designees are responsible for the implementation of the College's Affirmative Action Plan at their institution. Each designee is directly accountable to the College's Affirmative Action Officer for matters relating to affirmative action.

Duties

The duties of Affirmative Action Designees include, but are not limited to:

- Fulfill all affirmative action reporting requirements by submitting standard reports to Minnesota State.
- Ensure dissemination of all relevant affirmative action information to appropriate staff.
- Serve as ex-officio member of the Employee Resource Group (ERG) diversity committee at their work and/or participate in the College's diversity or equity committee.
- Determine the need for equity/inclusion training and recommend training for the College.
- Review policies, procedures, and practices to recommend changes to the Affirmative Action Officer.
- Partner with the College's recruitment team.
- Comply with State of Minnesota, Minnesota State and College anti-discrimination and anti-harassment policies.

Accountability

The Affirmative Action Designee is accountable indirectly to the Affirmative Officer and Associate Vice President of Human Resources on matters pertaining to Affirmative Action and Equal Opportunity.

Name of individual(s) responsible

Name: Clancey Byrne

Title: Human Resources Specialist 2, Talent Management

Email: clancey.byrne@lsc.edu

Phone: 218-733-7718

Human Resources Director or Designee(s)

Responsibilities

The Human Resource (HR) Office is responsible for ensuring equitable and uniform administration of all personnel policies.

The HR Director is responsible, in conjunction with the College ADA Coordinator, for ensuring timely responses to all Americans with Disabilities Act (ADA) requests for reasonable accommodations to remove barriers to equal employment opportunity with the College. The HR Director is responsible for assisting managers and supervisors in human resources management activities.

Staff within HR who work on affirmative action and diversity issues are accountable to the HR Director, Affirmative Action Officer or Designee.

Duties

The duties of HR Director include, but are not limited to:

- Maintain effective working relationships with the College Affirmative Action Officer and designees.
- Provide leadership to HR staff and others to ensure personnel decision-making processes adhere to equal opportunity and affirmative action principles.
- Provide guidance in the development and use of selection criteria to ensure they are objective, uniform, and job related.
- Assist in recruitment and retention of protected groups or veterans and notify managers and supervisors of existing disparities.
- Ensure an Affirmative Action Pre-hire Review process is implemented and followed by hiring managers and supervisors in collaboration with the Affirmative Action Officer.
- Initiate and report on progress made with program objectives contained in the Affirmative Action Plan.
- Ensure that the reasonable accommodation process is implemented and followed for all employees and applicants in need of a reasonable accommodation.

- Assist supervisors, managers, and the Affirmative Action Officer in the recruitment of protected group members and veterans through career and job fairs and other efforts, as well as in selection and retention of protected group members.
- Assist supervisors, managers, the Affirmative Action Officer, and HR staff in the creation of supported worker positions, to help reduce College costs by diverting supportive employment duties from higher skilled workers to supported worker positions, in an effort to improve employee morale and retention of individuals with disabilities in integrated employment.
- Request assistance from MMB to support diversity recruitment efforts, as well as the retention of protected group members and veterans in hard-to-fill or executive level positions.
- Include responsibility statements for affirmative action/equal employment opportunity in position descriptions and annual performance objectives.
- Comply with State of Minnesota, Minnesota State and College anti-discrimination and anti-harassment policies.

Accountability

HR staff are accountable to the HR Director or Designee.

Name of individual(s) responsible

Name: Jestina Vichorek

Title: Associate Vice President of Human Resources

Email: jestina.vichorek@lsc.edu

Phone: 218-733-7677

Americans with Disabilities Act Title I Coordinator

Responsibilities

The Americans with Disabilities Act (ADA) Title I Coordinator is responsible for ensuring the College's compliance with the ADA Title I – Employment, in accordance with the ADA - as amended, and the Minnesota Human Rights Act.

Duties

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

- Provide guidance, coordination, and direction to College management on the ADA in the development and implementation of policies, procedures, and practices to ensure College employment practices and programs are accessible and nondiscriminatory.
- Provide training, technical guidance, and consultation to College management and staff on compliance and best practices for hiring and retaining 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 College services and report reasonable accommodations annually to MMB.
- Research case law rules and regulation and update Human Resources (HR) 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 Officer in designing and delivering specific ADA training for targeted groups.
- Submit reasonable accommodation reimbursement under the guidelines of the state-wide accommodation fund.
- Receive requests for ADA accommodations and work with appropriate supervisors, unions, etc. to approve or deny the request, or provide alternative accommodations.
- 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, perform essential functions of the job, and/or enjoy equal benefits and privileges. The ADA Coordinator in consultation with the employee and supervisor, and other individuals involved must:
 - Discuss the purpose and essential functions of the job and complete a step-by-step job analysis;
 - Determine the precise job-related limitations;
 - Identify potential accommodations and assess the effectiveness each would have in allowing the employee to perform 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.

- Comply with State of Minnesota, Minnesota State and College anti-discrimination and anti-harassment policies.

Accountability

The ADA Title I Coordinator is accountable to the College President.

Name of individual(s) responsible

Name: Jestina Vichorek

Title: Associate Vice President of Human Resources

Email: jestina.vichorek@lsc.edu

Phone: 218-733-7677

Americans with Disabilities Act Title II Coordinator

Responsibilities

The Americans with Disabilities Act (ADA) Title II Coordinator is responsible ensuring the College'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 include, but are not limited to:

- Provide guidance, coordination, and direction to College management on the ADA. The College develops and implements policies, procedures, and practices to ensure College employment practices and programs are accessible and nondiscriminatory.
- Provide training, technical guidance, and consultation to the College'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 for visitors.
- Track and facilitate requests for reasonable modifications for members of the public accessing College services. Report reasonable modifications annually to MMB.
- Research case law rules and regulation and update Executive team on evolving ADA issues. Meet bi-annually with state ADA Coordinators and learn updates and share practices on ADA.
- Ensure compliance with ADA reporting according to state and federal requirements.
- Assist the Affirmative Action Officer in designing and delivering training for College 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 will consult with the member of the public in need of a modification and:
 - Discuss the purpose and essential functions of the reasonable modification.

- Identify the potential modifications and assess 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 College.
- Document this review and reported in the State ADA Annual Report.
- Comply with State of Minnesota, Minnesota State and College anti-discrimination and anti-harassment policies.

Accountability

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

Name of individual(s) responsible

Name: Jestina Vichorek

Title: Associate Vice President of Human Resources

Email: jestina.vichorek@lsc.edu

Phone: 218-733-7677

(Diversity) Recruitment Coordinator

Responsibilities

The Diversity Recruitment Coordinator is responsible for the creation and coordination of the Diversity Recruitment Plan outlined in this document.

Duties

The duties of the Diversity Recruitment Coordinator include, but are not limited to:

- Identify high-need recruitment job areas within the College.
- Communicate the strategic recruitment plan to Human Resources (HR), the executive team, management, and staff.
- Assist the Affirmative Action Officer in conducting periodic audits of recruitment activity to measure the effectiveness of efforts and activities toward attaining strategic diversity goals and objectives.
- Maintain relationships with College executive teams, HR, and management to make decisions about the diversity recruitment needs of the department.
- Maintain relationships with community stakeholders, colleges and universities, and workforce centers to continue effective diversity recruitment strategies.
- Maintain active participation in the state-wide recruiters' group.
- Comply with State of Minnesota, Minnesota State and College anti-discrimination and anti-harassment policies.

Accountability

The Diversity Recruitment Coordinator is accountable to the Affirmative Action Officer and Associate Vice President of Human Resources.

Name of individual(s) responsible

Name: Clancey Byrne

Title: Human Resources Specialist 2, Talent Management

Email: clancey.byrne@lsc.edu

Phone: 218-733-7718

Senior Managers and Facility Executive Team Leaders

Responsibilities

College senior managers and executive team leaders are responsible for implementing all aspects of the College Affirmative Action Plan and the College's commitment to affirmative action and equal opportunity.

Duties

The duties of senior managers and executive team leaders include, but are not limited to:

- Identify problem areas and eliminate barriers that prevent equal employment opportunity within the College.
- Communicate the equal opportunity employment policy and the affirmative action plan to all employees.
- Assist the Affirmative Action Officer in periodic audits of hiring and promotion patterns to remove obstacles to attaining affirmative action goals and objectives.
- Hold regular discussions with supervisors and employees to ensure the College'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.
- Comply with statewide and College anti-discrimination and anti-harassment policies.

Accountability

Senior managers and executive team leaders are accountable directly to the College President.

All Employees

Responsibilities

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

Duties

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

- Exhibit an attitude of respect, courtesy, and cooperation toward colleagues and the public.
- Refrain from any actions that would adversely affect a colleague on the basis of their race, creed, color, sex (including pregnancy, child birth, and related medical condition), national origin, age, marital status, familial status, disability, sexual orientation, gender expression, gender identity, veteran status, reliance on public assistance, membership or activity in a local human rights commission, religion, political opinions, or affiliations. Protected class also includes genetic information for employees.
- Comply with state-wide and College anti-discrimination and anti-harassment policies.

Accountability

Employees are accountable to their designated supervisor and indirectly to the College's Commissioner. All employees are responsible for conducting themselves in accordance with the Affirmative Action Plan.

Communication of the Affirmative Action Plan

Minnesota Administrative Rules, part 3905.0400, subpart 1, item D and Minnesota Administrative Rules, part 3905.0400, subpart 1, item E

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

Internal Methods of Communication

- **Internal memorandum.** College leadership or Affirmative Action Officer will send an internal memo to College employees each year. This message identifies the location of the Affirmative Action Plan and the employee's responsibility to read and understand it. It also indicates the employee's responsibility to support and implement equal opportunity and affirmative action.
- **Intranet.** The College's Affirmative Action Plan is available to all employees on the College's internal website on the Affirmative Action Equal Opportunity website (<https://www.lsc.edu/affirmative-action-equal-opportunity/>) and in print to anyone who requests it. As requested, the College will make the plan available in alternative formats.

Printed copy. A physical copy of the College's Affirmative Action Plan is available to employees at the following address: **Lake Superior College**, Human Resources Department, 2101 Trinity Road, Duluth MN 55811.

- **Signage.** Nondiscrimination and equal opportunity statements and posters are prominently displayed in areas frequently used by employees.

External Methods of Communication

- **Public website.** The College's Affirmative Action Plan is available on the College's public website at (<https://www.lsc.edu/affirmative-action-equal-opportunity/>). Printed copies are available to anyone who requests it. As requested, the College will make the plan available in alternative formats.
- **Equal opportunity employer language.** The College's website homepage, letterhead, publications, and all job postings include the statement "Lake Superior College is an equal opportunity employer." The College will also ensure a representative ratio of diversity is on all marketing materials.
- **Signage.** Nondiscrimination and equal opportunity statements and posters are prominently displayed in common public areas. 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.

A physical copy of the College's Affirmative Action Plan is available to contractors, vendors, and members of the public at the following address: **Lake Superior College**, Human Resources Department, 2101 Trinity Road, Duluth MN 55811.

Job Category Analysis

Minnesota Administrative Rules 3905.0600 Subp 3.A and Minnesota Administrative Rules 3905.0600 Subp 3.B

The College conducted a Job Category Analysis to determine the percent of protected group employees including veterans in each job category. The job category analysis lists job class titles in each Equal Employment Opportunity (EEO) job category at the College. A job classification is a group of one or more positions with similar duties and responsibilities. These classifications help clarify positions within the class so the same schedules of pay can be applied with equity to all positions in the class that fall under the same, or substantially the same, employment conditions.

Listing of Job Titles

Minnesota Administrative Rules, Part 3905.0600(3), items A and B

Data as of: 04/01/2024

Officials and Administrators (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	Job Title
007856	MnSCU Admin-6
007857	MnSCU Admin-7
007859	MnSCU Admin-9

Professionals (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	Job Title
000006	Management Analyst 1
000138	Business Manager 1
000561	Psychologist 2
000774	Accounting Technician
000776	Physical Plan Director
000893	Management Analyst 3
001314	Information Officer 1
001376	MnSCU Student Activities Coord
001399	Safety & Health Officer 1
001423	Human Resources Specialist 2

Job Code	Job Title
002095	Accounting Supervisor Inter
003220	Mgmt Info Systems Supv 2
003583	Information Technology Spec 1
003584	Information Technology Spec 2
003586	Information Technology Spec 4
003962	Communications Specialist 3
007012	MnSCU Academic Professional 1
007013	MnSCU Academic Professional 3
007020	MnSCU Academic Supervisor 1
007022	MnSCU Academic Professional 2
007023	MnSCU Academic Supervisor 2
007205	Customized Training Rep
007847	MnSCU Academic Supervisor 3

Technicians (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	Job Title
-	-

Protective Services: Non-sworn (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	Job Title
-	-

Paraprofessionals (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	Job Title
000308	Library Technician
000865	College Laboratory Assistant 1

Job Code	Job Title
002632	College Laboratory Assistant 2

Office/Clerical (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	Job Title
000293	Executive 2
000632	Account Clerk Senior
003455	College Bookstore Coord Sr
003627	Office & Admin Special
003628	Office & Admin Special Interme
003629	Office & Admin Special Senior
003633	Central Svcs Admin Spec Senior
003636	Customer Svc Special Intermed
003637	Customer Svc Special Senior

Skilled Craft (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	Job Title
000135	Building Utilities Mechanic

Service Maintenance (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	Job Title
000134	Building Services Sup 2
000197	Cook
001357	General Repair Worker
001725	General Maintenance Worker

Faculty - Temporary (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	Job Title
007018	Community College Faculty
007845	Technical College Faculty

Faculty - Probationary (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	Job Title
007018	Community College Faculty
007845	Technical College Faculty

Faculty - Unlimited (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	Job Title
007018	Community College Faculty
007845	Technical College Faculty

Determining Availability

MS 43A.19(b), MS 43A.19(c), Minnesota Administrative Rules 3905.0600 Subp 1, Minnesota Administrative Rules 3905.0600 Subp 2, Minnesota Administrative Rules 3905.0600 Subp 3C, and Minnesota Administrative Rules 3905.0600 Subp 3D

The College used the United States Census Bureau’s EEO Tabulation 2014-2018 American Community Survey (ACS) statistical data for external availability, which is the most current statistical information available at the time of developing this affirmative action plan. The feeder job statistics of employees are used for internal availability.

Feeder Jobs and Feeder Group Analysis

Data as of: 04/01/2024

Officials and Administrators (note: Minority = Racial/Ethnic minority; lWD = Individuals with Disabilities; VET = Veterans)

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lWD %	Weighted VET %
002095	Professionals	Accounting Supervisor Inter	0.93%	0.00%	0.00%	0.00%
003220	Professionals	Mgmt Info Systems Supv 2	0.00%	0.00%	0.00%	0.00%
003586	Professionals	Information Technology Spec 4	0.00%	0.93%	0.93%	0.93%
007013	Professionals	MnSCU Academic Professional 3	2.80%	0.00%	0.00%	0.00%
007018	Faculty	Community College Faculty	28.04%	2.80%	1.87%	1.87%
007020	Professionals	MnSCU Academic Supervisor 1	1.87%	0.93%	0.00%	0.00%
007023	Professionals	MnSCU Academic Supervisor 2	2.80%	0.00%	0.00%	0.00%
007845	Faculty	Technical College Faculty	12.15%	0.93%	0.00%	0.00%
007847	Professionals	MnSCU Academic Supervisor 3	0.00%	0.00%	0.00%	0.00%
007856	Officials/Administrators	MnSCU Admin-6	1.87%	2.80%	1.87%	0.93%
007857	Officials/Administrators	MnSCU Admin-7	0.00%	0.00%	0.00%	0.00%
007859	Officials/Administrators	MnSCU Admin-9	1.87%	0.00%	0.00%	0.00%
Total			52.34%	8.41%	4.67%	3.74%

Professionals (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lwd %	Weighted VET %
000006	Professionals	Management Analyst 1	1.28%	0.00%	0.00%	0.00%
000138	Professionals	Business Manager 1	1.28%	0.00%	0.00%	0.00%
000774	Professionals	Accounting Technician	2.56%	0.00%	0.00%	0.00%
000776	Professionals	Physical Plan Director	0.00%	0.00%	0.00%	0.00%
000865	Para-Professionals	College Laboratory Assistant 1	2.56%	0.00%	0.00%	0.00%
000893	Professionals	Management Analyst 3	1.28%	0.00%	1.28%	0.00%
001314	Professionals	Information Officer 1	0.00%	0.00%	0.00%	0.00%
001376	Professionals	MnSCU Student Activities Coord	1.28%	0.00%	0.00%	0.00%
001399	Professionals	Safety & Health Officer 1	1.28%	0.00%	0.00%	0.00%
001423	Professionals	Human Resources Specialist 2	1.28%	0.00%	0.00%	0.00%
002095	Professionals	Accounting Supervisor Inter	1.28%	0.00%	0.00%	0.00%
002632	Para-Professionals	College Laboratory Assistant 2	5.13%	2.56%	2.56%	2.56%
003583	Professionals	Information Technology Spec 1	2.56%	0.00%	0.00%	0.00%
003584	Professionals	Information Technology Spec 2	0.00%	0.00%	0.00%	0.00%
003586	Professionals	Information Technology Spec 4	0.00%	1.28%	1.28%	1.28%
007012	Professionals	MnSCU Academic Professional 1	5.13%	0.00%	0.00%	0.00%
007013	Professionals	MnSCU Academic Professional 3	3.85%	0.00%	0.00%	0.00%
007020	Professionals	MnSCU Academic Supervisor 1	2.56%	1.28%	0.00%	0.00%
007022	Professionals	MnSCU Academic Professional 2	10.26%	0.00%	2.56%	1.28%
007023	Professionals	MnSCU Academic Supervisor 2	3.85%	0.00%	0.00%	0.00%
007205	Professionals	Customized Training Rep	3.85%	0.00%	0.00%	0.00%
Total			51.28%	5.13%	7.69%	5.13%

Technicians (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lwd %	Weighted VET %
-	-	-	-	-	-	-
Total			0.00%	0.00%	0.00%	0.00%

Protective Services: Non-sworn (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lwd %	Weighted VET %
-	-	-	-	-	-	-
Total			0.00%	0.00%	0.00%	0.00%

Paraprofessionals (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lwd %	Weighted VET %
000308	Para-Professionals	Library Technician	3.57%	0.00%	0.00%	0.00%
000865	Para-Professionals	College Laboratory Assistant 1	7.14%	0.00%	0.00%	0.00%
003627	Office/Clerical	Office & Admin Special	3.57%	0.00%	0.00%	0.00%
003628	Office/Clerical	Office & Admin Special Interme	39.29%	3.57%	0.00%	3.57%
003629	Office/Clerical	Office & Admin Special Senior	10.71%	3.57%	0.00%	0.00%
003633	Office/Clerical	Central Svcs Admin Spec Senior	0.00%	0.00%	0.00%	0.00%
003636	Office/Clerical	Customer Svc Special Intermed	10.71%	0.00%	0.00%	0.00%
003637	Office/Clerical	Customer Svc Special Senior	0.00%	0.00%	3.57%	0.00%
Total			75.00%	7.14%	3.57%	3.57%

Office/Clerical (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lwd %	Weighted VET %
000293	Office/Clerical	Executive 2	3.13%	0.00%	0.00%	0.00%
000632	Office/Clerical	Account Clerk Senior	3.13%	0.00%	0.00%	0.00%
001725	Service Maintenance	General Maintenance Worker	6.25%	6.25%	0.00%	0.00%
003455	Office/Clerical	College Bookstore Coord Sr	3.13%	0.00%	0.00%	0.00%
003627	Office/Clerical	Office & Admin Special	3.13%	0.00%	0.00%	0.00%
003628	Office/Clerical	Office & Admin Special Interme	34.38%	3.13%	0.00%	3.13%
003629	Office/Clerical	Office & Admin Special Senior	9.38%	3.13%	0.00%	0.00%
003633	Office/Clerical	Central Svcs Admin Spec Senior	0.00%	0.00%	0.00%	0.00%
003636	Office/Clerical	Customer Svc Special Intermed	9.38%	0.00%	0.00%	0.00%

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lwd %	Weighted VET %
003637	Office/Clerical	Customer Svc Special Senior	0.00%	0.00%	3.13%	0.00%
Total			71.88%	12.50%	3.13%	3.13%

Skilled Craft (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lwd %	Weighted VET %
000134	Service Maintenance	Building Services Sup 2	0.00%	0.00%	0.00%	0.00%
000135	Skilled Craft	Building Utilities Mechanic	0.00%	0.00%	0.00%	0.00%
001357	Service Maintenance	General Repair Worker	0.00%	0.00%	0.00%	0.00%
001725	Service Maintenance	General Maintenance Worker	18.18%	18.18%	0.00%	0.00%
Total			18.18%	18.18%	0.00%	0.00%

Service Maintenance (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lwd %	Weighted lwd %
000134	Service Maintenance	Building Services Sup 2	0.00%	0.00%	0.00%	0.00%
000197	Service Maintenance	Cook	16.67%	0.00%	0.00%	0.00%
001357	Service Maintenance	General Repair Worker	0.00%	0.00%	0.00%	0.00%
001725	Service Maintenance	General Maintenance Worker	16.67%	16.67%	0.00%	0.00%
Total			33.33%	16.67%	0.00%	0.00%

Faculty - Temporary (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lwd %	Weighted lwd %
007018	Faculty: Temporary	Community College Faculty	30.53%	3.16%	2.11%	2.11%
007845	Faculty: Temporary	Technical College Faculty	18.95%	2.11%	4.21%	4.21%
Total			49.47%	5.26%	6.32%	6.32%

Faculty - Probationary (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lwd %	Weighted lwd %
007018	Faculty: Temporary	Community College Faculty	30.53%	3.16%	2.11%	2.11%
007845	Faculty: Temporary	Technical College Faculty	18.95%	2.11%	4.21%	4.21%
Total			49.47%	5.26%	6.32%	6.32%

Faculty - Unlimited (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Job Code	EEO Category	Job Title	Weighted Female %	Weighted Minority %	Weighted lwd %	Weighted lwd %
007018	Faculty: Probationary	Community College Faculty	11.76%	0.00%	0.00%	5.88%
007845	Faculty: Probationary	Technical College Faculty	35.29%	0.00%	0.00%	0.00%
Total			47.06%	0.00%	0.00%	5.88%

Determining Availability Analysis

The external and internal factors are weighted according to the College's past hiring patterns and/or future recruitment focus to obtain the final availability.

Officials and Administrators (note: Minority = Racial/Ethnic minority; IwD = Individuals with Disabilities; VET = Veterans)

Factor	Weight Ratio	Raw Statistics Female	Raw Statistics Minority	Raw Statistics IwD	Raw Statistics VET	Weighted Statistics Female	Weighted Statistics Minority	Weighted Statistics IwD	Weighted Statistics VET	Source of Statistics	Reasons for External and Internal Weight Ratio
1: External - Percentage of females, racial/ethnic minorities, or individuals with disabilities with requisite skills in the reasonable recruitment area.	50.00%	44.71%	25.65%	4.67%	6.34%	22.36%	12.83%	2.33%	3.17%	The American Community Survey (2014-2018) compiled by the U.S. Department of Labor, Bureau of Labor Statistics. Region: See header row for region, and reference Appendix G for definition. COC and COC Title: See Appendix H for list of titles used for each EEO Category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have promoted from within as often as we have hired externally
2: Internal - Percentage of females, racial/ethnic minorities, or individuals with disabilities among those promotable, transferable, and trainable with your College.	50.00%	52.34%	8.41%	4.67%	3.74%	26.17%	4.21%	2.34%	1.87%	Employee workforce for the job classifications that constitute feeders to this job category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have promoted from within as often as we have hired externally
The value of weight must equal to 100.00% →	100.00%				Final Avail %	48.53%	17.03%	4.67%	5.04%		

Professionals (note: Minority = Racial/Ethnic minority; IwD = Individuals with Disabilities; VET = Veterans)

Factor	Weight Ratio	Raw Statistics Female	Raw Statistics Minority	Raw Statistics IwD	Raw Statistics Veterans	Weighted Statistics Female	Weighted Statistics Minority	Weighted Statistics IwD	Weighted Statistics Veterans	Source of Statistics	Reasons for External and Internal Weight Ratio
1: External - Percentage of females, racial/ethnic minorities, or individuals with disabilities with requisite skills in the reasonable recruitment area.	50.00%	58.34%	13.06%	4.09%	3.48%	29.17%	6.53%	2.04%	1.74%	The American Community Survey (2014-2018) compiled by the U.S. Department of Labor, Bureau of Labor Statistics. Region: See header row for region, and reference Appendix A for definition. COC and COC Title: See Appendix B for list of titles used for each EEO Category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have promoted from within as often as we have hired externally
2: Internal - Percentage of females, racial/ethnic minorities, or individuals with disabilities among those promotable, transferable, and trainable with your College.	50.00%	51.28%	5.13%	7.69%	5.13%	25.64%	2.56%	3.85%	2.56%	Employee workforce for the job classifications that constitute feeders to this job category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have promoted from within as often as we have hired externally
The value of weight must equal to 100.00% →	100.00%				Final Avail %	54.81%	9.09%	5.89%	4.30%		

Technicians (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Factor	Weight Ratio	Raw Statistics Female	Raw Statistics Minority	Raw Statistics lwd	Raw Statistics Veterans	Weighted Statistics Female	Weighted Statistics Minority	Weighted Statistics lwd	Weighted Statistics Veterans	Source of Statistics	Reasons for External and Internal Weight Ratio
1: External - Percentage of females, racial/ethnic minorities, or individuals with disabilities with requisite skills in the reasonable recruitment area.	90.00%	56.96%	6.46%	5.63%	6.46%	51.27%	5.82%	5.06%	5.82%	The American Community Survey (2014-2018) compiled by the U.S. Department of Labor, Bureau of Labor Statistics. Region: See header row for region, and reference Appendix A for definition. COC and COC Title: See Appendix B for list of titles used for each EEO Category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within, there are no feeder jobs for this category.
2: Internal - Percentage of females, racial/ethnic minorities, or individuals with disabilities among those promotable, transferable, and trainable with your College.	10.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Employee workforce for the job groups that constitute feeders to this job group.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within, there are no feeder jobs for this category.
The value of weight must equal to 100.00% →	100.00%	Final Avail %				51.27%	5.82%	5.06%	5.82%		

Protective Services: Non-sworn (note: Minority = Racial/Ethnic minority; lwd = Individuals with Disabilities; VET = Veterans)

Factor	Weight Ratio	Raw Statistics Female	Raw Statistics Minority	Raw Statistics lwd	Raw Statistics Veterans	Weighted Statistics Female	Weighted Statistics Minority	Weighted Statistics lwd	Weighted Statistics Veterans	Source of Statistics	Reasons for External and Internal Weight Ratio
1: External - Percentage of females, racial/ethnic minorities, or individuals with disabilities with requisite skills in the reasonable recruitment area.	100.00%	17.39%	19.15%	4.69%	19.99%	17.39%	19.15%	4.69%	19.99%	The American Community Survey (2014-2018) compiled by the U.S. Department of Labor, Bureau of Labor Statistics. Region: See header row for region, and reference Appendix A for definition. COC and COC Title: See Appendix B for list of titles used for each EEO Category.	We do not have any jobs in this category in the past or present.
2: Internal - Percentage of females, racial/ethnic minorities, or individuals with disabilities among those promotable, transferable, and trainable with your College.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Employee workforce for the job groups that constitute feeders to this job group.	We do not have any jobs in this category in the past or present.
The value of weight must equal to 100.00% →	100.00%	Final Avail %				17.39%	19.15%	4.69%	19.99%		

Paraprofessionals (note: Minority = Racial/Ethnic minority; IwD = Individuals with Disabilities; VET = Veterans)

Factor	Weight Ratio	Raw Statistics Female	Raw Statistics Minority	Raw Statistics IwD	Raw Statistics Veterans	Weighted Statistics Female	Weighted Statistics Minority	Weighted Statistics IwD	Weighted Statistics Veterans	Source of Statistics	Reasons for External and Internal Weight Ratio
1: External - Percentage of females, racial/ethnic minorities, or individuals with disabilities with requisite skills in the reasonable recruitment area.	90.00%	57.61%	17.15%	4.68%	3.32%	51.84%	15.44%	4.21%	2.99%	The American Community Survey (2014-2018) compiled by the U.S. Department of Labor, Bureau of Labor Statistics. Region: See header row for region, and reference Appendix A for definition. COC and COC Title: See Appendix B for list of titles used for each EEO Category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within, these positions are typically entry level positions.
2: Internal - Percentage of females, racial/ethnic minorities, or individuals with disabilities among those promotable, transferable, and trainable with your College.	10.00%	75.00%	7.14%	3.57%	3.57%	7.50%	0.71%	0.36%	0.36%	Employee workforce for the job classifications that constitute feeders to this job category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within, these positions are typically entry level positions
The value of weight must equal to 100.00% →	100.00%	Final Avail %				59.34%	16.15%	4.57%	3.34%		

Office/Clerical (note: Minority = Racial/Ethnic minority; IwD = Individuals with Disabilities; VET = Veterans)

Factor	Weight Ratio	Raw Statistics Female	Raw Statistics Minority	Raw Statistics IwD	Raw Statistics Veterans	Weighted Statistics Female	Weighted Statistics Minority	Weighted Statistics IwD	Weighted Statistics Veterans	Source of Statistics	Reasons for External and Internal Weight Ratio
1: External - Percentage of females, racial/ethnic minorities, or individuals with disabilities with requisite skills in the reasonable recruitment area.	80.00%	60.63%	6.73%	7.68%	3.21%	48.50%	5.39%	6.14%	2.57%	The American Community Survey (2014-2018) compiled by the U.S. Department of Labor, Bureau of Labor Statistics. Region: See header row for region, and reference Appendix A for definition. COC and COC Title: See Appendix B for list of titles used for each EEO Category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within, these positions are typically entry level positions
2: Internal - Percentage of females, racial/ethnic minorities, or individuals with disabilities among those promotable, transferable, and trainable with your College.	20.00%	71.88%	12.50%	3.13%	3.13%	14.38%	2.50%	0.63%	0.63%	Employee workforce for the job classifications that constitute feeders to this job category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within, these positions are typically entry level positions
The value of weight must equal to 100.00% →	100.00%	Final Avail %				62.88%	7.89%	6.77%	3.20%		

Skilled Craft (note: Minority = Racial/Ethnic minority; IwD = Individuals with Disabilities; VET = Veterans)

Factor	Weight Ratio	Raw Statistics Female	Raw Statistics Minority	Raw Statistics IwD	Raw Statistics Veterans	Weighted Statistics Female	Weighted Statistics Minority	Weighted Statistics IwD	Weighted Statistics Veterans	Source of Statistics	Reasons for External and Internal Weight Ratio
1: External - Percentage of females, racial/ethnic minorities, or individuals with disabilities with requisite skills in the reasonable recruitment area.	20.00%	10.75%	9.61%	5.21%	8.71%	2.15%	1.92%	1.04%	1.74%	The American Community Survey (2014-2018) compiled by the U.S. Department of Labor, Bureau of Labor Statistics. Region: See header row for region, and reference Appendix A for definition. COC and COC Title: See Appendix B for list of titles used for each EEO Category.	Examined the last 3 to 5 years past hiring and the one identified job classification in this job category was an internal promotion, if the position should become vacant this would be a promotional opportunity for the feeder jobs identified in this category.
2: Internal - Percentage of females, racial/ethnic minorities, or individuals with disabilities among those promotable, transferable, and trainable with your College.	80.00%	18.18%	18.18%	0.00%	0.00%	14.55%	14.55%	0.00%	0.00%	Employee workforce for the job classifications that constitute feeders to this job category.	Examined the last 3 to 5 years past hiring and the one identified job classification in this job category was an internal promotion, if the position should become vacant this would be a promotional opportunity for the feeder jobs identified in this category.
The value of weight must equal to 100.00% →	100.00%	Final Avail %				16.69%	16.47%	1.04%	1.74%		

Service Maintenance (note: Minority = Racial/Ethnic minority; IwD = Individuals with Disabilities; VET = Veterans)

Factor	Weight Ratio	Raw Statistics Female	Raw Statistics Minority	Raw Statistics IwD	Raw Statistics Veterans	Weighted Statistics Female	Weighted Statistics Minority	Weighted Statistics IwD	Weighted Statistics Veterans	Source of Statistics	Reasons for External and Internal Weight Ratio
1: External - Percentage of females, racial/ethnic minorities, or individuals with disabilities with requisite skills in the reasonable recruitment area.	80.00%	33.11%	9.33%	10.14%	7.82%	26.48%	7.47%	8.11%	6.26%	The American Community Survey (2014-2018) compiled by the U.S. Department of Labor, Bureau of Labor Statistics. Region: See header row for region, and reference Appendix A for definition. COC and COC Title: See Appendix B for list of titles used for each EEO Category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within, these positions are typically entry level positions. The two job classifications in this job category that are not entry level have not been vacant for more than 5 years.
2: Internal - Percentage of females, racial/ethnic minorities, or individuals with disabilities among those promotable, transferable, and trainable with your College.	20.00%	33.33%	16.67%	0.00%	0.00%	6.67%	3.33%	0.00%	0.00%	Employee workforce for the job classifications that constitute feeders to this job category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within, these positions are typically entry level positions. The two job classifications in this job category that are not entry level have not been vacant for more than 5 years.
The value of weight must equal to 100.00% →	100.00%	Final Avail %				33.15%	10.80%	8.11%	6.26%		

Faculty - Temporary (note: Minority = Racial/Ethnic minority; IwD = Individuals with Disabilities; VET = Veterans)

Factor	Weight Ratio	Raw Statistics Female	Raw Statistics Minority	Raw Statistics IwD	Raw Statistics Veterans	Weighted Statistics Female	Weighted Statistics Minority	Weighted Statistics IwD	Weighted Statistics Veterans	Source of Statistics	Reasons for External and Internal Weight Ratio
1: External - Percentage of females, racial/ethnic minorities, or individuals with disabilities with requisite skills in the reasonable recruitment area.	80.00%	47.23%	14.81%	5.06%	4.73%	37.78%	11.85%	4.04%	3.78%	The American Community Survey (2014-2018) compiled by the U.S. Department of Labor, Bureau of Labor Statistics. Region: See header row for region, and reference Appendix A for definition. COC and COC Title: See Appendix B for list of titles used for each EEO Category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within.
2: Internal - Percentage of females, racial/ethnic minorities, or individuals with disabilities among those promotable, transferable, and trainable with your College.	20.00%	49.47%	5.26%	6.32%	6.32%	9.89%	1.05%	1.26%	1.26%	Employee workforce for the job classifications that constitute feeders to this job category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within. Occasionally employees employed in other staff positions accept temporary part-time faculty assignments.
The value of weight must equal to 100.00% →	100.00%	Final Avail %				47.68%	12.90%	5.31%	5.04%		

Faculty – Probationary (note: Minority = Racial/Ethnic minority; IwD = Individuals with Disabilities; VET = Veterans)

Factor	Weight Ratio	Raw Statistics Female	Raw Statistics Minority	Raw Statistics IwD	Raw Statistics Veterans	Weighted Statistics Female	Weighted Statistics Minority	Weighted Statistics IwD	Weighted Statistics Veterans	Source of Statistics	Reasons for External and Internal Weight Ratio
1: External - Percentage of females, racial/ethnic minorities, or individuals with disabilities with requisite skills in the reasonable recruitment area.	40.00%	47.25%	15.06%	5.07%	4.70%	18.90%	6.02%	2.03%	1.88%	The American Community Survey (2014-2018) compiled by the U.S. Department of Labor, Bureau of Labor Statistics. Region: See header row for region, and reference Appendix A for definition. COC and COC Title: See Appendix B for list of titles used for each EEO Category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within. On the occasion that an unlimited full-time probationary faculty position becomes available it is common for us to hire a temporary part-time faculty member who has already been teaching in the area, , however, some fields are so specialized that are no qualified available internal candidates and we hire from outside.
2: Internal - Percentage of females, racial/ethnic minorities, or individuals with disabilities among those promotable, transferable, and trainable with your College.	60.00%	49.47%	5.26%	6.32%	6.32%	29.68%	3.16%	3.79%	3.79%	Employee workforce for the job classifications that constitute feeders to this job category.	Examined the last 3 to 5 years past hiring and promotion decisions to examine the percentage of appointments externally and internally. We have hired externally for these positions at a much higher rate than hired from within. On the occasion that an unlimited full-time probationary faculty position becomes available it is common for us to hire a temporary part-time faculty member who has already been teaching in the area.
The value of weight must equal to 100.00% →	100.00%				Final Avail %	48.59%	9.18%	5.82%	5.67%		

Faculty – Unlimited (note: Minority = Racial/Ethnic minority; IwD = Individuals with Disabilities; VET = Veterans)

Factor	Weight Ratio	Raw Statistics Female	Raw Statistics Minority	Raw Statistics IwD	Raw Statistics Veterans	Weighted Statistics Female	Weighted Statistics Minority	Weighted Statistics IwD	Weighted Statistics Veterans	Source of Statistics	Reasons for External and Internal Weight Ratio
1: External - Percentage of females, racial/ethnic minorities, or individuals with disabilities with requisite skills in the reasonable recruitment area.	0.00%	47.19%	14.57%	5.05%	4.77%	0.00%	0.00%	0.00%	0.00%	The American Community Survey (2014-2018) compiled by the U.S. Department of Labor, Bureau of Labor Statistics. Region: See header row for region, and reference Appendix A for definition. COC and COC Title: See Appendix B for list of titles used for each EEO Category.	Unlimited Full-time faculty members are those who have been hired as probationary faculty members and served in the position for six (6) semesters, they are officially "hired" as unlimited full-time faculty when they have successfully passed their probationary period and have met all of the contractual requirements to pass their probationary period. At no point would the College hire an unlimited full-time faculty member who has not passed a probationary period, there is no external hires in this category.
2: Internal - Percentage of females, racial/ethnic minorities, or individuals with disabilities among those promotable, transferable, and trainable with your College.	100.00%	47.06%	0.00%	0.00%	5.88%	47.06%	0.00%	0.00%	5.88%	Employee workforce for the job classifications that constitute feeders to this job category.	Unlimited Full-time faculty members are those who have been hired as probationary faculty members and served in the position for six (6) semesters, they are officially "hired" as unlimited full-time faculty when they have successfully passed their probationary period and have met all of the contractual requirements to pass their probationary period. At no point would the College hire an unlimited full-time faculty member who has not passed a probationary period, there is no external hires in this category.
The value of weight must equal to 100.00% →	100.00%	Final Avail %				47.06%	0.00%	0.00%	5.88%		

Minn. Stat. § 43A.19 (b)(1)-(2); Minnesota Administrative Rules, Part 3905.0600(3), (5)

To review raw statistics of Census Occupation Code (COC) and COC titles, Agencies - <https://mmb.extranet.mn.gov/mmb-extranet/hr-toolbox/recruitment-and-retention/equal-opportunity/affirmative-action/resources.jsp>; Minnesota State - <https://mn.gov/mmb/employee-relations/equal-opportunity/affirmative-action/>

Utilization/Comparing Employees to Availability, Goal Establishment, and Timetables

Minnesota Administrative Rules 3905.0400 Subp 1 Item G, Minnesota Administrative Rules 3905.0600 Subp 3, Minnesota Administrative Rules 3905.0600 Subp 4, and Minnesota Administrative Rules 3905.0600 Subp 5.

Utilization is an analysis of affirmative action and equal opportunity employment data used to assess the available workforce for a given state.

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

Through the utilization and availability analysis, the College has determined which job categories are underutilized for females, racial/ethnic minorities, individuals with disabilities, and veterans in the College, and has set hiring goals for the next two years. Hiring goals are objective and used for making good faith efforts for all aspects of the affirmative action plan. Effective hiring goals are strategic, actionable, and measurable efforts the College is committed to pursuing and implementing in 2024-2026.

The goals are not quotas, nor do they require protected group or veteran status-based hiring preferences. They are aspirational goals so that the College makes good faith efforts to remove barriers to equal employment opportunity.

The College used the whole person rule to establish a hiring goal. This means when the actual representation percentage of females, racial/ethnic minorities, individuals with disabilities, or veterans is less than reasonably would be expected given the workforce participation in the labor market area/reasonable recruitment area and that difference is at least one whole person (more than 1), then a goal is established for that job category.

When a hiring goal for a job category is established, a percentage goal equals to the final availability percentage is calculated for females, racial/ethnic minorities, individuals with disabilities, and veterans in that job category.

In this Affirmative Action Plan, the College combined the Customized Training job category with Faculty–Temporary. This was necessary because Customized Training is such a small group of employees that have job assignments at varying times during the academic year. It is more appropriate to capture those employees with Faculty – Temporary.

The Utilization Analysis indicates if a job category by protected group is underutilized.

Area(s) in the College’s workforce that require further monitoring appear in the “Establish Goals?” column as:

- “Yes”: there is underutilization.

- “Monitor”: The College needs to monitor the job it may be underutilized where employee movement occurs.

The Utilization Analysis is used to comparing employees to availability, establishing placement goals and establishing timetables to meet goals. The data compares Job Category, Females, Racial/Ethnic Minorities and Veterans. If a protected group (including veterans) in a job category shows “Monitor,” the College will proactively make good faith efforts to recruit external qualified protected groups and veterans. The College will also train and retain employees in the job category to help prevent underutilization due to an employee move or attrition.

The Utilization Analysis is a summary of Hiring Goals by Job Category, Females, Racial/Ethnic Minorities, Individuals with Disabilities and Veterans. The actions the College will take to address these hiring goals will be described in the Corrective Actions and Action-Oriented Programs section.

Utilization Analysis

Minnesota Administrative Rules, Part 3905.0600(4), (5), and (6)

Placement Goals are established based on the whole person rule (i.e., a goal is set when availability exceeds employment by at least one whole person).

Female

Job Categories	Total Number of Employee in Job Category	Total Number of Female Employee in the Job Category	% of Female Employee in the Job Category	Female Availability %	Female Establish Goals?	If Yes, Goals for FY 2024-2026
Officials and Administrators	10	<10	**. **%	48.53%	Monitor	
Professionals	52	35	67.31%	54.81%		
Paraprofessionals	31	<10	**. **%	59.34%	Yes	59.34%
Administrative Support	24	21	87.50%	62.88%		
Skilled Craft	<10	<10	**. **%	16.69%	Monitor	
Service Maintenance	12	<10	**. **%	33.15%	Monitor	
Faculty – Temporary	95	47	49.47%	47.68%		
Faculty – Probationary	17	<10	**. **%	48.59%	Monitor	
Faculty – Unlimited	66	35	53.03%	47.06%		
Totals	308	161	52.27%			

Racial/Ethnic Minorities

Job Categories	Total Number of Employee in Job Category	Total Number of Minority Employee in the Job Category	% of Minority Employee in the Job Category	Minority Availability %	Minority Establish Goals?	If Yes, Goals for FY 2024-2026
Officials and Administrators	10	<10	**.**% %	17.03%		
Professionals	52	<10	**.**% %	9.09%	Yes	9.09%
Paraprofessionals	31	<10	**.**% %	16.15%	Yes	16.15%
Administrative Support	24	<10	**.**% %	7.89%	Monitor	
Skilled Craft	<10	<10	**.**% %	16.47%	Monitor	
Service Maintenance	12	<10	**.**% %	10.80%	Monitor	
Faculty – Temporary	95	<10	**.**% %	12.90%	Yes	12.90%
Faculty – Probationary	17	<10	**.**% %	9.18%	Yes	9.18%
Faculty – Unlimited	66	<10	**.**% %	0.00%		
Totals	308	20	6.49%			

Individuals with Disabilities (note: IwD = Individuals with disabilities)

Job Categories	Total Number of Employee in Job Category	Total Number of IwD Employee in the Job Category	% of IwD Employee in the Job Category	IwD Availability %	IwD Establish Goals?	If Yes, Goals for FY 2024-2026
Officials and Administrators	10	<10	***% %	4.67%		
Professionals	52	<10	***% %	5.89%	Monitor	
Paraprofessionals	31	<10	***% %	4.57%	Monitor	
Administrative Support	24	<10	***% %	6.77%	Monitor	
Skilled Craft	<10	<10	***% %	1.04%	Monitor	
Service Maintenance	12	<10	***% %	8.11%	Monitor	
Faculty – Temporary	95	<10	***% %	5.31%	Monitor	
Faculty – Probationary	17	<10	***% %	5.82%	Monitor	
Faculty – Unlimited	66	<10	***% %	0.00%		
Totals	308	17	5.52%			

Veterans (note: VET = Veterans)

Job Categories	Total Number of Employee in Job Category	Total Number of VET Employee in the Job Category	% of VET Employee in the Job Category	VET Availability %	VET Establish Goals?	If Yes, Goals for FY 2024-2026
Officials and Administrators	10	<10	***% %	5.04%	Monitor	
Professionals	52	<10	***% %	4.30%	Monitor	
Paraprofessionals	31	<10	***% %	3.34%	Monitor	
Administrative Support	24	<10	***% %	3.20%	Monitor	
Skilled Craft	<10	<10	***% %	1.74%	Monitor	
Service Maintenance	12	<10	***% %	6.26%	Monitor	
Faculty – Temporary	95	<10	***% %	5.04%		
Faculty – Probationary	17	<10	***% %	5.67%	Monitor	
Faculty – Unlimited	66	<10	***% %	5.88%	Yes	5.88%
Totals	308	14	4.55%			

Identification of Areas for Further Monitoring

Minnesota Administrative Rules 3905.0400 Subp. 1 Item H, Minnesota Administrative Rules 3905.0600 Subp 6, and MS 43A.19 Subd. 1(a)(3) for separations

Monitoring personnel activities can serve as a means of measuring the College's progress toward achieving the established goals in the absence of discrimination and effectiveness of the College's good faith efforts.

Progress Reports

The progress report examines hiring goals established in the prior Affirmative Action Plan. As a part of the College's monitoring practices, the College evaluated if it met the hiring goal(s) established in the prior Affirmative Action Plan.

The Progress Towards Goals Reports below includes only job categories that have hiring goal(s) established in the prior Affirmative Action Plan and it evaluates if the College attained the hiring goal(s).

Where the indication of the "Goal Met?" column is:

- "Yes": the College met the goal established in the prior Affirmative Action Plan.
- "No": the College did not attain the goal established in the prior Affirmative Action Plan.
- "No Hire/Prom": there were no opportunities in the prior Affirmative Action Plan period.

Females

From April 1, 2022 to March 31, 2024, Lake Superior College hired ten Officials/Administrators and promoted six. Three females were hired, and two females were promoted. There were four separations in the Officials/Administrators job category, one female retired and one veteran resigned. There were sixteen Professionals hired and nine promoted. Ten females were hired under the Professionals job category and eight were promoted, but Lake Superior had thirteen total separations in the Professionals job category. Of the thirteen separations, twelve females separated from the Professionals job category. Of those thirteen separations, seven of them were voluntary resignations, one retirement, and four transfers.

In the job category of Para-Professionals Lake Superior hired or promoted twenty-eight individuals. Five females were hired and zero promoted. Lake Superior College hired twenty-two men and promoted one man in this category. The Para-Professionals job category also saw eighteen separations, eight of which were female, of the eight separations, seven females resigned and one female was non-renewed. Lake Superior College did have a hiring goal for females in the Para-Professional job category that was not met. There are some significant barriers to hiring women into the College Laboratory Assistant (CLA) 1 and 2 classifications under the Para-Professional job category. The majority of the job classifications filled under the job category of Para-Professionals are the CLA 1 and 2 classifications. The CLA 1 and 2 positions that were filled were industry specific positions including CLA's in machine tool, welding, fire, and auto-body that are historically male dominated industries. The other industries that College Laboratory Assistants are hired into include Art and Biology, but we have had excellent retention in those positions and have not hired for CLA's in those departments. Another barrier to hiring women into this job category is that the majority of positions that were filled during the reporting period were CLA's hired to be certified flight instructors in our aviation department. Additionally, those positions are

intermittent positions meaning the positions are not eligible for benefits and do not maintain a regular work schedule, the majority of the candidate pool for these positions are traditionally male.

For the Office/Clerical job category, Lake Superior College hired seven individuals and promoted two individuals. There were five females hired and two promoted. The Office/Clerical job category saw a total of six separations, five of which were women, four women voluntarily resigned and one retired.

The Skilled Craft job category had no hires, promotions, or separations in the Skilled Craft job category.

In the Service Maintenance job category Lake Superior College hired nine individuals, five males, and four females, one male was promoted. The Service Maintenance job category had six total separations; three individuals who separated identified as female, and all three females resigned. The job category of Service Maintenance did have a hiring goal from the previous Affirmative Action Plan that was met. Of the four positions that were hired during this reporting period, all four of those positions were general maintenance worker classifications. The candidate pools for these positions at Lake Superior College are predominately male, however Lake Superior continues to ensure equitable hiring practices are utilized and are happy to report that fifty percent of the hiring that completed did in this category was females.

Ninety-seven Temporary Faculty were hired and one individual was promoted into the Temporary Faculty job category, thirty-five of those hired were female. There were twenty-nine total separations, fifteen of which were female. Of those separations, eleven females resigned, two retired, and one was terminated.

There were six Probationary Faculty hired, one of which identified as female, there were no promotions in this category. This category saw three females resign.

There were no hires or promotions in the Unlimited Faculty job category. There were eleven Unlimited Faculty separations, six of which identified as female. Of the six females that separated, all retired.

In the previous plan, Lake Superior College reported that we not met our hiring goals for females in two job categories including para-professionals and service maintenance. Of the total hires in all of the job categories females comprised 48.65% of the hires, of the total promotions in the job categories, females comprised 50% of those promoted. For this plan year, although Lake Superior College did not meet its hiring goals for females in the para-professional job category, it did meet its female hiring goal in the service maintenance job category. Of the total promotions in all job categories, 70% of those promoted were female, which is a significant increase from the previous plan year.

Progress Towards Goals Report: Females (note: Promo = promotion) Date Range: 04/01/2022-03/31/2024

Job Category	Prior AAP Total Employee #	Prior AAP Total Females #	Prior AAP Total Females %	Prior AAP Availability Female %	Total Hires & Promo #	Total Hired #	Male Hired #	Females Hired #	Un-known Hired #	Females Hired %	Total Promo #	Male Promo #	Females Promo #	Un-known Promo #	Female Promo %	Actual Female Hiring (%)	Female Had Goals in Prior AAP?	Female Goal Met?
Officials and Administrators	10	<10	**.**%*	**.**%*	10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Professionals	46	34	73.91%	59.18%	25	16	<10	10	<10	62.50%	<10	<10	<10	<10	**.**%*	72.00%	-	-
Technicians	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Protective Services: Non-sworn	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Paraprofessionals	24	<10	**.**%*	**.**%*	28	27	22	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	No
Administrative Support	27	25	92.59%	61.48%	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Skilled Craft	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Service Maintenance	<10	<10	**.**%*	**.**%*	10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	Yes
Faculty – Temporary	95	50	52.63%	47.46%	98	97	62	35	<10	36.08%	<10	<10	<10	<10	**.**%*	35.71%	-	-
Faculty – Probationary	21	14	66.67%	48.28%	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Faculty – Unlimited	68	36	52.94%	51.09%	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Total	301	175	58.14%		186	166	106	60	<10	36.14%	20	<10	14	<10	70.00%			

Racial/Ethnic Minorities

From April 1, 2022 to March 31, 2024, Lake Superior College had seven affirmative action plan hiring goals for racial/ethnic minorities. Of the seven goals, six were not met and one experienced no opportunity for hire or promotion. There were significant barriers in hiring in all job categories.

Lake Superior College hired four Officials/Administrators and promoted six. Of the four individuals hired, two of those individuals were minorities and of the three promoted, zero of those individuals were minorities. The Officials/Administrators job category had no minority separations. This job category did have a hiring goal identified that was not met, the hiring goal was to have a 23.77% placement of minorities in this job category and the results show that the placement range was 20.00%, placing Lake Superior College very close to meeting its hiring goal. It should be noted that the underutilization number of minorities in this job category from the previous plan was one and Lake Superior College hired two, Lake Superior College hired minorities at a rate of 50% of the total hires in this category.

Of the sixteen total Professionals hired, one individual was a minority, and of the nine Professionals that were promoted, zero of those individuals were a minority. Lake Superior had thirteen total separations in the Professionals job category, none of which were racial/ethnic minorities. This job category did have a hiring goal identified that was not met, the hiring goal was to have a 10.14% placement of minorities in this job category and the results show that the placement range was 4.00%. Although Lake Superior College hired minorities at a rate of 6.25% of the total hires in this category, no minorities were promoted. The hiring barriers Lake Superior College experienced in the job classifications in this job category was that the majority of the candidates in the hiring pool identified as female, but not as minorities, non-minority females made up 72% of the hiring in this job category with the availability of minority candidates in the hiring pools being extremely low.

In the job category of Para-Professionals Lake Superior make twenty-seven total hires, three of which were minorities. There were zero promotions of a minority. The Para-Professionals job category also saw eighteen separations, one of which was a minority. Lake Superior College did have a hiring goal for minorities in the Para-Professional job category that was not met. It should be noted that the underutilization number of minorities in this job category from the previous plan was two and Lake Superior College hired three minorities. There are some significant barriers to hiring minorities into the classifications under the Para-Professional job category. The majority of the job classifications filled under the job category of Para-Professionals are the CLA 1 and 2 classifications. The CLA 1 and 2 positions that were filled were industry specific positions including CLA's in machine tool, welding, fire, and auto-body that are historically non-minority male dominated industries, in-fact twenty-two of the total twenty-eight hired into these classifications were men, five were women, and three were minorities, there were nineteen total non-minorities hired. The other industries that College Laboratory Assistants are hired into include Art, Biology, and Physical Therapy Assistant, but we have had excellent retention in those positions and have not hired for CLA's in those departments. Another barrier to hiring minorities into this job category is that the majority of positions that were filled during the reporting period were CLA's hired to be certified flight instructors in our aviation department. Additionally, those positions are intermittent positions meaning the positions are not eligible for benefits and do not maintain a regular work schedule, the majority of the candidate pool for these positions are traditionally non-minority males.

For the Office/Clerical job category, Lake Superior College hired seven individuals and promoted two individuals. There were no minorities hired and no minorities promoted. The Office/Clerical job category saw a total of six separations, none of which were minorities. This job category had an affirmative action plan hiring goal of 17.9%, that was not met. The actual minority placement was 0.00%, corrective action should be put into place immediately for the hiring of the classifications in this job category.

The Skilled Craft job category had no hires, no promotions, and no separations.

In the Service Maintenance job category Lake Superior College hired nine individuals, seven non-minorities and one minority, there were zero minority promotions. The Service Maintenance job category had six total separations; no minority separations. The Service Maintenance job category had an affirmative action plan hiring goal of 22.99% and did not meet that goal, only placing 10% of minorities. Corrective action should be put into place immediately for the hiring of the classifications in this job category. It should be noted that the previous affirmative action plan underutilized minority number was one and Lake Superior College hired one minority.

Ninety-seven Temporary Faculty were hired, five of those hires were minorities. Zero minority temporary faculty members were promoted, and there were twenty-nine total separations, three of which were minorities. There was a hiring goal for Temporary faculty that was not met. There were six Probationary Faculty hired, zero minorities were hired. There were no Probationary Faculty promotions, there were three separations, none of which were minorities. There was a hiring goal for Probationary Faculty that was not met. There were no Unlimited Faculty hired or promoted. There were eighteen Unlimited Faculty separations, zero of which identified as a minority. Of the eighteen Unlimited Faculty separations, there were eleven total separations, no minorities separated in this job category.

Progress Towards Goals Report: Racial/Ethnic Minorities (note: Promo = promotion; REM = Racial/Ethnic Minorities) **Date Range: 04/01/2022-03/31/2024**

Job Category	Prior AAP Total Employee #	Prior AAP Total REM #	Prior AAP Total REM %	Prior AAP Availability REM %	Total Hires & Promo #	Total Hired #	Non-REM Hired #	REM Hired #	Un-known Hired #	REM Hired %	Total Promo #	Non-REM Promo #	REM Promo #	Un-known Promo #	REM Promo %	Actual REM Hiring (%)	REM Had Goals in Prior AAP?	REM Goal Met?
Officials and Administrators	10	<10	**.**%*	**.**%*	10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	No
Professionals	46	<10	**.**%*	**.**%*	25	16	14	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	No
Technicians	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Protective Services: Sworn	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Protective Services: Non-sworn	24	<10	**.**%*	**.**%*	28	27	19	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	No
Paraprofessionals	27	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	No
Administrative Support	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Skilled Craft	<10	<10	**.**%*	**.**%*	10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	No
Service Maintenance	95	<10	**.**%*	**.**%*	98	97	89	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	No
Faculty – Temporary	21	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	No

Faculty – Probationary	68	<10	**.**%	**.**%	<10	<10	<10	<10	<10	**.**%	<10	<10	<10	<10	**.**%	**.**%	Yes	No Hire/Prom
Faculty – Unlimited	10	<10	**.**%	**.**%	10	<10	<10	<10	<10	**.**%	<10	<10	<10	<10	**.**%	**.**%	Yes	No
Total	301	18	5.98%		186	166	144	12	10	7.23%	20	19	<10	<10	**.**%			

Individuals with Disabilities

From April 1, 2022 to March 31, 2024, Lake Superior College had two affirmative action plan hiring goals for individuals with disabilities, one was met and one was not met.

Lake Superior College hired four Officials/Administrators and promoted six. Of the four individuals hired, one of those individuals was an individual with a disability, and of the three promoted, zero of those individuals were individuals with disabilities. The Officials/Administrators job category had no individuals with disabilities separate.

Of the sixteen total Professionals hired, two were individuals with disabilities, and of the nine Professionals that were promoted, one of those were an individual with a disability. Lake Superior had thirteen total separations in the Professionals job category, one of which was an individual with disabilities.

In the job category of Para-Professionals Lake Superior make twenty-seven total hires, one of which were individuals with disabilities. There were zero promotions of a non-minority. The Para-Professionals job category also saw eighteen separations, one of which was an individual with disabilities.

For the Office/Clerical job category, Lake Superior College hired seven individuals and promoted two individuals. There was one individual with disabilities hired and no individuals with disabilities promoted. The Office/Clerical job category saw a total of six separations, none of which were individuals with disabilities. This job category had an affirmative action plan hiring goal that was met.

The Skilled Craft job category had no hires, no promotions, and no separations.

In the Service Maintenance job category Lake Superior College hired nine individuals, one individual with disabilities, there were zero individuals with disabilities promoted. The Service Maintenance job category had six total separations; one individual with disabilities separated.

Ninety-seven Temporary Faculty were hired, six of those hires were individuals with disabilities. Zero individuals with disabilities were promoted. There were twenty-nine total separations, one of which was an individual with disabilities. There were six Probationary Faculty hired, zero individuals with disabilities were hired. There were no Probationary Faculty promotions, there were three separations, none of which were individuals with disabilities. There was a hiring goal for Probationary Faculty that was not met. There were no Unlimited Faculty hired or promoted. Of the eighteen Unlimited Faculty separations, there were eleven total separations, no individuals with disabilities separated in this job category.

Progress Towards Goals Report: Individuals with Disabilities (note: Promo = promotion; lwd = Individuals with disabilities)

Date Range: 04/01/2022-03/31/2024

Job Category	Prior AAP Total Employee #	Prior AAP Total IwD #	Prior AAP Total IwD %	Prior AAP Availability IwD %	Total Hires & Promo #	Total Hired #	IwD Hired #	Non-IwD Hired #	Un-known Hired #	IwD Hired %	Total Promo #	Non-IwD Promo #	IwD Promo #	Un-known Promo #	IwD Promo %	Actual IwD Hiring (%)	IwD Had Goals in Prior AAP?	IwD Goal Met?
Officials and Administrators	10	<10	**.**%*	**.**%*	10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Professionals	46	<10	**.**%*	**.**%*	25	16	14	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Technicians	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Protective Services: Sworn	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Protective Services: Non-sworn	24	<10	**.**%*	**.**%*	28	27	25	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Paraprofessionals	27	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	Yes
Administrative Support	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Skilled Craft	<10	<10	**.**%*	**.**%*	10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Service Maintenance	95	<10	**.**%*	**.**%*	98	97	88	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Faculty – Temporary	21	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	No
Faculty – Probationary	68	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Faculty – Unlimited	10	<10	**.**%*	**.**%*	10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Total	301	11	3.65%		186	166	150	12	<10	7.23%	20	19	<10	<10	**.**%*			

Veterans

From April 1, 2022 to March 31, 2024, Lake Superior College had two affirmative action plan hiring goals for veterans, one was met and one goal had no hires or promotions.

Lake Superior College hired four Officials/Administrators and promoted six. Of the four individuals hired, zero of those individuals were a veteran, and of the three promoted, one of those individuals was a veteran. The Officials/Administrators job category had one veteran separate.

Of the sixteen total Professionals hired, one was a veteran, and of the nine Professionals that were promoted, none were veterans. Lake Superior had thirteen total separations in the Professionals job category, one of which was a veteran.

In the job category of Para-Professionals Lake Superior make twenty-seven total hires, five of which were veterans. There were zero promotions of veterans. The Para-Professionals job category also saw eighteen separations, two were veterans, one resigned and one was non-renewed.

For the Office/Clerical job category, Lake Superior College hired seven individuals and promoted two individuals. There were no veterans hired or promoted into this job category. The Office/Clerical job category saw a total of six separations, none of which were veterans.

The Skilled Craft job category had no hires, no promotions, and no separations.

In the Service Maintenance job category Lake Superior College hired nine individuals, one veteran was hired and zero veterans were promoted. The Service Maintenance job category had six total separations; two veterans separated, one was non-renewed and one resigned.

Ninety-seven Temporary Faculty were hired, eight of those hires were veterans, zero veterans were promoted. There were twenty-nine total separations, one of which was a veteran who was terminated. There were six Probationary Faculty hired, one veteran was hired. There were no Probationary Faculty promotions, there were three separations, none of which were veterans. There was a hiring goal for Probationary Faculty that was met. There were no Unlimited Faculty hired or promoted. There were eighteen Unlimited Faculty separations, zero of which identified as a veteran.

Job Category	Prior AAP Total Employee #	Prior AAP Total VET #	Prior AAP Total VET %	Prior AAP Availability VET %	Total Hires & Promo #	Total Hired #	VET Hired #	Non-VET Hired #	Un-known Hired #	VET Hired %	Total Promo #	Non-VET Promo #	VET Promo #	Un-known Promo #	VET Promo %	Actual VET Hiring (%)	VET Had Goals in Prior AAP?	VET Goal Met?
Officials and Administrators	10	<10	**.**%*	**.**%*	10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Professionals	46	<10	**.**%*	**.**%*	25	16	12	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Technicians	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Protective Services: Sworn	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Protective Services: Non-sworn	24	<10	**.**%*	**.**%*	28	27	10	<10	12	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Paraprofessionals	27	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Administrative Support	<10	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Skilled Craft	<10	<10	**.**%*	**.**%*	10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Service Maintenance	95	<10	**.**%*	**.**%*	98	97	38	<10	51	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-
Faculty – Temporary	21	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	Yes
Faculty – Probationary	68	<10	**.**%*	**.**%*	<10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	Yes	No Hire/Prom
Faculty – Unlimited	10	<10	**.**%*	**.**%*	10	<10	<10	<10	<10	**.**%*	<10	<10	<10	<10	**.**%*	**.**%*	-	-

Total	301	13	4.32%		186	166	71	16	79	9.64%	20	<10	<10	11	**,***%	
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Separations

The Separation Analysis below shows the results by separation type including females, racial/ethnic minorities, individuals with disabilities and veterans during the prior affirmative action plan period to evaluate and identify potential action area(s) for retention strategies for the 2024-2026 plan year.

The separation percentages were derived within the separation type by protected groups to identify impact on protected group members including veterans. There are two examinations in this worksheet:

1. The total percentage indicates the percentage by separation type. For example, there were 1,000 separations in total. Of those separations, 150 employees separated due to dismissal or non-certification. The dismissal or non-certification percentage is 15.00% (150 divided by 1,000).
2. The “percentage type¹” indicates percentage by protected group and veteran type within a separation type. For example, there were 150 separations by dismissal or non-certification in total. Of those separations, 80 were female employees. The female dismissal or non-certification separation is 53.33% (80 divided by 150). Therefore, the “percentage type¹” analyzes the percent of protected groups and veterans compromised in each separation type.
3. The “percentage type²” indicates percentages by separation type within the protected group or veterans. For example, there were 500 female separations in total. Of those separations, 80 female employees separated due to the dismissal or non-certification reason. The female dismissal or non-certification separation is 16.00% (80 divided by 500). Therefore, the “percentage type²” analyzes the percent of separation type within the protected group or veterans.

Separation Analysis

Data Range Dates: 04/01/2022-03/31/2024

Sep Type 1: The percentages by protected group within a separation type (the denominator is the total number of the separation type).

Sep Type 2: The percentages by separation Type within a protected group (the denominator is the total number of the protected group).

Total Separations (note: Sep = Separation; Minority = Racial/Ethnic Minority; IwD = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ IwD % within Sep Type	Sep Type ² Sep Type % within Total IwD Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	**.**%*	**.**%*	**.**%*	0.00%	0.00%	**.**%*	**.**%*	**.**%*	**.**%*
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	67.78%	57.38%	66.04%	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*
Retirement	16.67%	73.33%	20.75%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	**.**%*	**.**%*
Transfer	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	**.**%*	**.**%*
Total Separations	100.00%	58.89%	100.00%	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*

Officials and Administrators (note: Sep = Separation; Minority = Racial/Ethnic Minority; IwD = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ IwD % within Sep Type	Sep Type ² Sep Type % within Total IwD Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	**.**%*	**.**%*
Retirement	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transfer	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Separations	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	**.**%*	**.**%*

Professionals (note: Sep = Separation; Minority = Racial/Ethnic Minority; IwD = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ IwD % within Sep Type	Sep Type ² Sep Type % within Total IwD Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	**.**%*	**.**%*	**.**%*	0.00%	0.00%	**.**%*	**.**%*	**.**%*	**.**%*
Retirement	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transfer	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	**.**%*	**.**%*
Total Separations	100.00%	92.31%	100.00%	0.00%	0.00%	**.**%*	**.**%*	**.**%*	**.**%*

Technicians (note: Sep = Separation; Minority = Racial/Ethnic Minority; IwD = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ IwD % within Sep Type	Sep Type ² Sep Type % within Total IwD Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transfer	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Separations	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Protective Services: Non-sworn (note: Sep = Separation; Minority = Racial/Ethnic Minority; IwD = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ IwD % within Sep Type	Sep Type ² Sep Type % within Total IwD Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transfer	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Separations	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Paraprofessionals (note: Sep = Separation; Minority = Racial/Ethnic Minority; IwD = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ IwD % within Sep Type	Sep Type ² Sep Type % within Total IwD Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	**.**%*	**.**%*
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	94.44%	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*
Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transfer	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Separations	100.00%	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*

Office/Clerical (note: Sep = Separation; Minority = Racial/Ethnic Minority; IwD = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ IwD % within Sep Type	Sep Type ² Sep Type % within Total IwD Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Retirement	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transfer	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Separations	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Skilled Craft (note: Sep = Separation; Minority = Racial/Ethnic Minority; IwD = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ IwD % within Sep Type	Sep Type ² Sep Type % within Total IwD Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transfer	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Separations	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Service Maintenance (note: Sep = Separation; Minority = Racial/Ethnic Minority; IwD = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ IwD % within Sep Type	Sep Type ² Sep Type % within Total IwD Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	**.**%*	0.00%	0.00%	0.00%	0.00%	**.**%*	**.**%*	**.**%*	**.**%*
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	**.**%*	**.**%*
Retirement	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transfer	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Separations	**.**%*	**.**%*	**.**%*	0.00%	0.00%	**.**%*	**.**%*	**.**%*	**.**%*

Faculty – Temporary (note: Sep = Separation; Minority = Racial/Ethnic Minority; lwd = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ lwd % within Sep Type	Sep Type ² Sep Type % within Total lwd Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	75.86%	50.00%	73.33%	**.**%*	**.**%*	**.**%*	**.**%*	0.00%	0.00%
Retirement	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	**.**%*	**.**%*
Transfer	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Separations	100.00%	51.72%	100.00%	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*	**.**%*

Faculty – Probationary (note: Sep = Separation; Minority = Racial/Ethnic Minority; IwD = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ IwD % within Sep Type	Sep Type ² Sep Type % within Total IwD Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transfer	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Separations	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Faculty – Unlimited (note: Sep = Separation; Minority = Racial/Ethnic Minority; IwD = Individuals with Disabilities; VET = Veterans)

Separation Type	Total % by Sep Type	Sep Type ¹ Female % within Sep Type	Sep Type ² Sep Type % within Total Female Sep	Sep Type ¹ Minority % within Sep Type	Sep Type ² Sep Type % within Total Minority Sep	Sep Type ¹ IwD % within Sep Type	Sep Type ² Sep Type % within Total IwD Sep	Sep Type ¹ VET % within Sep Type	Sep Type ² Sep Type % within Total VET Sep
Death	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dismissal	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Early/Enhanced Retirement	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Renewal/Non-Cert	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reduction of Workforce	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Resignation	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Retirement	**.**%*	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Termination	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transfer	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Separations	100.00%	**.**%*	**.**%*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Corrective Actions, Action-Oriented Programs, and Timetable

Minnesota Administrative Rules 3905.0400 Subp 1 Item H.

The College’s affirmative action plan is designed to implement the provisions of this affirmative action plan and meet requirements found in [Minnesota Statutes, section 43A.191 Subdivision 2](#). These Action-Oriented Programs are carried out throughout this affirmative action plan period.

Corrective Actions

This section identifies ways the College will eliminate barriers, provide corrective actions, and make good faith efforts toward the affirmative action goals for underutilized protected groups (broken down by specific job categories).

The College developed the below action-oriented programs specific to the job category/protected group(s) (Including veterans) identified in the “[Identification of Areas for Further Monitoring](#)” section supported by the “[Utilization Analysis](#)” and “[Personnel Activities](#)” sections.

Table 2. Areas of Further Monitoring and Corrective Actions

Areas for Further Monitoring	Corrective Actions Specific to the Further Monitoring Areas Identified
Officials and Managers	Even though there is no underutilization females or veterans in this job category, it is an area that potentially will be underutilized if there is any personnel movement.
<ul style="list-style-type: none"> The College needs to “monitor” females and veterans because underutilization may occur by some employee movement. 	<ul style="list-style-type: none"> By June 30, 2025, develop an awareness or training strategy for individuals in the Officials and Managers job category to prepare for promotional opportunities.
	<ul style="list-style-type: none"> By December 31, 2024, review our position posting procedure and minimum qualifications.
Professionals	Even though there is no underutilization of individuals with disabilities and veterans in this job category, it is an area that potentially will be underutilized if there is any personnel movement.

<ul style="list-style-type: none"> • The College needs to “monitor” Individuals with Disabilities and veterans because underutilization may occur by some employee movement. 	<ul style="list-style-type: none"> • Immediately provide professional development training opportunities, and develop a mentor program to support career development in the feeder jobs for Professionals job category.
<ul style="list-style-type: none"> • Racial/Ethnic Minorities, are underutilized. 	<ul style="list-style-type: none"> • Utilize the State of Minnesota Connect 700 program to increase exposure to state jobs in the disability community.
<ul style="list-style-type: none"> • Lower hire and promotional rate into this job category for racial/ethnic minorities which contributes to the underutilization for this protected group. 	<ul style="list-style-type: none"> • Immediately review College exit survey data for individuals with disabilities and conduct an analysis. Develop a plan to address any significant issues.
	<ul style="list-style-type: none"> • Immediately create a Beyond the Yellow Ribbon Committee and work towards becoming a Beyond the Yellow Ribbon Employer by December 31, 2025.
Blank	Racial/Ethnic Minorities are underutilized, the data shows that one minority was hired and zero minorities were promoted out of seven total promotions.
	<ul style="list-style-type: none"> • Immediately begin utilizing LSC social media platforms to post vacant position in an effort to reach a nation-wide audience. This includes Facebook and LinkedIn.
Blank	<ul style="list-style-type: none"> • By March 31, 2025, develop an Affirmative Action Plan awareness and training strategy for the Campus Leadership team that highlights the specific need for hiring and promoting racial/ethnic minorities.
	<ul style="list-style-type: none"> • Immediately review College exit survey data for racial/ethnic minorities and conduct an analysis. Develop a plan to address any significant issues.
Blank	<ul style="list-style-type: none"> • By December 31, 2024, review our position posting procedures and strategies and review the minimum qualifications and position description language to ensure inclusive language is being used.

	<ul style="list-style-type: none"> By December 31, 2024, partner with racial/ethnic minorities community organizations to establish relationships to develop talent pipelines to positions in this job category. Evaluate the success of these activities at the end of this plan year.
Para-Professionals	Even though there is no underutilization of individuals with disabilities and veterans in this job category, it is an area that potentially will be underutilized if there is any personnel movement.
<ul style="list-style-type: none"> The College needs to “monitor” Individuals with Disabilities and veterans because underutilization may occur by some employee movement. 	<ul style="list-style-type: none"> Immediately provide professional development training opportunities, and develop a mentor program to support career development in the feeder jobs.
<ul style="list-style-type: none"> Females, Racial/Ethnic Minorities, are underutilized. 	<ul style="list-style-type: none"> Utilize the State of Minnesota Connect 700 program to increase exposure to state jobs in the disability community.
<ul style="list-style-type: none"> Lower hire and promotional rate into this job category for racial/ethnic minorities and females which contributes to the underutilization for this protected group. 	<ul style="list-style-type: none"> Utilize veterans career centers and events to increase exposure to state jobs in the veterans community.
<ul style="list-style-type: none"> Experienced a lower number of racial/ethnic and female qualified applicants resulted in low rate of hires. 	<ul style="list-style-type: none"> Immediately create a Beyond the Yellow Ribbon Committee and work towards becoming a Beyond the Yellow Ribbon Employer by December 31, 2025.
	<ul style="list-style-type: none"> Immediately review College exit survey data for individuals with disabilities and conduct an analysis. Develop a plan to address any significant issues.
Blank	Racial/Ethnic Minorities and females are underutilized. The data shows that of the twenty-seven hires in this job category, three minorities and five females were hired, zero minorities or females were promoted. Eight females also separated during this period.

	<ul style="list-style-type: none"> • Immediately begin utilizing LSC social media platforms to post vacant position in an effort to reach a nation-wide audience. This includes Facebook and LinkedIn.
Blank	<ul style="list-style-type: none"> • By March 31, 2025, develop an Affirmative Action Plan awareness and training strategy for the Campus Leadership team that highlights the specific need for hiring and promoting racial/ethnic minorities and females.
	<ul style="list-style-type: none"> • Immediately review College exit survey data for racial/ethnic minorities and females, then conduct an analysis. Develop a plan to address any significant issues.
Blank	<ul style="list-style-type: none"> • By December 31, 2024, review our position posting procedures and strategies and review the minimum qualifications and position description language to ensure inclusive language is being used.
	<ul style="list-style-type: none"> • By December 31, 2024, partner with racial/ethnic minorities and female community organizations to establish relationships to develop talent pipelines to positions in this job category. Evaluate the success of these activities at the end of this plan year.
Office/Clerical	Even though there is no underutilization of Racial/Ethnic Minorities, Individuals with Disabilities and veterans in this job category, it is an area that potentially will be underutilized if there is any personnel movement.
<ul style="list-style-type: none"> • The College needs to “monitor” Racial/Ethnic Minorities, Individuals with Disabilities and veterans because underutilization may occur by some employee movement. 	<ul style="list-style-type: none"> • Immediately provide professional development training opportunities, and develop a mentor program to support career development in the feeder.
<ul style="list-style-type: none"> • Data shows that racial/ethnic minorities were not hired, promoted, and none separated in this job category. 	<ul style="list-style-type: none"> • Utilize the State of Minnesota Connect 700 program to increase exposure to state jobs in the disability community.

	<ul style="list-style-type: none"> Utilize veterans career centers and events to increase exposure to state jobs in the veteran’s community.
Blank	<ul style="list-style-type: none"> Immediately create a Beyond the Yellow Ribbon Committee and work towards becoming a Beyond the Yellow Ribbon Employer by December 31, 2025.
	<ul style="list-style-type: none"> Immediately review College exit survey data Racial/Ethnic Minorities, Individuals with Disabilities and veterans and conduct an analysis. Develop a plan to address any significant issues.
Blank	<ul style="list-style-type: none"> By March 31, 2025, develop an Affirmative Action Plan awareness and training strategy for the Campus Leadership team that highlights the specific need for hiring and promoting racial/ethnic minorities.
Skilled Craft	This job category consists of entry-level physical jobs.
<ul style="list-style-type: none"> The College needs to “monitor” females, racial/ethnic minorities, individuals with disabilities, veterans. 	<ul style="list-style-type: none"> By October 31, 2025, contact local vocational schools, DEED, and training centers to increase recruitment efforts.
<ul style="list-style-type: none"> The data reported no hires, promotions, separations in this category. 	<ul style="list-style-type: none"> Immediately plan to review job descriptions, especially minimum qualifications, to identify any words/descriptions that screen out applicants.
Blank	<ul style="list-style-type: none"> Immediately create a Beyond the Yellow Ribbon Committee and work towards becoming a Beyond the Yellow Ribbon Employer by December 31, 2025.
Service Maintenance	This job category consists of entry-level physical jobs.
<ul style="list-style-type: none"> The College needs to “monitor” females, racial/ethnic minorities, individuals with disabilities, veterans. 	<ul style="list-style-type: none"> By October 31, 2025, contact local vocational schools, DEED, and training centers to increase recruitment efforts.
<ul style="list-style-type: none"> Low number of female, racial/ethnic minority, individuals with disabilities, veteran qualified applicants resulted in low rate of female hires. 	<ul style="list-style-type: none"> Immediately plan to review job descriptions, especially minimum qualifications, to identify any words/descriptions that screen out females. Update “knowledge of” to “Ability to” in the minimum qualifications to open the candidate pools.

<ul style="list-style-type: none"> • The data shows females disproportionately separate by resignation in this job category. 	<ul style="list-style-type: none"> • Immediately create a Beyond the Yellow Ribbon Committee and work towards becoming a Beyond the Yellow Ribbon Employer by December 31, 2025.
<p>Temporary Faculty</p>	<p>Even though there is no underutilization of individuals with disabilities in this job category, it is an area that potentially will be underutilized if there is any personnel movement.</p>
<ul style="list-style-type: none"> • The College needs to “monitor” individuals with disabilities. 	<ul style="list-style-type: none"> • Immediately provide professional development training opportunities, and develop a mentor program to support career development in the feeder jobs.
<ul style="list-style-type: none"> • Racial/Ethnic Minorities, are underutilized. 	<ul style="list-style-type: none"> • Utilize the State of Minnesota Connect 700 program to increase exposure to state jobs in the disability community.
<ul style="list-style-type: none"> • Lower promotional rate into this job category for racial/ethnic minorities, which contributes to the underutilization for these protected groups. 	<ul style="list-style-type: none"> • Immediately review College exit survey data for individuals with disabilities and conduct an analysis. Develop a plan to address any significant issues.
	<p>Racial/Ethnic Minorities are underutilized. The data shows that of the ninety-seven hires in this job category, five were minorities, zero minorities were promoted. Three racial/ethnic minorities separated during this period.</p>
Blank	<ul style="list-style-type: none"> • Immediately begin utilizing LSC social media platforms to post vacant position in an effort to reach a nation-wide audience. This includes Facebook and LinkedIn.
	<ul style="list-style-type: none"> • By March 31, 2025, develop an Affirmative Action Plan awareness and training strategy for the Campus Leadership team that highlights the specific need for hiring and promoting racial/ethnic minorities.
Blank	<ul style="list-style-type: none"> • Immediately review College exit survey data for racial/ethnic minorities and females, then conduct an analysis. Develop a plan to address any significant issues.

	<ul style="list-style-type: none"> By December 31, 2024, review our position posting procedures and strategies and review the minimum qualifications and position description language to ensure inclusive language is being used.
Blank	<ul style="list-style-type: none"> By December 31, 2024, partner with racial/ethnic minorities community organizations to establish relationships to develop talent pipelines to positions in this job category. Evaluate the success of these activities at the end of this plan year.
Probationary Faculty	Even though there is no underutilization of females, individuals with disabilities, and veterans in this job category, it is an area that potentially will be underutilized if there is any personnel movement.
<ul style="list-style-type: none"> The College needs to “monitor” females, individuals with disabilities and veterans. 	<ul style="list-style-type: none"> Immediately provide professional development training opportunities, and develop a mentor program to support career development in the feeder jobs.
<ul style="list-style-type: none"> Racial/Ethnic Minorities, are underutilized. 	<ul style="list-style-type: none"> Utilize the State of Minnesota Connect 700 program to increase exposure to state jobs in the disability community.
<ul style="list-style-type: none"> Lower hire and promotion rate into this job category for racial/Ethnic Minorities, which contributes to the underutilization for these protected groups. 	<ul style="list-style-type: none"> Immediately review College exit survey data for individuals with disabilities and conduct an analysis. Develop a plan to address any significant issues.
	<ul style="list-style-type: none"> Immediately create a Beyond the Yellow Ribbon Committee and work towards becoming a Beyond the Yellow Ribbon Employer by December 31, 2025.
Blank	Racial/Ethnic Minorities are underutilized, the data shows that zero minorities were or promoted and zero minorities separated.
	<ul style="list-style-type: none"> Immediately begin utilizing LSC social media platforms to post vacant position in an effort to reach a nation-wide audience. This includes Facebook and LinkedIn.
Blank	<ul style="list-style-type: none"> By March 31, 2025, develop an Affirmative Action Plan awareness and training strategy for the Campus Leadership team that highlights the specific need for hiring and promoting racial/ethnic minorities.

	<ul style="list-style-type: none"> • Immediately review College exit survey data for racial/ethnic minorities and conduct an analysis. Develop a plan to address any significant issues.
Blank	<ul style="list-style-type: none"> • By December 31, 2024, review our position posting procedures and strategies and review the minimum qualifications and position description language to ensure inclusive language is being used.
	<ul style="list-style-type: none"> • By December 31, 2024, partner with racial/ethnic minorities and individuals with disabilities community organizations to establish relationships to develop talent pipelines to positions in this job category. Evaluate the success of these activities at the end of this plan year.
Unlimited Faculty	Veterans are underutilized, the data shows that there were no hires or promotions in this job category and zero veterans separated.
<ul style="list-style-type: none"> • Veterans are underutilized. 	<ul style="list-style-type: none"> • By December 31, 2024, review our position posting procedures and strategies and review the minimum qualifications and position description language to ensure inclusive language is being used.
<ul style="list-style-type: none"> • There were no unlimited faculty hired or promoted. 	<ul style="list-style-type: none"> • Immediately create a Beyond the Yellow Ribbon Committee and work towards becoming a Beyond the Yellow Ribbon Employer by December 31, 2025.
	<ul style="list-style-type: none"> • By December 31, 2024, utilize veterans career centers and events to increase exposure to state jobs in the veteran’s community.

Action-Oriented Programs

This section provides an overview of the College’s general efforts and actions to ensure equal employment opportunity. The College has reviewed barriers to hiring during the previous plan period and identified recruitment strategies, processes, and training to address underutilization for this plan year.

Barriers

The College has constraints to address underutilization and areas for monitoring identified in the previous section.

- We anticipate a limited number of open positions in this plan year. We anticipate that there will be no new positions posted or hired for because budget deficiencies will not allow for additional salaries. Only vacancies will be filled behind separations.
- There will be limited attendance at career fairs due to unanticipated staffing shortages. This will limit our outreach and effectiveness of recruitment efforts.
- Unwillingness of employees to self-identify, including individuals with disabilities. This will affect the representation of employees in this protected group.
- The inability to compete with private sector industry and market wages in some job categories is a hiring barrier, we are confined by hiring into the salary ranges dictated by the applicable collective bargaining agreements that each classification fall under. The private sector industry pays higher wages than what the State of Minnesota collective bargaining agreement salary ranges allow for. This is especially true for industry specific positions for all faculty job categories and the service maintenance and skilled craft job categories. This greatly inhibits our ability to attract, retain, and hire qualified candidates.
- Inability to provide 100% remote telework capabilities where most private sector companies, whom we will compete for candidates with, are moving more towards either hybrid telework positions or fully remote positions. In some cases, this will limit our qualified candidate pool and could cause a decrease in retention rates especially in the areas of Officials/Administrators, Professionals, Para-Professionals, Office/Clerical, and some faculty positions.
- Hiring for temporary faculty job category depends largely on enrollment numbers. Due consistently lower enrollment percentages from year to year, the College may need to decrease the number of elective courses, limit the number of Temporary Faculty positions hired, and may have to look at eliminating some programs with low enrollment in order to correct budget deficiencies.
- We anticipate retirements in key areas, and promotional opportunities at neighboring Colleges and Universities, career growth opportunities at Colleges and Universities within the Minnesota State Colleges and Universities System, and career growth and promotional opportunities at the Minnesota State System Office due to the NextGen project to implement Workday.

Recruitment and Processes

The College takes the following actions to improve recruitment and increase the number of qualified females, racial/ethnic minorities, individuals with disabilities and veterans in the applicant pool:

- The College will continue to place advertisements of job opportunities through [the State of MN Career site](https://mn.gov/mmb/careers/search-for-jobs/) (<https://mn.gov/mmb/careers/search-for-jobs/>).
- Continue to encourage a wide broad range of female, racial/ethnic minorities, individuals with disability and veteran applicants to apply for job vacancies when eligible.
- Designate staff to handle any disability related issues that arise during the application and selection process.
- Participate in virtual job fairs that are successful to obtain qualified protected group applicants and veterans.

- Establish relationships with Duluth Chamber of Commerce and the Duluth and surrounding communities to promote and recruit for entry-level positions.
- Establish relationships with our students who identify as having a disability, are a minority, or a veteran at Lake Superior College to recruit for entry-level positions.
- Develop a pipeline for entry-level jobs across job categories by using handshake, a software used to reach LSC students and former students as well as students and alumni from other colleges who utilize the software.
- Advertise the Connect 700 program to attract qualified individuals with disabilities by providing a link to MMB's web site.
- Continue to use the EEO tag line and Equity statement on all job postings and advertisements.
- Review/evaluate job postings to eliminate non-inclusive language and utilize language that is easily read and understood by all.
- The College will Immediately begin utilizing LSC social media platforms to post vacant positions in the job categories of Officials/Administrators and Professionals, in an effort to reach a nation-wide audience. This includes Facebook and LinkedIn.
- Immediately utilize paid professional association job platforms where appropriate and relevant to the vacancy for faculty job categories.
- Partner with community organizations supporting female, racial/ethnic minorities, individuals with disabilities to establish relationships to develop talent pipelines.
- Advertise the Connect 700 program, for classified positions, to attract qualified individuals with disabilities by providing a link to MMB's web site.

Persons Responsible:

- Jestina Vichorek, Associate Vice President of Human Resources
- Clancy Byrne, Human Resources Specialist 2, Talent Management
- Cheri Brouse, Human Resources Specialist 2, Classification and Compensation

Retention

The College will take the following actions to improve retention of females, racial/ethnic minorities, individuals with disabilities and veterans:

- The data shows that females disproportionately separated a much higher rate, having the highest number of voluntary separations and retirements out of all the protected groups during the last plan year. To mitigate separations of females, we will:
 - Conduct exit interviews analyze the data, and address identified concerns or patterns.
 - Create an inclusive workplace by providing frequent training and modeling appropriate workplace behavior.
 - Continue to improve our onboarding programs.
 - Take any and all workplace complaints seriously and investigate appropriately.
- Encourage all new hires to participate in trainings, conferences, and professional development opportunities for their career development.

- Ensure an inclusive work environment and equal opportunities for all employees.
- Encourage use of the College’s mentor-mentee programs.
- Encourage staff and faculty participation on the Campus Climate Committee who’s purpose is to foster a culture of mutual trust and respect at LSC.
- Encourage all employees to attend the all ears listening sessions hosted by the Campus Climate Committee once each semester during the academic year.
- Develop and communicate to employees’ leadership succession planning.
- Continue to utilize the anonymous suggestion box that is available for all staff, faculty, and students to provide feedback to the college, express ideas, and communicate concerns.
- Continue to use Maxient which is a software that will streamline, and document reported incidents and complaints and allow the College to identify any patterns or similarities between reported incidents.
- Participate in PACE campus climate surveys at least every two years, analyze the data, and create positive changes that support the College’s mission, vision, and values.
- Implement a 360 feedback survey process and procedure as part of the performance management of all Lake Superior College Administrators and supervisors.
- Continue to work towards meeting all of Lake Superior College’s Equity Workplan priorities which are found on the Lake Superior College website (<https://www.lsc.edu/diversity-equity-and-inclusion/2024-2027-equity-workplan/>).

Persons Responsible:

- Jestina Vichorek, Associate Vice President of Human Resources
- Clancy Byrne, Human Resources Specialist 2, Talent Management
- Cheri Brouse, Human Resources Specialist 2, Classification and Compensation
- Patricia Rogers, President
- All Supervisors and Administrators

Advancement

The College will take the following actions to improve advancement of females, racial/ethnic minorities, individuals with disabilities, and veterans:

- Develop a pipeline for entry-level jobs across job categories.
- Encourage use of the College’s mentor-mentee programs.
- Encourage employees to utilize the tuition waiver benefits and discretionary tuition waiver benefits in their respective collective bargaining agreements.
- Create a pipeline for emerging leaders in their second or third year to participate in leadership development programs and conferences, such as:
 - LUOMA
 - Core Development Programs for supervisors, managers and human resources staff

- Leadership Development
 - Emerging Leaders Institute (ELI)
 - Senior Leaders Institute (SLI)
- Connect employees and emerging leaders to the LinkedIn Learning Toolkit to further assist employees develop and refine skills to reach career goals.
- Develop individual leadership coaching sessions for all levels of leaders, from aspiring to executive to help leaders expand awareness, discover solutions and make better decisions.
- Continue leadership development through monthly Campus Leadership Team meetings.
- Encourage cross training within departments.

Persons Responsible:

- Patricia L. Rogers, President
- Jestina Vichorek, Associate Vice President of Human Resources
- Professional Development Committee
- Clancy Byrne, Human Resources Specialist 2, Talent Management
- Cheri Brouse, Human Resources Specialist 2, Classification and Compensation

Training

The College will take the following actions to improve retention of females, racial/ethnic minorities, individuals with disabilities and veterans:

- Provide training, support and resources to human resources staff to effectively handle:
 - Any disability related issues that arise during the application and selection process
 - Ensure disability related questions from members of the public regarding the college's application and selection process are answered promptly and correctly, including questions about reasonable accommodations needed by job applicants during the application and selection process and questions about how individuals apply for positions under hiring authorities that take disability into account;
 - Processing requests for reasonable accommodations needed by job applicants during the application and placement process and ensuring that the college provides such accommodations when required;
 - Accepting applications for a position under hiring authorities that take disability into account and determining whether the individual is eligible for appointment under such authority and if so, forwarding the individual's application to the relevant hiring officials with an explanation of how and when the individual may be appointed, consistent with applicable laws; and
 - Overseeing any other college programs designed to increase hiring of individuals with disabilities, racial/ethnic minorities, veterans and females.

- Continue to provide quality on-boarding and orientation for all employees.
- Continue to provide ongoing training to hiring managers.
- Continue to announce training opportunities to all employees.
- Continue to broadly announce all job postings.
- Continue to provide unconscious bias training to all search committee members.
- Ensure all new hires receive inclusive workplace training.
- Provide conflict resolution and respectful workplace training to all employees.
- Provide conflict resolution and respectful workplace training to all campus leaders. Specifically geared towards how to effectively communicate expectations to direct reports in terms of what is meant by respectful and professional communications, conflict resolution skills, and how to hold teams accountable.
- Utilize the Intercultural Development Inventory (IDI) assessment for campus leaders. This assessment is a cross-cultural valid and reliable assessment of intercultural competence and seeks to assist in promoting a strong culture of inclusion. the Intercultural Development Inventory (IDI) can be used as one tool to develop employee and organizational intercultural competence, strengthen conversations, promote better decision making and influence inclusive practices.
- Continue to utilize the professional development committee to encourage and promote professional development opportunities and encourage staff and faculty to utilize the professional development funds and promote opportunities for professional development.

Persons Responsible:

- Patricia L. Rogers, President
- Jestina Vichorek, Associate Vice President of Human Resources
- Professional Development Committee
- Clancy Byrne, Human Resources Specialist 2, Talent Management
- Cheri Brouse, Human Resources Specialist 2, Classification and Compensation

Methods of Auditing, Evaluating, and Reporting Program Success

Minnesota Administrative Rules 3905.0400, subpart 1, item I

Pre-Employment Review Procedure/Monitoring the Hiring Process

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

A College that does not meet its hiring goals for competitive appointments, and noncompetitive appointments under MS 43A.08, subd. 1(9), (11) and (16), and 43A.15, subd. 3, 10, 12, and 13, must justify its non-affirmative action hires. The affirmative action statute was amended in 2019 so agencies including Minnesota State can no longer take missed opportunities. The College will report the number of affirmative and non-affirmative hires to MMB on a quarterly basis.

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

All employees involved in the selection process are trained and accountable for the College's commitment to equal opportunity and the affirmative action plan and its implementation.

Pre-Review Procedure for Layoff Decisions

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

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

Other Methods of Program Evaluation

The College submits the following compliance reports to Minnesota State as part of the efforts to evaluate the College's affirmative action plan:

- Quarterly Monitoring the Hiring Progress Reports (submits quarterly report to Minnesota State)
- Biannual Affirmative Action Plan (submitted to Minnesota State for review and approval)
- Annual Americans with Disabilities Act Report (submitted to MMB annually through Minnesota State)
- Disposition of Internal Complaint (submitted to Minnesota State system office within 30 days of final disposition)
- Annual Internal Complaint Report (submitted annually to MMB by the Minnesota State system office)
- Annual Connect 700 Program Statistics Survey (submitted to MMB annually through Minnesota State)
- Annual Veterans Recruitment and Retention Survey (submitted annually to Minnesota State)

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

- Monitors progress toward stated goals by job category
- Analyzes employment activity (hires, promotions, and terminations) by job category to determine if there is disparate impact
- Analyzes compensation program to determine if there are patterns of discrimination
- Reviews the accessibility of online systems and websites, and ensures that reasonable accommodations can be easily requested
- Discusses progress with College leadership on a periodic basis and makes recommendations for improvement

Definitions of Terms Used in This Affirmative Action Plan

Applicant: "Applicant" means a person who has satisfied the minimum requirements for application established by the commissioner of management and budget ([M.S. 43A.02, subd. 4](#)).

Availability: an estimated percentage of qualified females, racial/minorities, or individuals with disabilities in the relevant labor market who are available for positions in a given job category at a state College. The final availability is determined by considering two factors: the statistics from the outside labor market and the internal state College workforce for the Affirmative Action Plan year.

Connect 700 (C700) Program: an alternative, non-competitive selection process for individuals whose disabilities prevent them from demonstrating their skills in a standard competitive selection process. If selected, this program allows eligible individuals to demonstrate their skills in an on-the-job trial work experience of up to 700 hours. See [Minnesota Statutes, section 43A.15, subdivision 14](#).

Feeder job: staffed positions within the College that can be promoted and/or transferred into other EEO job categories.

Hiring goal: a numerical objective designed to correct an identified deficiency in the utilization of protected group members. For example, the professional job category has identified underutilization and the availability is 30%, the goal (or hiring goal) for females in the job category is for 30% of the new hires/rehires and promotions for that Affirmative Action Plan year would be females. Goals/hiring goals should never be implemented as quotas, nor should they be used as criteria in decision-making regarding qualifications.

Job category: a group of jobs that are linked by a common purpose and skill set (or sometimes certificates/educational degrees) and are grounded on the job categories identified by the U.S. Equal Employment Opportunity Commission (EEOC).

Labor market area/Reasonable recruitment area: a geographic area in which an College is seeking a worker in a particular goal unit and where there is an available supply of workers employed or seeking jobs in that goal unit.

Promotion: the appointment of an employee to a position in a class assigned to a salary range which is two or more steps higher at the maximum than the employee's current job class or which requires an increase of two or more steps to pay the employee at the minimum of the new range.

Protected groups: females, persons with disabilities, veterans, and members of the following minorities: Black, Hispanic, Asian or Pacific Islander, and American Indian or Alaskan Native ([M.S. 43A.02, subd. 33](#)).

Snapshot: one particular point in time. A snapshot of a workforce is taken at one particular point in time as the basis for Affirmative Action Plan analyses because the workforce numbers are always fluctuating.

Supported Work Program: The state legislature established the program in 1987 to expand employment opportunities for people with significant disabilities. but has been expanded to include individuals who experience other significant disabilities, including, but not limited to, head injury, mental illness, and deaf blindness. Under the program, a supported worker must require ongoing support and may share a single position with up to two other supported work employees.

Underutilization: the representation of females Minors, racial/ethnic minorities, or individuals with disabilities in a specific job category is less than reasonably would be expected given from workforce participation in the labor market area.

Appendices

Appendix A. Region Definitions

Region	State Cd.	State Description	PUMA5CE	PUMA Name
Arrowhead	27	Minnesota	300	Itasca, Carlton (South), Cass & Aitkin Counties--Grand Rapids City
Arrowhead	27	Minnesota	400	St. Louis (North), Koochiching, Lake & Cook Counties--Hibbing & Cloquet Cities
Arrowhead	27	Minnesota	500	St. Louis County (Southeast)--Duluth, Hermantown & Proctor Cities
Central	27	Minnesota	900	Stearns County--St. Cloud City
Central	27	Minnesota	1000	Sherburne & Benton Counties
Central	27	Minnesota	1800	Wright County
East Central	27	Minnesota	600	Chisago, Isanti, Pine, Mille Lacs & Kanabec Counties
East Central Extended	27	Minnesota	600	Chisago, Isanti, Pine, Mille Lacs & Kanabec Counties
East Central Extended	55	Wisconsin	55101	Barron, Polk, Clark & Chippewa (North) Counties
Headwaters	27	Minnesota	200	Beltrami, Becker, Hubbard, Clearwater, Mahnommen & Lake of the Woods Counties
Metro	27	Minnesota	1101	Anoka County (Northwest)--Andover, Ramsey, Anoka & East Bethel Cities
Metro	27	Minnesota	1102	Anoka County (Southwest)--Coon Rapids, Fridley & Columbia Heights Cities
Metro	27	Minnesota	1103	Anoka County (East)--Blaine, Lino Lakes & Ham Lake Cities
Metro	27	Minnesota	1201	Washington County (North)--Oakdale, Forest Lake, Stillwater & Hugo Cities
Metro	27	Minnesota	1202	Washington County (South)--Woodbury & Cottage Grove Cities
Metro	27	Minnesota	1301	Ramsey County (North)--Shoreview, White Bear Lake & New Brighton Cities
Metro	27	Minnesota	1302	Ramsey County (Central & Far Southeast)--Maplewood, Roseville & North St. Paul Cities
Metro	27	Minnesota	1303	Ramsey County (Southeast)--St. Paul City (East)

Metro	27	Minnesota	1304	Ramsey County (Southwest)--St. Paul City (West)
Metro	27	Minnesota	1401	Hennepin County (West)--Champlin, Rogers Cities & Lake Minnetonka
Metro	27	Minnesota	1402	Hennepin County--Plymouth, Maple Grove (West) & Medicine Lake Cities
Metro	27	Minnesota	1403	Hennepin County--Brooklyn Park, Maple Grove (East) & Osseo Cities
Metro	27	Minnesota	1404	Hennepin County--Brooklyn Center, Golden Valley, New Hope & Robbinsdale Cities
Metro	27	Minnesota	1405	Hennepin County--Minneapolis (North) & St. Anthony Cities
Metro	27	Minnesota	1406	Hennepin County--Minneapolis City (Southeast)
Metro	27	Minnesota	1407	Hennepin County--Minneapolis City (Southwest)
Metro	27	Minnesota	1408	Hennepin County--Edina, St. Louis Park & Hopkins Cities
Metro	27	Minnesota	1409	Hennepin County--Eden Prairie & Minnetonka Cities
Metro	27	Minnesota	1410	Hennepin County--Bloomington & Richfield Cities
Metro	27	Minnesota	1501	Dakota County (North)--Eagan, Inver Grove Heights & South St. Paul Cities
Metro	27	Minnesota	1502	Dakota County (South)--Lakeville, Hastings, Rosemount & Farmington Cities
Metro	27	Minnesota	1503	Dakota County (West)--Burnsville & Apple Valley Cities
Metro	27	Minnesota	1600	Scott County (East)--Shakopee, Savage & Prior Lake Cities
Metro	27	Minnesota	1700	Carver & Scott (West) Counties
Metro Extended	27	Minnesota	1101	Anoka County (Northwest)--Andover, Ramsey, Anoka & East Bethel Cities
Metro Extended	27	Minnesota	1102	Anoka County (Southwest)--Coon Rapids, Fridley & Columbia Heights Cities
Metro Extended	27	Minnesota	1103	Anoka County (East)--Blaine, Lino Lakes & Ham Lake Cities
Metro Extended	27	Minnesota	1201	Washington County (North)--Oakdale, Forest Lake, Stillwater & Hugo Cities
Metro Extended	27	Minnesota	1202	Washington County (South)--Woodbury & Cottage Grove Cities
Metro Extended	27	Minnesota	1301	Ramsey County (North)--Shoreview, White Bear Lake & New Brighton Cities
Metro Extended	27	Minnesota	1302	Ramsey County (Central & Far Southeast)--Maplewood, Roseville & North St. Paul Cities
Metro Extended	27	Minnesota	1303	Ramsey County (Southeast)--St. Paul City (East)
Metro Extended	27	Minnesota	1304	Ramsey County (Southwest)--St. Paul City (West)

Metro Extended	27	Minnesota	1401	Hennepin County (West)--Champlin, Rogers Cities & Lake Minnetonka
Metro Extended	27	Minnesota	1402	Hennepin County--Plymouth, Maple Grove (West) & Medicine Lake Cities
Metro Extended	27	Minnesota	1403	Hennepin County--Brooklyn Park, Maple Grove (East) & Osseo Cities
Metro Extended	27	Minnesota	1404	Hennepin County--Brooklyn Center, Golden Valley, New Hope & Robbinsdale Cities
Metro Extended	27	Minnesota	1405	Hennepin County--Minneapolis (North) & St. Anthony Cities
Metro Extended	27	Minnesota	1406	Hennepin County--Minneapolis City (Southeast)
Metro Extended	27	Minnesota	1407	Hennepin County--Minneapolis City (Southwest)
Metro Extended	27	Minnesota	1408	Hennepin County--Edina, St. Louis Park & Hopkins Cities
Metro Extended	27	Minnesota	1409	Hennepin County--Eden Prairie & Minnetonka Cities
Metro Extended	27	Minnesota	1410	Hennepin County--Bloomington & Richfield Cities
Metro Extended	27	Minnesota	1501	Dakota County (North)--Eagan, Inver Grove Heights & South St. Paul Cities
Metro Extended	27	Minnesota	1502	Dakota County (South)--Lakeville, Hastings, Rosemount & Farmington Cities
Metro Extended	27	Minnesota	1503	Dakota County (West)--Burnsville & Apple Valley Cities
Metro Extended	27	Minnesota	1600	Scott County (East)--Shakopee, Savage & Prior Lake Cities
Metro Extended	27	Minnesota	1700	Carver & Scott (West) Counties
Metro Extended	55	Wisconsin	55102	St. Croix & Dunn Counties
North Central	27	Minnesota	700	Crow Wing, Morrison, Todd & Wadena Counties
Northwest	27	Minnesota	100	Clay, Polk, Roseau, Pennington, Marshall, Norman, Kittson & Red Lake Counties
Northwest Extended	27	Minnesota	100	Clay, Polk, Roseau, Pennington, Marshall, Norman, Kittson & Red Lake Counties
Northwest Extended	38	North Dakota	400	Northeast North Dakota--Grand Forks City
Northwest Extended	38	North Dakota	500	Cass County--Fargo City
South Central	27	Minnesota	2200	Blue Earth, Nicollet & Waseca Counties--Mankato City
South Central	27	Minnesota	2300	Rice, Goodhue & Le Sueur Counties
Southeast	27	Minnesota	2400	Mower, Steele, Freeborn & Dodge Counties
Southeast	27	Minnesota	2500	Olmsted County--Rochester City
Southeast	27	Minnesota	2600	Winona, Wabasha, Fillmore & Houston Counties--Winona City

Southeast Extended	27	Minnesota	2400	Mower, Steele, Freeborn & Dodge Counties
Southeast Extended	27	Minnesota	2500	Olmsted County--Rochester City
Southeast Extended	27	Minnesota	2600	Winona, Wabasha, Fillmore & Houston Counties--Winona City
Southeast Extended	55	Wisconsin	900	La Crosse County
Southwest	27	Minnesota	2100	Southwest Minnesota
Southwest Central	27	Minnesota	1900	Kandiyohi, McLeod, Meeker, Renville & Sibley Counties
State of MN	27	Minnesota	100	Clay, Polk, Roseau, Pennington, Marshall, Norman, Kittson & Red Lake Counties
State of MN	27	Minnesota	200	Beltrami, Becker, Hubbard, Clearwater, Mahnommen & Lake of the Woods Counties
State of MN	27	Minnesota	300	Itasca, Carlton (South), Cass & Aitkin Counties--Grand Rapids City
State of MN	27	Minnesota	400	St. Louis (North), Koochiching, Lake & Cook Counties--Hibbing & Cloquet Cities
State of MN	27	Minnesota	500	St. Louis County (Southeast)--Duluth, Hermantown & Proctor Cities
State of MN	27	Minnesota	600	Chisago, Isanti, Pine, Mille Lacs & Kanabec Counties
State of MN	27	Minnesota	700	Crow Wing, Morrison, Todd & Wadena Counties
State of MN	27	Minnesota	800	West Central Minnesota
State of MN	27	Minnesota	900	Stearns County--St. Cloud City
State of MN	27	Minnesota	1000	Sherburne & Benton Counties
State of MN	27	Minnesota	1101	Anoka County (Northwest)--Andover, Ramsey, Anoka & East Bethel Cities
State of MN	27	Minnesota	1102	Anoka County (Southwest)--Coon Rapids, Fridley & Columbia Heights Cities
State of MN	27	Minnesota	1103	Anoka County (East)--Blaine, Lino Lakes & Ham Lake Cities
State of MN	27	Minnesota	1201	Washington County (North)--Oakdale, Forest Lake, Stillwater & Hugo Cities
State of MN	27	Minnesota	1202	Washington County (South)--Woodbury & Cottage Grove Cities
State of MN	27	Minnesota	1301	Ramsey County (North)--Shoreview, White Bear Lake & New Brighton Cities
State of MN	27	Minnesota	1302	Ramsey County (Central & Far Southeast)--Maplewood, Roseville & North St. Paul Cities
State of MN	27	Minnesota	1303	Ramsey County (Southeast)--St. Paul City (East)
State of MN	27	Minnesota	1304	Ramsey County (Southwest)--St. Paul City (West)
State of MN	27	Minnesota	1401	Hennepin County (West)--Champlin, Rogers Cities & Lake Minnetonka

State of MN	27	Minnesota	1402	Hennepin County--Plymouth, Maple Grove (West) & Medicine Lake Cities
State of MN	27	Minnesota	1403	Hennepin County--Brooklyn Park, Maple Grove (East) & Osseo Cities
State of MN	27	Minnesota	1404	Hennepin County--Brooklyn Center, Golden Valley, New Hope & Robbinsdale Cities
State of MN	27	Minnesota	1405	Hennepin County--Minneapolis (North) & St. Anthony Cities
State of MN	27	Minnesota	1406	Hennepin County--Minneapolis City (Southeast)
State of MN	27	Minnesota	1407	Hennepin County--Minneapolis City (Southwest)
State of MN	27	Minnesota	1408	Hennepin County--Edina, St. Louis Park & Hopkins Cities
State of MN	27	Minnesota	1409	Hennepin County--Eden Prairie & Minnetonka Cities
State of MN	27	Minnesota	1410	Hennepin County--Bloomington & Richfield Cities
State of MN	27	Minnesota	1501	Dakota County (North)--Eagan, Inver Grove Heights & South St. Paul Cities
State of MN	27	Minnesota	1502	Dakota County (South)--Lakeville, Hastings, Rosemount & Farmington Cities
State of MN	27	Minnesota	1503	Dakota County (West)--Burnsville & Apple Valley Cities
State of MN	27	Minnesota	1600	Scott County (East)--Shakopee, Savage & Prior Lake Cities
State of MN	27	Minnesota	1700	Carver & Scott (West) Counties
State of MN	27	Minnesota	1800	Wright County
State of MN	27	Minnesota	1900	Kandiyohi, McLeod, Meeker, Renville & Sibley Counties
State of MN	27	Minnesota	2000	Brown, Lyon, Redwood, Chippewa, Yellow Medicine, Lac qui Parle & Lincoln Counties
State of MN	27	Minnesota	2100	Southwest Minnesota
State of MN	27	Minnesota	2200	Blue Earth, Nicollet & Waseca Counties--Mankato City
State of MN	27	Minnesota	2300	Rice, Goodhue & Le Sueur Counties
State of MN	27	Minnesota	2400	Mower, Steele, Freeborn & Dodge Counties
State of MN	27	Minnesota	2500	Olmsted County--Rochester City
State of MN	27	Minnesota	2600	Winona, Wabasha, Fillmore & Houston Counties--Winona City
State of MN Extended	27	Minnesota	100	Clay, Polk, Roseau, Pennington, Marshall, Norman, Kittson & Red Lake Counties
State of MN Extended	27	Minnesota	200	Beltrami, Becker, Hubbard, Clearwater, Mahnommen & Lake of the Woods Counties
State of MN Extended	27	Minnesota	300	Itasca, Carlton (South), Cass & Aitkin Counties--Grand Rapids City

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State of MN Plus E WI	27	Minnesota	300	Itasca, Carlton (South), Cass & Aitkin Counties--Grand Rapids City
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State of MN Plus E WI	27	Minnesota	1000	Sherburne & Benton Counties

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State of MN Plus E WI	27	Minnesota	1103	Anoka County (East)--Blaine, Lino Lakes & Ham Lake Cities
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State of MN Plus E WI	27	Minnesota	1303	Ramsey County (Southeast)--St. Paul City (East)
State of MN Plus E WI	27	Minnesota	1304	Ramsey County (Southwest)--St. Paul City (West)
State of MN Plus E WI	27	Minnesota	1401	Hennepin County (West)--Champlin, Rogers Cities & Lake Minnetonka
State of MN Plus E WI	27	Minnesota	1402	Hennepin County--Plymouth, Maple Grove (West) & Medicine Lake Cities
State of MN Plus E WI	27	Minnesota	1403	Hennepin County--Brooklyn Park, Maple Grove (East) & Osseo Cities
State of MN Plus E WI	27	Minnesota	1404	Hennepin County--Brooklyn Center, Golden Valley, New Hope & Robbinsdale Cities
State of MN Plus E WI	27	Minnesota	1405	Hennepin County--Minneapolis (North) & St. Anthony Cities
State of MN Plus E WI	27	Minnesota	1406	Hennepin County--Minneapolis City (Southeast)
State of MN Plus E WI	27	Minnesota	1407	Hennepin County--Minneapolis City (Southwest)
State of MN Plus E WI	27	Minnesota	1408	Hennepin County--Edina, St. Louis Park & Hopkins Cities
State of MN Plus E WI	27	Minnesota	1409	Hennepin County--Eden Prairie & Minnetonka Cities

State of MN Plus E WI	27	Minnesota	1410	Hennepin County--Bloomington & Richfield Cities
State of MN Plus E WI	27	Minnesota	1501	Dakota County (North)--Eagan, Inver Grove Heights & South St. Paul Cities
State of MN Plus E WI	27	Minnesota	1502	Dakota County (South)--Lakeville, Hastings, Rosemount & Farmington Cities
State of MN Plus E WI	27	Minnesota	1503	Dakota County (West)--Burnsville & Apple Valley Cities
State of MN Plus E WI	27	Minnesota	1600	Scott County (East)--Shakopee, Savage & Prior Lake Cities
State of MN Plus E WI	27	Minnesota	1700	Carver & Scott (West) Counties
State of MN Plus E WI	27	Minnesota	1800	Wright County
State of MN Plus E WI	27	Minnesota	1900	Kandiyohi, McLeod, Meeker, Renville & Sibley Counties
State of MN Plus E WI	27	Minnesota	2000	Brown, Lyon, Redwood, Chippewa, Yellow Medicine, Lac qui Parle & Lincoln Counties
State of MN Plus E WI	27	Minnesota	2100	Southwest Minnesota
State of MN Plus E WI	27	Minnesota	2200	Blue Earth, Nicollet & Waseca Counties--Mankato City
State of MN Plus E WI	27	Minnesota	2300	Rice, Goodhue & Le Sueur Counties
State of MN Plus E WI	27	Minnesota	2400	Mower, Steele, Freeborn & Dodge Counties
State of MN Plus E WI	27	Minnesota	2500	Olmsted County--Rochester City
State of MN Plus E WI	27	Minnesota	2600	Winona, Wabasha, Fillmore & Houston Counties--Winona City
State of MN Plus E WI	55	Wisconsin	55102	St. Croix & Dunn Counties
Upper Minnesota Valley	27	Minnesota	2000	Brown, Lyon, Redwood, Chippewa, Yellow Medicine, Lac qui Parle & Lincoln Counties
West Central	27	Minnesota	800	West Central Minnesota

Appendix B. Standard Occupational Classification Codes

EEO Cat	EEO Job Category Description	SOC Code	SOC Code Description
1	Officials and Administrators	111021	MGR-GeneralAndOperationsManagers
1	Officials and Administrators	1110XX	MGR-ChiefExecutivesAndLegislators
1	Officials and Administrators	112021	MGR-MarketingManagers
1	Officials and Administrators	113012	MGR-AdministrativeServicesManagers
1	Officials and Administrators	113013	MGR-FacilitiesManagers
1	Officials and Administrators	113021	MGR-ComputerAndInformationSystemsManagers
1	Officials and Administrators	113031	MGR-FinancialManagers
1	Officials and Administrators	113121	MGR-HumanResourcesManagers
1	Officials and Administrators	113131	MGR-TrainingAndDevelopmentManagers
1	Officials and Administrators	119013	MGR-Farmers,Ranchers,AndOtherAgriculturalManagers
1	Officials and Administrators	119030	MGR-EducationAndChildcareAdministrators
1	Officials and Administrators	1191XX	MGR-OtherManagers
1	Officials and Administrators	131041	BUS-ComplianceOfficers
1	Officials and Administrators	131082	BUS-ProjectManagementSpecialists

1	Officials and Administrators	132011	FIN-AccountantsAndAuditors
1	Officials and Administrators	152031	CMM-OperationsResearchAnalysts
1	Officials and Administrators	212021	CMS-Directors,ReligiousActivitiesAndEducation
1	Officials and Administrators	2310XX	LGL-Lawyers,AndJudges,Magistrates,AndOtherJudicialWorkers
1	Officials and Administrators	431011	Off-First-LineSupervisorsOfOfficeAndAdministrativeSupportWorkers
1	Officials and Administrators	436011	OFF-ExecutiveSecretariesAndExecutiveAdministrativeAssistants
2	Professionals	111021	MGR-GeneralAndOperationsManagers
2	Professionals	112011	MGR-AdvertisingAndPromotionsManagers
2	Professionals	112021	MGR-MarketingManagers
2	Professionals	112022	MGR-SalesManagers
2	Professionals	112030	MGR-PublicRelationsAndFundraisingManagers
2	Professionals	113012	MGR-AdministrativeServicesManagers
2	Professionals	113013	MGR-FacilitiesManagers
2	Professionals	113021	MGR-ComputerAndInformationSystemsManagers
2	Professionals	113031	MGR-FinancialManagers
2	Professionals	113121	MGR-HumanResourcesManagers
2	Professionals	113131	MGR-TrainingAndDevelopmentManagers
2	Professionals	119021	MGR-ConstructionManagers
2	Professionals	119030	MGR-EducationAndChildcareAdministrators
2	Professionals	119070	MGR-EntertainmentAndRecreationManagers
2	Professionals	119081	MGR-LodgingManagers
2	Professionals	119111	MGR-MedicalAndHealthServicesManagers
2	Professionals	119151	MGR-SocialAndCommunityServiceManagers
2	Professionals	1191XX	MGR-OtherManagers
2	Professionals	131022	BUS-WholesaleAndRetailBuyers,ExceptFarmProducts
2	Professionals	131023	BUS-PurchasingAgents,ExceptWholesale,Retail,AndFarmProducts
2	Professionals	131041	BUS-ComplianceOfficers

2	Professionals	131070	BUS-HumanResourcesWorkers
2	Professionals	131082	BUS-ProjectManagementSpecialists
2	Professionals	131111	BUS-ManagementAnalysts
2	Professionals	131121	BUS-MeetingConvention,AndEventPlanners
2	Professionals	131131	BUS-Fundraisers
2	Professionals	131151	BUS-TrainingAndDevelopmentSpecialists
2	Professionals	131161	BUS-MarketResearchAnalystsAndMarketingSpecialists
2	Professionals	131199	BUS-BusinessOperationsSpecialists,AllOther
2	Professionals	132011	FIN-AccountantsAndAuditors
2	Professionals	132031	FIN-BudgetAnalysts
2	Professionals	132070	FIN-CreditCounselorsAndLoanOfficers
2	Professionals	151211	CMM-ComputerSystemsAnalysts
2	Professionals	151241	CMM-ComputerNetworkArchitects
2	Professionals	152031	CMM-OperationsResearchAnalysts
2	Professionals	171012	ENG-LandscapeArchitects
2	Professionals	17301X	ENG-OtherDrafters
2	Professionals	192099	SCI-PhysicalScientists,AllOther
2	Professionals	193033	SCI-ClinicalAndCounselingPsychologists
2	Professionals	193051	SCI-UrbanAndRegionalPlanners
2	Professionals	1940YY	SCI-OtherLife,Physical,AndSocialScienceTechnicians
2	Professionals	195010	SCI-OccupationalHealthAndSafetySpecialistsAndTechnicians
2	Professionals	211011	CMS-SubstanceAbuseAndBehavioralDisorderCounselors
2	Professionals	211012	CMS-Educational,Guidance,AndCareerCounselorsAndAdvisors
2	Professionals	211019	CMS-Counselors,AllOther
2	Professionals	211029	CMS-SocialWorkersAllOther
2	Professionals	211092	CMS-ProbationOfficersAndCorrectionalTreatmentSpecialists
2	Professionals	21109X	CMS-OtherCommunityAndSocialServiceSpecialists
2	Professionals	2310XX	LGL-Lawyers,AndJudges,Magistrates,AndOtherJudicialWorkers
2	Professionals	251000	EDU-PostsecondaryTeachers
2	Professionals	252010	EDU-PreschoolAndKindergartenTeachers
2	Professionals	254010	EDU-Archivists,Curators,AndMuseumTechnicians
2	Professionals	254022	EDU-LibrariansAndMediaCollectionsSpecialists

2	Professionals	254031	EDU-LibraryTechnicians
2	Professionals	2590XX	EDU-OtherEducationalInstructionandLibraryWorkers
2	Professionals	27102X	ENT-OtherDesigners
2	Professionals	272012	ENT-ProducersAndDirectors
2	Professionals	272022	ENT-CoachesAndScouts
2	Professionals	273011	ENT-BroadcastAnnouncersAndRadioDiscJockeys
2	Professionals	273031	ENT-PublicRelationsSpecialists
2	Professionals	273041	ENT-Editors
2	Professionals	273043	ENT-WritersAndAuthors
2	Professionals	273091	ENT-InterpretersAndTranslators
2	Professionals	291020	MED-Dentists
2	Professionals	291051	MED-Pharmacists
2	Professionals	291126	MED-RespiratoryTherapists
2	Professionals	29112X	MED-OtherTherapists
2	Professionals	291141	MED-RegisteredNurses
2	Professionals	291210	MED-Physicians
2	Professionals	292010	MED-ClinicalLaboratoryTechnologistsAndTechnicians
2	Professionals	299000	MED-OtherHealthcarePractitionersAndTechnicalOccupations
2	Professionals	339021	PRT-PrivateDetectivesAndInvestigators
2	Professionals	399031	PRS-ExerciseTrainersAndGroupFitnessInstructors
2	Professionals	399032	PRS-RecreationWorkers
2	Professionals	399041	PRS-ResidentialAdvisors
2	Professionals	411011	SAL-First-LineSupervisorsOfRetailSalesWorkers
2	Professionals	413091	SAL-SalesRepresentativesOfServices,ExceptAdvertising,Insurance,FinancialServices,AndTravel
2	Professionals	431011	Off-First-LineSupervisorsOfOfficeAndAdministrativeSupportWorkers
2	Professionals	433031	OFF-Bookkeeping,Accounting,AndAuditingClerks
2	Professionals	434051	OFF-CustomerServiceRepresentatives
2	Professionals	434071	OFF-FileClerks
2	Professionals	434111	OFF-Interviewers,ExceptEligibilityAndLoan
2	Professionals	434YYY	OFF-OtherInformationAndRecordsClerks
2	Professionals	436014	OFF-SecretariesAndAdministrative,ExceptLegal,Medical,AndExecutive
2	Professionals	439XXX	OFF-OtherOfficeAndAdministrativeSupportWorkers

3	Technicians	151230	CMM-ComputerSupportSpecialists
3	Technicians	172110	ENG-IndustrialEngineers,IncludingHealthAndSafety
3	Technicians	17302X	ENG-OtherEngineeringTechnologistsAndTechnicians,ExceptDrafters
3	Technicians	271024	ENT-GraphicDesigners
3	Technicians	273042	ENT-TechnicalWriters
3	Technicians	274021	ENT-Photographers
3	Technicians	2740XX	ENT-OtherMediaAndCommunicationEquipmentWorkers
3	Technicians	291292	MED-DentalHygienists
3	Technicians	292010	MED-ClinicalLaboratoryTechnologistsAndTechnicians
3	Technicians	292061	MED-LicensedPracticalAndLicensedVocationalNurses
3	Technicians	319091	HLS-DentalAssistants
3	Technicians	431011	Off-First-LineSupervisorsOfOfficeAndAdministrativeSupportWorkers
3	Technicians	432099	OFF-CommunicationsEquipmentOperators,AllOther
3	Technicians	472111	CON-Electricians
4	Protective Service	331011	PRT-First-LineSupervisorsOfCorrectionalOfficers
4	Protective Service	331012	PRT-First-LineSupervisorsOfPoliceAndDetectives
4	Protective Service	331021	PRT-First-LineSupervisorsOfFireFightingAndPreventionWorkers
4	Protective Service	331090	PRT-MiscellaneousFirst-LineSupervisors,ProtectiveServiceWorkers
4	Protective Service	332011	PRT-Firefighters
4	Protective Service	332020	PRT-FireInspectors
4	Protective Service	333011	PRT-Bailiffs
4	Protective Service	333012	PRT-CorrectionalOfficersAndJailers
4	Protective Service	333021	PRT-DetectivesAndCriminalInvestigators
4	Protective Service	3330XX	PRT-FishAndGameWardensAndParkingEnforcementOfficers
4	Protective Service	339021	PRT-PrivateDetectivesAndInvestigators
5	Paraprofessionals	1940YY	SCI-OtherLife,Physical,AndSocialScienceTechnicians
5	Paraprofessionals	251000	EDU-PostsecondaryTeachers
5	Paraprofessionals	253041	EDU-Tutors
5	Paraprofessionals	292052	MED-PharmacyTechnicians
5	Paraprofessionals	319092	HLS-MedicalAssistants
5	Paraprofessionals	3930XX	PRS-OtherEntertainmentAttendantsAndRelatedWorkers
5	Paraprofessionals	439061	OFF-OfficeClerks,General

5	Paraprofessionals	493023	RPR-AutomotiveServiceTechniciansAndMechanics
6	Administrative Support	211012	CMS-Educational,Guidance,AndCareerCounselorsAndAdvisors
6	Administrative Support	411011	SAL-First-LineSupervisorsOfRetailSalesWorkers
6	Administrative Support	431011	Off-First-LineSupervisorsOfOfficeAndAdministrativeSupportWorkers
6	Administrative Support	432011	OFF-SwitchboardOperators,IncludingAnsweringService
6	Administrative Support	432099	OFF-CommunicationsEquipmentOperators,AllOther
6	Administrative Support	433031	OFF-Bookkeeping,Accounting,AndAuditingClerks
6	Administrative Support	434051	OFF-CustomerServiceRepresentatives
6	Administrative Support	436011	OFF-ExecutiveSecretariesAndExecutiveAdministrativeAssistants
6	Administrative Support	436012	OFF-LegalSecretariesAndAdministrativeAssistants
6	Administrative Support	439XXX	OFF-OtherOfficeAndAdministrativeSupportWorkers
6	Administrative Support	515111	PRD-PrepressTechniciansAndWorkers
7	Skilled Craft	113013	MGR-FacilitiesManagers
7	Skilled Craft	431011	Off-First-LineSupervisorsOfOfficeAndAdministrativeSupportWorkers
7	Skilled Craft	471011	CON-First-LineSupervisorsOfConstructionTradesAndExtractionWorkers
7	Skilled Craft	472031	CON-Carpenters
7	Skilled Craft	472111	CON-Electricians
7	Skilled Craft	472152	CON-Plumbers,Pipefitters,AndSteamfitters
7	Skilled Craft	472XXX	CON-Brickmasons,Blockmasons,Stonemasons,AndReinforcingIronAndRebarWorkers
7	Skilled Craft	491011	RPR-First-LineSupervisorsOfMechanics,Installers,AndRepairers
7	Skilled Craft	49209X	RPR-OtherElectricalAndElectronicEquipmentMechanics,Installers,andRepairers
7	Skilled Craft	493023	RPR-AutomotiveServiceTechniciansAndMechanics

7	Skilled Craft	493031	RPR-BusAndTruckMechanicsAndDieselEngineSpecialists
7	Skilled Craft	499021	RPR-Heating,AirConditioning,AndRefrigerationMechanicsAndInstallers
7	Skilled Craft	49904X	RPR-IndustrialAndRefractoryMachineryMechanics
7	Skilled Craft	499071	RPR-MaintenanceAndRepairWorkers,General
7	Skilled Craft	514041	PRD-Machinists
7	Skilled Craft	518010	PRD-PowerPlantOperators,Distributors,AndDispatchers
8	Service Maintenance	113012	MGR-AdministrativeServicesManagers
8	Service Maintenance	113013	MGR-FacilitiesManagers
8	Service Maintenance	194010	SCIAgriculturalAndFoodScienceTechnicians
8	Service Maintenance	351012	EAT-First-LineSupervisorsOfFoodPreparationAndServingWorkers
8	Service Maintenance	352010	EAT-Cooks
8	Service Maintenance	371011	CLN-First-LineSupervisorsOfHousekeepingAndJanitorialWorkers
8	Service Maintenance	37201X	CLN-JanitorsAndBuildingCleaners
8	Service Maintenance	373011	CLN-LandscapingAndGroundskeepingWorkers
8	Service Maintenance	37301X	CLN-OtherGroundsMaintenanceWorkers
8	Service Maintenance	3930XX	PRS-OtherEntertainmentAttendantsAndRelatedWorkers
8	Service Maintenance	399011	PRS-ChildcareWorkers
8	Service Maintenance	431011	Off-First-LineSupervisorsOfOfficeAndAdministrativeSupportWorkers
8	Service Maintenance	499071	RPR-MaintenanceAndRepairWorkers,General

8	Service Maintenance	5120XX	PRD-OtherAssemblersandFabricators
8	Service Maintenance	515112	PRD-PrintingPressOperators
8	Service Maintenance	533030	TRN-Driver/SalesWorkersAndTruckDrivers
9	Faculty	111021	MGR-GeneralAndOperationsManagers
9	Faculty	1110XX	MGR-ChiefExecutivesAndLegislators
9	Faculty	112011	MGR-AdvertisingAndPromotionsManagers
9	Faculty	112021	MGR-MarketingManagers
9	Faculty	112022	MGR-SalesManagers
9	Faculty	112030	MGR-PublicRelationsAndFundraisingManagers
9	Faculty	113012	MGR-AdministrativeServicesManagers
9	Faculty	113013	MGR-FacilitiesManagers
9	Faculty	113021	MGR-ComputerAndInformationSystemsManagers
9	Faculty	113031	MGR-FinancialManagers
9	Faculty	113051	MGR-IndustrialProductionManagers
9	Faculty	113071	MGR-Transportation,Storage,AndDistributionManagers
9	Faculty	113111	MGR-CompensationAndBenefitsManagers
9	Faculty	113121	MGR-HumanResourcesManagers
9	Faculty	113131	MGR-TrainingAndDevelopmentManagers
9	Faculty	119013	MGR-Farmers,Ranchers,AndOtherAgriculturalManagers
9	Faculty	119021	MGR-ConstructionManagers
9	Faculty	119030	MGR-EducationAndChildcareAdministrators
9	Faculty	119041	MGR-ArchitecturalAndEngineeringManagers
9	Faculty	119051	MGR-FoodServiceManagers
9	Faculty	119070	MGR-EntertainmentAndRecreationManagers
9	Faculty	119081	MGR-LodgingManagers
9	Faculty	119111	MGR-MedicalAndHealthServicesManagers
9	Faculty	119121	MGR-NaturalSciencesManagers
9	Faculty	119141	MGR-Property,RealEstate,AndCommunityAssociationManagers
9	Faculty	119151	MGR-SocialAndCommunityServiceManagers
9	Faculty	1191XX	MGR-OtherManagers

9	Faculty	131011	BUS-AgentsAndBusinessManagersOfArtists,Performers,AndAthletes
9	Faculty	131022	BUS-WholesaleAndRetailBuyers,ExceptFarmProducts
9	Faculty	131023	BUS-PurchasingAgents,ExceptWholesale,Retail,AndFarmProducts
9	Faculty	131030	BUS-ClaimsAdjusters,Appraisers,Examiners,AndInvestigators
9	Faculty	131041	BUS-ComplianceOfficers
9	Faculty	131051	BUS-CostEstimators
9	Faculty	131070	BUS-HumanResourcesWorkers
9	Faculty	131081	BUS-Logisticians
9	Faculty	131082	BUS-ProjectManagementSpecialists
9	Faculty	131111	BUS-ManagementAnalysts
9	Faculty	131131	BUS-Fundraisers
9	Faculty	131141	BUS-Compensation,Benefits,AndJobAnalysisSpecialists
9	Faculty	131151	BUS-TrainingAndDevelopmentSpecialists
9	Faculty	131161	BUS-MarketResearchAnalystsAndMarketingSpecialists
9	Faculty	131199	BUS-BusinessOperationsSpecialists,AllOther
9	Faculty	132011	FIN-AccountantsAndAuditors
9	Faculty	132031	FIN-BudgetAnalysts
9	Faculty	132041	FIN-CreditAnalysts
9	Faculty	132051	FIN-FinancialAnalysts
9	Faculty	132052	FIN-PersonalFinancialAdvisors
9	Faculty	132053	FIN-InsuranceUnderwriters
9	Faculty	132061	FIN-FinancialExaminers
9	Faculty	132081	FIN-TaxExaminersAndCollectors,AndRevenueAgents
9	Faculty	132082	FIN-TaxPreparers
9	Faculty	1320XX	FIN-OtherFinancialSpecialists
9	Faculty	151211	CMM-ComputerSystemsAnalysts
9	Faculty	151212	CMM-InformationSecurityAnalysts
9	Faculty	151221	CMM-ComputerAndInformationResearchScientists
9	Faculty	151230	CMM-ComputerSupportSpecialists
9	Faculty	151241	CMM-ComputerNetworkArchitects
9	Faculty	151244	CMM-NetworkAndComputerSystemsAdministrators
9	Faculty	15124X	CMM-DatabaseAdministratorsAndArchitects

9	Faculty	151251	CMM-ComputerProgrammers
9	Faculty	151252	CMM-SoftwareDevelopers
9	Faculty	151253	CMM-SoftwareQualityAssuranceAnalystsAndTesters
9	Faculty	151254	CMM_WebDevelopers
9	Faculty	151255	CMMWebAndDigitalInterfaceDesigners
9	Faculty	151299	CMMComputerOccupations,AllOther
9	Faculty	152011	CMM-Actuaries
9	Faculty	152031	CMM-OperationsResearchAnalysts
9	Faculty	1520XX	CMM-OtherMathematicalScienceOccupations
9	Faculty	171011	ENG-Architects,ExceptLandscapeAndNaval
9	Faculty	171012	ENG-LandscapeArchitects
9	Faculty	171020	ENG-Surveyors,Cartographers,AndPhotogrammetrists
9	Faculty	172011	ENG-AerospaceEngineers
9	Faculty	172041	ENG-ChemicalEngineers
9	Faculty	172051	ENG-CivilEngineers
9	Faculty	172061	ENG-ComputerHardwareEngineers
9	Faculty	172081	ENG-EnvironmentalEngineers
9	Faculty	1720XX	ENG-BiomedicalAndAgriculturalEngineers
9	Faculty	172131	ENG-MaterialsEngineers
9	Faculty	172141	ENG-MechanicalEngineers
9	Faculty	1721XX	ENG-Petroleum,MiningAndGeologicalEngineers,IncludingMiningSafetyEngineers
9	Faculty	173011	ENG-ArchitecturalAndCivilDrafters
9	Faculty	17301X	ENG-OtherDrafters
9	Faculty	173023	ENG-ElectricalandElectronicEngineeringTechnologistsAndTechnicians
9	Faculty	17302X	ENG-OtherEngineeringTechnologistsAndTechnicians,ExceptDrafters
9	Faculty	173031	ENG-SurveyingAndMappingTechnicians
9	Faculty	192010	SCI-AstronomersAndPhysicists
9	Faculty	192021	SCI-AtmosphericAndSpaceScientists
9	Faculty	192030	SCI-ChemistsAndMaterialsScientists
9	Faculty	192041	SCI-EnvironmentalScientistsAndSpecialists,IncludingHealth
9	Faculty	192099	SCI-PhysicalScientists,AllOther
9	Faculty	193011	SCI-Economists

9	Faculty	193033	SCI-ClinicalAndCounselingPsychologists
9	Faculty	193034	SCI-SchoolPsychologists
9	Faculty	19303X	SCI-OtherPsychologists
9	Faculty	193051	SCI-UrbanAndRegionalPlanners
9	Faculty	1930XX	OtherSocialScientists
9	Faculty	194021	SCI-BiologicalTechnicians
9	Faculty	194031	SCI-ChemicalTechnicians
9	Faculty	1940XX	SCI-EnvironmentalScienceAndGeoscienceTechnicians,AndNuclearTechnicians
9	Faculty	1940YY	SCI-OtherLife,Physical,AndSocialScienceTechnicians
9	Faculty	195010	SCI-OccupationalHealthAndSafetySpecialistsAndTechnicians
9	Faculty	211011	CMS-SubstanceAbuseAndBehavioralDisorderCounselors
9	Faculty	211012	CMS-Educational,Guidance,AndCareerCounselorsAndAdvisors
9	Faculty	211013	CMS-MarriageAndFamilyTherapists
9	Faculty	211014	CMS-MentalHealthCounselors
9	Faculty	211015	CMS-RehabilitationCounselors
9	Faculty	211019	CMS-Counselors,AllOther
9	Faculty	211021	CMS-Child,Family,AndSchoolSocialWorkers
9	Faculty	211022	CMS-HealthcareSocialWorkers
9	Faculty	211023	CMS-MentalHealthAndSubstanceAbuseSocialWorkers
9	Faculty	211029	CMS-SocialWorkersAllOther
9	Faculty	211092	CMS-ProbationOfficersAndCorrectionalTreatmentSpecialists
9	Faculty	211093	CMS-SocialAndHumanServiceAssistants
9	Faculty	21109X	CMS-OtherCommunityAndSocialServiceSpecialists
9	Faculty	2310XX	LGL-Lawyers,AndJudges,Magistrates,AndOtherJudicialWorkers
9	Faculty	232011	LGL-ParalegalsAndLegalAssistants
9	Faculty	232093	LGL-TitleExaminers,Abstractors,AndSearchers
9	Faculty	232099	LGL-LegalSupportWorkers,AllOther
9	Faculty	251000	EDU-PostsecondaryTeachers
9	Faculty	254022	EDU-LibrariansAndMediaCollectionsSpecialists
9	Faculty	254031	EDU-LibraryTechnicians
9	Faculty	271010	ENT-ArtistsAndRelatedWorkers
9	Faculty	271021	ENT-CommercialAndIndustrialDesigners

9	Faculty	271022	ENT-FashionDesigners
9	Faculty	271024	ENT-GraphicDesigners
9	Faculty	271025	ENT-InteriorDesigners
9	Faculty	27102X	ENT-OtherDesigners
9	Faculty	272011	ENT-Actors
9	Faculty	272012	ENT-ProducersAndDirectors
9	Faculty	272021	ENT-AthletesAndSportsCompetitors
9	Faculty	272022	ENT-CoachesAndScouts
9	Faculty	272030	ENT-DancersAndChoreographers
9	Faculty	272041	ENT-MusicDirectorsAndComposers
9	Faculty	272042	ENT-MusiciansAndSingers
9	Faculty	272091	ENT-DiscJockeys,ExceptRadio
9	Faculty	272099	ENT-EntertainersAndPerformers,SportsAndRelatedWorkers,AllOther
9	Faculty	273011	ENT-BroadcastAnnouncersAndRadioDiscJockeys
9	Faculty	273023	ENT-NewsAnalysts,Reporters,AndJournalists
9	Faculty	273031	ENT-PublicRelationsSpecialists
9	Faculty	273041	ENT-Editors
9	Faculty	273042	ENT-TechnicalWriters
9	Faculty	273043	ENT-WritersAndAuthors
9	Faculty	273091	ENT-InterpretersAndTranslators
9	Faculty	273092	ENT-CourtReportersAndSimultaneousCaptioners
9	Faculty	273099	ENT-MediaAndCommunicationsWorkers,AllOther
9	Faculty	274021	ENT-Photographers
9	Faculty	2740XX	ENT-OtherMediaAndCommunicationEquipmentWorkers
9	Faculty	291020	MED-Dentists
9	Faculty	291031	MED-DietitiansAndNutritionists
9	Faculty	291124	MED-RadiationTherapists
9	Faculty	291125	MED-RecreationalTherapists
9	Faculty	291126	MED-RespiratoryTherapists
9	Faculty	291127	MED-Speech-LanguagePathologists
9	Faculty	29112X	MED-OtherTherapists
9	Faculty	291141	MED-RegisteredNurses

9	Faculty	291151	MED-NurseAnesthetists
9	Faculty	291181	MED-Audiologists
9	Faculty	2911XX	MED-NursePractitionersAndNurseMidwives
9	Faculty	291292	MED-DentalHygienists
9	Faculty	291299	MED-HealthcareDiagnosingOrTreatingPractitioners,AllOther
9	Faculty	292010	MED-ClinicalLaboratoryTechnologistsAndTechnicians
9	Faculty	292031	MED-CardiovascularTechnologistsAndTechnicians
9	Faculty	292032	MED-DiagnosticMedicalSonographers
9	Faculty	292034	MED-RadiologicTechnologistsAndTechnicians
9	Faculty	292035	MED-MagneticResonanceImagingTechnologists
9	Faculty	29203X	MED-NuclearMedicineTechnologistsAndMedicalDosimetrists
9	Faculty	292042	MED-EmergencyMedicalTechnicians
9	Faculty	292043	MED-Paramedics
9	Faculty	292052	MED-PharmacyTechnicians
9	Faculty	292053	MED-PsychiatricTechnicians
9	Faculty	292055	MED-SurgicalTechnologists
9	Faculty	292056	MED-VeterinaryTechnologistsAndTechnicians
9	Faculty	29205X	MED-DieteticTechniciansAndOphthalmicMedicalTechnicians
9	Faculty	292061	MED-LicensedPracticalAndLicensedVocationalNurses
9	Faculty	292072	MED-MedicalRecordsSpecialists
9	Faculty	292090	MED-MiscellaneousHealthTechnologistsAndTechnicians
9	Faculty	299000	MED-OtherHealthcarePractitionersAndTechnicalOccupations
9	Faculty	311131	HLS-NursingAssistants
9	Faculty	31113X	HLS-OrderliesAndPsychiatricAides
9	Faculty	312010	HLS-OccupationalTherapyAssistantsAndAides
9	Faculty	312020	HLS-PhysicalTherapistAssistantsAndAides
9	Faculty	319011	HLS-MassageTherapists
9	Faculty	319091	HLS-DentalAssistants
9	Faculty	319092	HLS-MedicalAssistants
9	Faculty	319094	HLS-MedicalTranscriptionists
9	Faculty	319096	HLS-VeterinaryAssistantsAndLaboratoryAnimalCaretakers
9	Faculty	319097	HLS-Phlebotomists

9	Faculty	31909X	HLS-OtherHealthcareSupportWorkers
9	Faculty	331011	PRT-First-LineSupervisorsOfCorrectionalOfficers
9	Faculty	331012	PRT-First-LineSupervisorsOfPoliceAndDetectives
9	Faculty	331021	PRT-First-LineSupervisorsOfFireFightingAndPreventionWorkers
9	Faculty	332011	PRT-Firefighters
9	Faculty	332020	PRT-FireInspectors
9	Faculty	333011	PRT-Bailiffs
9	Faculty	333012	PRT-CorrectionalOfficersAndJailers
9	Faculty	333021	PRT-DetectivesAndCriminalInvestigators
9	Faculty	3330XX	PRT-FishAndGameWardensAndParkingEnforcementOfficers
9	Faculty	339021	PRT-PrivateDetectivesAndInvestigators
9	Faculty	351011	EAT-ChefsAndHeadCooks
9	Faculty	351012	EAT-First-LineSupervisorsOfFoodPreparationAndServingWorkers
9	Faculty	352010	EAT-Cooks
9	Faculty	371011	CLN-First-LineSupervisorsOfHousekeepingAndJanitorialWorkers
9	Faculty	371012	CLN-First-LineSupervisorsOfLandscaping,LawnService,AndGroundskeepingWorkers
9	Faculty	373011	CLN-LandscapingAndGroundskeepingWorkers
9	Faculty	37301X	CLN-OtherGroundsMaintenanceWorkers
9	Faculty	391000	PRS-SupervisorsofPersonalCareAndServiceWorkers
9	Faculty	3930XX	PRS-OtherEntertainmentAttendantsAndRelatedWorkers
9	Faculty	395012	PRS-Hairdressers,Hairstylists,AndCosmetologists
9	Faculty	395092	PRS-ManicuristsandPedicurists
9	Faculty	395094	PRS-SkincareSpecialists
9	Faculty	39509X	PRS-OtherPersonalAppearanceWorkers
9	Faculty	397010	PRS-TourAndTravelGuides
9	Faculty	399011	PRS-ChildcareWorkers
9	Faculty	399031	PRS-ExerciseTrainersAndGroupFitnessInstructors
9	Faculty	399032	PRS-RecreationWorkers
9	Faculty	399041	PRS-ResidentialAdvisors
9	Faculty	411011	SAL-First-LineSupervisorsOfRetailSalesWorkers
9	Faculty	411012	SAL-First-LineSupervisorsOfNon-RetailSalesWorkers
9	Faculty	412022	SAL-PartsSalespersons

9	Faculty	413011	SAL-AdvertisingSalesAgents
9	Faculty	413021	SAL-InsuranceSalesAgents
9	Faculty	413031	SAL-Securities,Commodities,AndFinancialServicesSalesAgents
9	Faculty	413041	SAL-TravelAgents
9	Faculty	413091	SAL-SalesRepresentativesOfServices,ExceptAdvertising,Insurance,FinancialServices,AndTravel
9	Faculty	414010	SAL-SalesRepresentatives,WholesaleAndManufacturing
9	Faculty	419010	SAL-Models,Demonstrators,AndProductPromoters
9	Faculty	419020	SAL-RealEstateBrokersAndSalesAgents
9	Faculty	419099	SAL-SalesAndRelatedWorkers,AllOther
9	Faculty	431011	Off-First-LineSupervisorsOfOfficeAndAdministrativeSupportWorkers
9	Faculty	433011	OFF-BillAndAccountCollectors
9	Faculty	433031	OFF-Bookkeeping,Accounting,AndAuditingClerks
9	Faculty	433051	OFF-PayrollAndTimekeepingClerks
9	Faculty	433061	OFF-ProcurementClerks
9	Faculty	433071	OFF-Tellers
9	Faculty	434041	OFF-CreditAuthorizers,Checkers,AndClerks
9	Faculty	434051	OFF-CustomerServiceRepresentatives
9	Faculty	434071	OFF-FileClerks
9	Faculty	434131	OFF-LoanInterviewersAndClerks
9	Faculty	434141	OFF-NewAccountsClerks
9	Faculty	434161	OFF-HumanResourcesAssistants,ExceptPayrollAndTimekeeping
9	Faculty	434XXX	OFF-CorrespondenceClerksAndOrderClerks
9	Faculty	435011	OFF-CargoAndFreightAgents
9	Faculty	436011	OFF-ExecutiveSecretariesAndExecutiveAdministrativeAssistants
9	Faculty	436012	OFF-LegalSecretariesAndAdministrativeAssistants
9	Faculty	436013	OFF-MedicalSecretariesAndAdministrativeAssistants
9	Faculty	436014	OFF-SecretariesAndAdministrative,ExceptLegal,Medical,AndExecutive
9	Faculty	439021	OFF-DataEntryKeyers
9	Faculty	439022	OFF-WordProcessorsAndTypists
9	Faculty	439041	OFF-InsuranceClaimsAndPolicyProcessingClerks
9	Faculty	439061	OFF-OfficeClerks,General
9	Faculty	439081	OFF-ProofreadersAndCopyMarkers

9	Faculty	439111	OFF-StatisticalAssistants
9	Faculty	439XXX	OFF-OtherOfficeAndAdministrativeSupportWorkers
9	Faculty	451011	FFF-First-LineSupervisorsOfFarming,Fishing,AndForestryWorkers
9	Faculty	453031	FFF-FishingAndHuntingWorkers
9	Faculty	454011	FFF-ForestAndConservationWorkers
9	Faculty	454020	FFF-LoggingWorkers
9	Faculty	471011	CON-First-LineSupervisorsOfConstructionTradesAndExtractionWorkers
9	Faculty	472031	CON-Carpenters
9	Faculty	472111	CON-Electricians
9	Faculty	472152	CON-Plumbers,Pipefitters,AndSteamfitters
9	Faculty	472211	CON-SheetMetalWorkers
9	Faculty	472231	CON-SolarPhotovoltaicInstallers
9	Faculty	472XXX	CON-Brickmasons,Blockmasons,Stonemasons,AndReinforcingIronAndRebarWorkers
9	Faculty	474011	CON-ConstructionAndBuildingInspectors
9	Faculty	474021	CON-ElevatorInstallersAndRepairers
9	Faculty	474041	CON-HazardousMaterialsRemovalWorkers
9	Faculty	474051	CON-HighwayMaintenanceWorkers
9	Faculty	474061	CON-Rail-TrackLayingAndMaintenanceEquipmentOperators
9	Faculty	4740XX	CON-OtherConstructionAndRelatedWorkers
9	Faculty	475032	EXT-ExplosivesWorkers,OrdinanceHandlingExperts,AndBlasters
9	Faculty	4750XX	EXT-OtherExtractionWorkers
9	Faculty	491011	RPR-First-LineSupervisorsOfMechanics,Installers,AndRepairers
9	Faculty	492011	RPR-Computer,AutomatedTeller,AndOfficeMachineRepairers
9	Faculty	492091	RPR-AvionicsTechnicians
9	Faculty	492098	RPR-SecurityAndFireAlarmSystemsInstallers
9	Faculty	49209X	RPR-OtherElectricalAndElectronicEquipmentMechanics,Installers,andRepairers
9	Faculty	493011	RPR-AircraftMechanicsAndServiceTechnicians
9	Faculty	493021	RPR-AutomotiveBodyAndRelatedRepairers
9	Faculty	493022	RPR-AutomotiveGlassInstallersAndRepairers
9	Faculty	493023	RPR-AutomotiveServiceTechniciansAndMechanics
9	Faculty	493031	RPR-BusAndTruckMechanicsAndDieselEngineSpecialists
9	Faculty	493040	RPR-HeavyVehicleAndMobileEquipmentServiceTechniciansAndMechanics

9	Faculty	493050	RPR-SmallEngineMechanics
9	Faculty	499021	RPR-Heating,AirConditioning,AndRefrigerationMechanicsAndInstallers
9	Faculty	499043	RPR-MaintenanceWorkers,Machinery
9	Faculty	499044	RPR-Millwrights
9	Faculty	49904X	RPR-IndustrialAndRefractoryMachineryMechanics
9	Faculty	499051	RPR-ElectricalPower-LineInstallersAndRepairers
9	Faculty	499071	RPR-MaintenanceAndRepairWorkers,General
9	Faculty	4990XX	RPR-OtherInstallation,Maintenance,AndRepairWorkers
9	Faculty	511011	PRD-First-LineSupervisorsOfProductionAndOperatingWorkers
9	Faculty	5120XX	PRD-OtherAssemblersandFabricators
9	Faculty	513011	PRD-Bakers
9	Faculty	514031	PRD-Cutting,Punching,AndPressMachineSetters,Operators,AndTenders,MetalAndPlastic
9	Faculty	514033	Grinding,Lapping,Polishing,AndBuffingMachineToolSetters,Operators,AndTenders,MetalandPlastic
9	Faculty	514041	PRD-Machinists
9	Faculty	5140XX	PRD-ModelMakers,Patternmakers,AndMoldingMachineSetters,MetalAndPlastic
9	Faculty	514111	PRD-ToolAndDieMakers
9	Faculty	514XXX	PRD-OtherMetalWorkersAndPlasticWorkers
9	Faculty	515111	PRD-PrepressTechniciansAndWorkers
9	Faculty	515112	PRD-PrintingPressOperators
9	Faculty	51609X	PRD-OtherTextile,Apparel,AndFurnishingWorkers
9	Faculty	517011	PRD-CabinetmakersAndBenchCarpenters
9	Faculty	517041	PRD-SawingMachineSetters,Operators,AndTenders,Wood
9	Faculty	517042	PRD-WoodworkingMachineSetters,Operators,AndTenders,ExceptSawing
9	Faculty	5170XX	PRD-OtherWoodworkers
9	Faculty	518031	PRD-WaterAndWastewaterTreatmentPlantAndSystemOperators
9	Faculty	518090	PRD-MiscellaneousPlantAndSystemOperators
9	Faculty	519061	PRD-Inspectors,Testers,Sorters,Samplers,AndWeighers
9	Faculty	519071	PRD-JewelersAndPreciousStoneAndMetalWorkers
9	Faculty	5191XX	PRD-MiscellaneousProductionWorkers,IncludingEquipmentOperatorsandTenders
9	Faculty	532010	TRN-AircraftPilotsAndFlightEngineers
9	Faculty	533011	TRN-AmbulanceDriversAndAttendants,ExceptEmergencyMedicalTechnicians
9	Faculty	533030	TRN-Driver/SalesWorkersAndTruckDrivers

9	Faculty	533051	TRN-BusDrivers,School
9	Faculty	533052	TRN-BusDrivers,TransitAndIntercity
9	Faculty	533053	TRN-ShuttleDriversandChauffeurs
9	Faculty	5360XX	TRN-OtherTransportationWorkers
9	Faculty	537021	TRN-CraneAndTowerOperators
9	Faculty	5370XX	TRN-Conveyor,Dredge,AndHoistAndWinchOperators
9	Faculty	5371XX	TRN-OtherMaterialMovingWorkers

Appendix C. Policies, Procedures, and Notice

Minnesota State Board Policy, 1B.1

Equal Opportunity and Nondiscrimination in Employment and Education (Link to policy [here](#))

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

Subpart B. Nondiscrimination

Minnesota State prohibits discrimination and harassment against persons in the terms and conditions of employment, personnel practices, or access to and participation in, educational programs, services, and activities on the basis of membership or perceived membership in any of the following protected classes: race, sex (including pregnancy, child birth, and related medical conditions), color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression veteran status, familial status, and membership or activity in a local commission. Protected class also includes genetic information for employees.

Minnesota State shall maintain and encourage full freedom of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit without intimidation, exploitation, or coercion. This policy is directed at conduct that constitutes discrimination or harassment under this policy and is not directed at the content of speech. In cases in which statements and other forms of expression are involved, Minnesota State must consider an individual's constitutionally protected right to free speech and academic freedom. However, discriminatory or harassing conduct is not within the protections of academic freedom of free speech.

Part 2. Applicability

This policy applies to allow individuals affiliated with Minnesota State, including but not limited to, its students, employees, applicants, volunteers, agents, the Board of Trustees, and others as appropriate and protects the rights and privacy of all involved individuals, as well as prevents retaliation. Complaints of conduct by a student occurring at a location other than on system property, including online, are covered by this policy pursuant to the factors listed in Board Policy 3.6, Part 2. Complaints of conduct by a system employee at locations other than system property, including online, by individuals who are not students or employees are subject to appropriate actions by Minnesota State, including but not limited to, pursuing civil action against them, referral to law enforcement, or pursuing a no trespass. Individuals who violate this policy will be subject to disciplinary or other corrective

action> Allegations of conduct in violation of Policy 1B.1 may be submitted through the process identified in System Procedure 1B.1.1 Intervention and Resolution.

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

Part 3. Definitions

Discrimination

Employment decisions, educational decisions, or treatment of an individual because of protected class status or perceived protected class status that subjects the individual to different treatment so as to interfere with or limit the ability of the individual to participate in, or benefit from, the services, activities, or privileges provided by Minnesota State or otherwise adversely affects the individual's employment or education.

Employee

Any individual employed by Minnesota State, including its colleges, universities, and system office, including student workers.

Harassment

Discriminatory harassment

Unwelcome conduct or communication that is based on actual or perceived membership in a protected class, including stereotypes of protected classes, that has a negative effect or is likely to have a negative effect on the complainant or the workplace or educational environment. 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. Discriminatory harassment includes, but is not limited to:

1. Oral or written conduct such as jokes, innuendo, slurs, name-calling, negative comments about cultural norms, circulating rumors;
2. Physical contact, battery, blocking movement;
3. Non-verbal derogatory gestures, stalking, interference with work performance;
4. Visual displays, including but not limited to, posters, drawings, screen savers, emails and texts with derogatory meaning, epithets written on complainant's personal property or other symbols associated with particular protected classes.

Sexual harassment

Minnesota State further defines sexual harassment as a form of sex discrimination and discriminatory harassment. Sexual harassment is conduct or communication of a sexual nature that is unwelcome, that has a negative effect or is likely to have a negative effect on the complainant or the workplace or educational environment. Sexual harassment includes, but is not limited to:

1. Unwelcome sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, degrading sexual remarks, threats;

2. Unwelcome sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling, obscene gestures;
3. Unwelcome physical contact, such as sexual assault and sexual violence (as defined by Board Policy 1B.3), molestation, or attempts to commit these assault; unwelcome touching, pinching, or brushing of or by the body;
4. Preferential treatment or promises of preferential treatment for submitting to sexual conduct, including soliciting or attempting to solicit an employee, student or other individual to submit sexual activity for a benefit including, but not limited to, hiring, promotion, compensation, grades, or authorship;
5. Negative treatment or threats of negative treatment for refusing to submit to sexual conduct;
6. Subjecting, or threatening to subject, an employee, student or other individual to unwelcome sexual attention or conduct; and
7. Conduct which exploits the sexual characteristics of others including transmitting or the threat of transmission of photographs and or videos or graphic nudity or sexually graphic messages of others without the consent of the subject of the photograph, video, or message.

Note: Some of these examples of misconduct may also be subject to Board Policy 1B.3 Sexual Violence.

Protected class

Protected class includes, race, sex (including pregnancy, child birth, and related medical conditions), color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, veteran status, familial status, and membership or activity in a local human rights commission. Protected class also includes genetic information for employees.

Retaliation

Retaliation includes, but is not limited to, engaging in any form of intimidation, reprisal, or harassment against an individual because the person:

1. Made a complaint or other communication under this policy or opposes conduct prohibited by this policy;
2. 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;
3. Associated with a person or group of persons who are members of a protected class; or
4. Made a complaint or assisted or participated in any manner in an investigation or process with the Equal Employment opportunity Commission, the U.S. Department of Education Office for Civil Rights, the Minnesota Department of Human Rights or other enforcement agencies, under any federal or state nondiscrimination law, including the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; the Minnesota Human Rights Act, Minn. Sta. Ch. 363A, and their amendments.

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

Sexual harassment and violence as sexual abuse

Minnesota law provides special protection for children under 18 and vulnerable adults. These laws, Minnesota Statutes sections 260E and 262.557, identify those who are mandated to report neglect or abuse of children under 18 and maltreatment of vulnerable adults. Faculty, student teachers or clinical participants, day care personnel, and others involved in education or services to children or vulnerable adults may be considered mandated reporters under both of these laws. Reports of abuse or neglect of a child or vulnerable adult, must be made to law enforcement or state or county social service agencies.

Student

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

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

Part 4. Consensual Relationships

A consensual relationship is a sexual or romantic relationship between two or more persons who voluntarily enter into such a relationship. An employee of Minnesota State shall not enter into a consensual relationship with a student or an employee over whom that person exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority or influence. In the event a relationship already exists, each college, university, and the 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 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 5. Retaliation

Retaliation is prohibited at Minnesota State. Any individual covered by this policy who engages in retaliation is subject to disciplinary or other corrective action as appropriate.

Part 6. Policies and procedures

College and university policies and procedures on equal opportunity and nondiscrimination in employment and education must comply with Board Policy 1B.1 and System Procedure 1B.1.1.

To review the Lake Superior College 1B.1 – Equal Opportunity and Nondiscrimination in Employment Education and Education Policy, please visit the following link: (https://www.lsc.edu/policies-procedures/1b1_equal-opportunity-and-nondiscrimination-in-employment-and-education/).

Minnesota State System Procedure 1B.1.1

Investigation and Resolution (Link to procedure [here](#))

Part 1. Purpose

To implement Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education and provide a process for investigating and resolving allegations of violations of the policy.

Part 2. Definitions

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

Complainant

An individual who alleges they are subject of discrimination, harassment, or retaliation as defined by Board Policy 1B.1.

Decision-maker

An administrator who:

- Completed decision-maker training provided by the system office within the past three years,
- Is designated by the president or chancellor to review investigative reports,
- Determines whether Board Policy 1B.1 has been violated based upon the investigation, and
- Determine the appropriate action for the institution to take based upon the findings.

Designated Officer

An individual who:

- Completed training provided by the system office within the past three years,
- Is designated by the president or chancellor to be primarily responsible for conducting an initial inquiry,
- Determines whether to offer informal resolution,
- Determines whether to proceed with an investigation under this procedure, and
- Investigates or coordinates the investigation of reports/complaints of discrimination, harassment, and retaliation as defined by Board Policy 1B.1 in accordance with this procedure.

Investigator

As person who:

- Has completed training provided by the system office within the past three years,
- Is designated by the designated officer to conduct an inquiry, investigate, or coordinate the investigation of reports/complaints of discrimination, harassment, and retaliation as defined by Board Policy 1B.1 in accordance with this procedure,
- Determines or recommends whether to proceed with an investigation under this procedure,
- Prepares investigation reports, and
- May be the designated officer

Respondent

An individual who is alleged to have engaged in conduct that could constitute discrimination, harassment, or retaliation as defined by Board Policy 1B.1.

Part 3. Reporting Discrimination/Harassment/Retaliation

Subpart A. Reporting

Individuals who believes they or others have been or are being subjected to conduct prohibited by Board Policy 1B.1 are encouraged to make a report the incident to a designated officer. Reports should be made as soon as possible after the alleged conduct occurs.

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

Subpart B. Duty to report

Administrators and supervisors shall report allegations of conduct that they reasonably believe may constitute discrimination, harassment, or retaliation as defined by Board Policy 1B.1 to the designated officer. Additionally, administrators and supervisors, in consultation with the designated officer, may inquire into and resolve such matters.

Subpart C. Reports/complaints against a president

A report/complaint against a college or university president must be filed with the system office designated officer. However, complaints against a president may 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/complaints against system office employees or the 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 must be referred to the board chair or vice chair 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 report/complaint or during the investigation of such a complaint may be subject to disciplinary or corrective action.

Subpart F. Withdrawn complaints

If a complainant withdraws their complaint, colleges, universities, and the system office, may at their discretion, investigate and take appropriate action.

Subpart G. Confidentiality of information not guaranteed

The confidentiality of information in a complaint or obtained during an investigation cannot be guaranteed, such information, however, will be handled in accordance with applicable federal and state data privacy laws.

Part 4. Right to representation

Subpart A. Relation to collective bargaining agreements and personnel plans

In accordance with the law and applicable collective bargaining agreements, represented employees may have the right to request and receive union representation during an investigatory meeting and otherwise throughout the 1B.1.1 procedure.

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.

Subpart B. Students

Students have the opportunity to have an appropriate support person or advisor present at any interview or hearing, in a manner consistent with the governing procedures and applicable data practices law.

Part 5. Investigation and Resolution

The college, university, or system office shall take timely 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 personal resolution by an individuals who believe they have been subjected to conduct in violation of Board Policy 1B.1. If an individual believes they are unsafe or fears retaliation, personal resolution should not be used. If there are questions regarding personal resolution, contact the designated officer.

Subpart B. Processing the complaint

The complainant should contact the designated officer to initiate a complaint under this procedure. Upon receipt of the complaint, the designated officer shall first undertake an initial inquiry. Based on the initial inquiry, the designated officer shall determine whether there is no basis to proceed, to offer informal resolution, or to proceed with formal investigation. If proceeding with formal investigation, the designated officer shall determine the scope of the process used in each complaint based on the complexity of the allegations, the number and relationship of individuals involved, and other pertinent factors. Reports/complaints not arising from alleged violations of Board Policy 1B.1, may be addressed under other appropriate policies and practices. T

1. **Jurisdiction.** The designated officer shall determine whether the complaint should be processed through a different policy or procedure or combined and resolved with Board Policy 1B.1 and this procedure. The designated officer shall direct the complainant to the different policy or procedure as soon as possible.
2. **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, investigator, or decision-maker for a specific complaint, including any conflict raised by the complainant or respondent. If the president or chancellor, or their designee determines that a conflict exists, another designated officer, investigator, or decision-maker must be assigned.
3. **Information provided to complainant.** At the time the complaint is made, the designated officer shall:
 - a.) inform the complainant of the provisions of the Board Policy 1B.1 including the provisions prohibiting retaliation, and this procedure; and
 - b.) provide a copy of or link to Board Policy 1B.1 and this procedure to the complainant.
4. **Complaint documentation.** The designated officer may request, but not require, the complainant to document the complaint in writing using the complaint form of the college, university or the system office. If the complainant does not document the complaint in writing, the designated officer shall do so.
5. **No basis to proceed.** At any point during the processing of the complaint, including during the investigation, the designated officer may determine that there is no basis to proceed under Board Policy 1B.1. The designated officer may refer the complaint or complainant as appropriate. The designated officer shall notify the complainant and respondent of the outcome as appropriate, in accordance with applicable data privacy laws.
6. **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 Board Policy 1B.1. At the initial meeting with the respondent, the designated officer shall:
 - a) provide a copy of or link to Board Policy 1B.1, including the provision prohibiting retaliation, and this procedure to the respondent;
 - b.) provide sufficient information to the respondent consistent with due process and federal and state data privacy laws to allow the respondent to respond to the substance of the complaint; and
 - c.) inform the respondent that in addition to being interviewed by the designated officer, the respondent may provide a written response to the allegations.

7. **Investigatory process.** The designated officer shall:
 - a.) conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings or delegate the responsibility to a trained investigator. In the latter situation, the investigator shall perform the duties of this part;
 - b.) inform individuals that they are permitted to have a union representative or support person to accompany them during investigation interviews as appropriate;
 - c.) inform witnesses and other involved individuals of the prohibition against retaliation;
 - d.) create, gather, and maintain investigative documents as appropriate, and
 - e.) handle all data in accordance with applicable federal and state privacy laws.
8. **Interim actions**
 - a.) Employee reassignment or administrative leave. Under appropriate circumstances, the president, chancellor or designee 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 complaint process. In determining whether to place an employee on administrative leave or reassignment, consideration must 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.
 - b.) Student summary suspension or other action. Under appropriate circumstances, the president or designee may summarily suspend a student at any point in time during the complaint process. A summary suspension may be imposed only in accordance with Board Policy 3.6 Student Conduct and associated system procedures. After the student has been summarily suspended, the complaint process should be completed within the shortest reasonable time period. If the process has not been completed within ten (10) days, the president or designee must reevaluate whether or not the summary suspension should remain in place until final completion of the process. During the summary suspension, the student may not enter the campus or participate in any college or university classes and 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.
9. **Timely Completion.** Colleges, universities and the system office shall complete the investigative process and issue a written response within a timely manner after a complaint is made, unless reasonable cause for delay exists. Reasonable case includes, but is not limited to, considerations such as the absence of a party or witness, the need for language assistance or accommodation of disabilities, or other similar factors. The designated officer shall notify the complainant and respondent if the written response is not expected to be issued within a timely manner. The college, university or system office must meet any applicable shorter time periods, including those provided in the applicable collective bargaining agreement.
10. **Support for designated officers.** If it would aid them in performing their roles under this procedure, designated officers are encouraged to seek counsel and advice, as appropriate, from the Office of Equity and Inclusion, the Office of General Counsel, and/or Labor Relations.

Subpart C. Informal Resolution

After processing the report/complaint the designated officer may consider informal resolution to resolve the report/complaint as appropriate. The designated officer may consider, but is not limited to, use one or more of the following methods to resolve the report/complaint:

1. Conduct or coordinate education and training;
2. Facilitate voluntary meetings, if requested by the complainant, between the parties;
3. Recommend separation of the parties, after consultation with appropriate college, university or system office personnel;
4. Other possible outcomes may include recommending changes in workplace assignments, enrollment in a different course or program, or other appropriate action;
5. A college or university may offer mediation and other alternative dispute resolutions to the complainant and respondent. The parties must voluntarily consent, in writing, to participate in the processes that include mediation and other alternative dispute resolutions. At any time before agreeing to a resolution, any party has the right to withdraw from the process and resume the formal complaint process.

Subpart D. Formal 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 determines additional steps should be taken, the procedures in this subpart must be followed.

1. **Designated officer.** The designated officer or the investigator shall:
 - a.) prepare an investigation report and forward it to the decision-maker for review and decision; and
 - b.) take additional investigative measures as requested by the decision-maker.
2. **Decision-maker.** After receiving the investigation report prepared by the designated officer or investigator, the decision-maker shall:
 - a. determine whether additional steps should be taken prior to making the decision. Additional steps may include:
 1. a request that the designated officer or investigator conduct further investigative measures; and
 2. a request for additional information which may include a written response from the complainant or respondent relating to the allegations of the complaint.
 - b. take other measures deemed necessary to determine whether a violation of Board Policy 1B.1 occurred;
 - c. when making the decision, use a preponderance of evidence standard, meaning that it is more likely than not that the policy has been violated, taking 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;

d. as appropriate, consistent with applicable state and federal data privacy laws, issue a decision in writing to the complainant, respondent and designated officer of the determination, and the basis for the determination, as to whether Board Policy 1B.1 has been violated.

e. determine the nature, scope, and timing of disciplinary or corrective action and the process for implementation if a violation of Board Policy 1B.1 occurred. This may include consultation with student affairs, human resources or supervisory personnel to determine appropriate discipline.

f. conduct that is determined not to have violated Board policy 1B.1 may be considered under another procedure, if appropriate.

g. prior to issuing decision letters, decision-makers shall submit drafts of the written decision and investigation report to the Office of General Counsel for review.

Part 6. College, University or System Office Action

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

Written notice to parties relating to discipline, resolutions, or final dispositions resulting from the report/complaint process in this procedure is deemed to be official correspondence from the college, university, or system office. In accordance with Minn. Rule 3905.0500, the college, university, or system office is responsible for filing the complaint disposition concerning complaints against employees with the Commissioner of Management and Budget within 30 days of final disposition.

Part 7. 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 from the receipt of the decision. The appeal timeline may be extended for reasonable cause. The appeal must state specific reasons why the complainant or respondent believes the decision was improper.

Grounds for appeal of the decision include; (1) procedural irregularity that affected the decision issued by the decision-maker, (2) new evidence that was not reasonably available at the time when the determination regarding violation of policy or sanction was made that could affect the decision issued by the decision-maker, (3) a conflict of interest or bias by the designated officer, investigator, or decision-maker that affected the decision issued by the decision-maker, or (4) insufficient evidence to support the decision-maker.

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 appeal

For employees covered by a collective bargaining agreement, an appeal of the decision under this procedure is separate and distinct from contractual grievance procedures. During the pendency of the appeal, disciplinary or corrective action taken as a result of the decision may be enforced. In cases involving sanctions of suspension for ten (10) days or longer, students must be informed of their right to a contested case hearing under Minn. Stat. Ch. 14.

Subpart C. Appeal process

The president or designee shall review the decision issued by the decision-maker and the investigation report, 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 must be made within a reasonable time and the complainant, respondent, and designated officer must 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 8. Education and Training

The colleges, universities, and system office shall provide education and training programs to promote awareness and prevent discrimination, harassment, and retaliation such as educational seminars, peer-to-peer counseling, and informational resources. Education and training programs should include Board Policy 1B.1, this procedure, and may include training on trauma-informed investigations and restorative practices. All colleges, universities, and the system office shall promote awareness of Board Policy 1B.1 and this procedure, and shall publicly identify the designated officers.

Part 9. Distribution of Board Policy 1B.1 and System Procedure 1B.1.1

Board Policy 1B.1 and this procedure must, 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 web address, and that they may request a paper copy. Copies of the policy and procedure must be conspicuously posted at appropriate locations at the system office and on college and university campuses at all times and 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 10. Maintenance of Report/Complaint Documentation

During and upon the completion of processing the report/complaint, including completing an informal resolution and/or formal process, the report/complaint file must be maintained in a secure location in accordance with the applicable records retention schedule. Access to the data must 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.

To review the Lake Superior College 1B.1.1 – Procedure – Investigation & Resolution, please visit: (https://www.lsc.edu/policies-procedures/1b11_investigation--resolution/).

Part 11. Annual Report to Board of Trustee

Colleges and universities shall annually submit pertinent Board Policy 1B.1 information to the Office of Equity and Inclusion. The Offices of General Counsel and Equity and Inclusion shall submit an annual report to the Board of Trustees of summary data showing Board Policy 1B.1 complaints, categories of complaints, and findings of violations.

Lake Superior College Discrimination/Harassment Complaint Form

The Lake Superior College Discrimination/Harassment Complain Form is pictured below. Incoming complaints should be received first at campus level. An electronic version of the Lake Superior College Discrimination/Harassment Complaint form can be found at: (<https://cm.maxient.com/reporting.php?LakeSuperiorCollege>).

Page 1: Complainant (You)

Complainant's Name _____ Job Title _____
 Department _____ Supervisor _____
 Work Address _____ Phone _____
 City, State Zip Code _____

Respondent (Person Against whom you are filing the)

Name _____ Respondent's Job Title _____
 Department _____ Respondent's Supervisor _____
 Work Address _____ Respondent's Telephone _____
 City, State Zip Code _____

Dates

Date most recent act(s) of discrimination/harassment took place: _____
 Other dates act(s) of discrimination/harassment took place: _____
 If you filed this complaint with another agency give the name of the agency and the date filed: _____

Witnesses Who May Support Your Complaint

Witness Name	Witness Email Address	Witness Phone
1.		
2.		
3.		
4.		
5.		

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

Page 2: The Complaint

Basis of Complaint

Place an "X" in the box for all that apply:

- Race
- Sex (includes pregnancy, childbirth, and related medical conditions)
- Familial Status
- Age
- Color
- Sexual Harassment
- Marital Status
- Gender Identity
- National Origin
- Creed
- Sexual Orientation
- Receipt of Public Assistance
- Gender Expression
- Religion
- Genetic Information
- Retaliation
- Membership or Activity in a Local Human Rights Commission
- Disability

Describe, in as much detail as possible, the conduct that you believe violates any of the following policies: [Lake Superior College Policy 1B.1 Nondiscrimination in Employment and Education Opportunity](#), [Minnesota State Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education](#), or [HR/LR #1436 Harassment and Discrimination Prohibited Policy](#).



**HARASSMENT AND DISCRIMINATION
PROHIBITED POLICIES COMPLAINT FORM**
15.1 NONDISCRIMINATION IN EMPLOYMENT & EDUCATION OPPORTUNITY

Explain why you believe the conduct was based on the item(s) checked in the "Basis of Complaint" section above. List the dates, locations, names and titles of people involved.

Use additional paper if needed and attach to this form. Attach any documents or evidence to this complaint that you believe may be relevant.

3



**HARASSMENT AND DISCRIMINATION
PROHIBITED POLICIES COMPLAINT FORM**
15.1 NONDISCRIMINATION IN EMPLOYMENT & EDUCATION OPPORTUNITY

Sign and Submit Form

This complaint is being filed based on my honest belief that I have been subjected to conduct in violation of the Harassment and Discrimination Prohibited Policy. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge.

Complainant Signature _____ Date Signed _____

Complaint Received by: _____ Date signed _____
(Affirmative Action Officer Signature)

NON-RETALIATION: Retaliation against any person who reports conduct under the Harassment and Discrimination Prohibited Policy is strictly prohibited and will not be tolerated. If you believe that you have been subjected to retaliation, you are encouraged to report such behavior.

Submit the completed form and send requests for alternative formats of this form by contacting:

Jestina Vichorek
Executive Human Resources Officer
Lake Superior College
2101 Trinity Road Duluth, MN 55811
jestina.vichorek@lsc.edu
P: 218-733-7677
F: 218-733-5937

Additional Information

4

Minnesota State 1B.3 Sexual Violence Policy

Part 1. Policy statement

Sexual violence is an intolerable intrusion into the most personal and private rights of an individual, and is prohibited at Minnesota State Colleges and Universities. Minnesota State is committed to eliminating sexual violence in all forms and will take appropriate remedial action against any individual found responsible for acts in violation of this policy. Acts of sexual violence may also constitute violations of criminal or civil law or of other Board Policies that may require separate proceedings. To further its commitment against sexual violence, Minnesota State provides reporting options, an investigative and disciplinary process, prevention training, and other related services as appropriate.

Subpart A. Application of policy to students, employees, Board of Trustees and others

This policy applies to all Minnesota State students and employees, Board of Trustees and to others, as appropriate, where incidents of sexual violence on system property have been reported. Reports of sexual violence committed by a student at a location other than on system property are covered by this policy pursuant to the factors listed in Board Policy 3.6, Part 2. Reports of sexual violence committed by a system employee at a location other than system property are covered by this policy.

Reports of sexual violence committed on system property by individuals who are not students or employees are subject to appropriate actions by Minnesota State, including but not limited to pursuing criminal or civil action against them.

Allegations of discrimination or harassment are governed by Board Policy 1B.1.

Subpart B. College and university policies

Each Minnesota State college and university shall adopt a clear, understandable written policy on sexual violence that applies to its campus community, including but not limited to its students and employees. The policy content and implementation must be consistent with the standards in this policy and System Procedure 1B.3.1.

Part 2. Definitions.

The following definitions apply to this policy and System Procedure 1B.3.1.

Affirmative Consent

Consent is informed, freely given, and mutually understood willingness to participate in sexual activity that is expressed by clear, unambiguous, and affirmative words or actions. It is the responsibility of the person who wants to engage in sexual activity to ensure that the other person has consented to engage in the sexual activity. Consent must be present throughout the entire sexual activity and can be revoked at any time. If coercion, intimidation, threats, and/or physical force are used, there is no consent. If the complainant is mentally or physically incapacitated or impaired so that the complainant cannot understand the fact, nature, or extent of the sexual situation, there is no consent; this includes conditions due to alcohol or drug consumption, or being asleep or unconscious. A lack of protest, absence of resistance, or silence alone does not constitute consent, and past consent to sexual

activities does not imply ongoing future consent. The existence of a dating relationship between the people involved or the existence of a past sexual relationship does not prove the presence of, or otherwise provide the basis for, an assumption of consent. Whether the respondent has taken advantage of a position of influence over the complainant may be a factor in determining consent.

Dating, intimate partner, and relationship violence

Violence including physical harm or abuse, and threats of physical harm or abuse, arising out of a personal intimate relationship. This violence also may be called domestic abuse or spousal/partner abuse and may be subject to criminal prosecution under Minnesota law.

Employee

Any individual employed by Minnesota State, its colleges and universities and the system office, including student workers.

Non-forcible sex acts

Non-forcible acts include unlawful sexual acts where consent is not relevant, such as sexual contact with an individual under the statutory age of consent, as defined by Minnesota law, or between persons who are related to each other within degrees wherein marriage is prohibited by law.

Sexual assault

An actual, attempted, or threatened sexual act with another person without that person's affirmative consent. Sexual assault is often a criminal act that can be prosecuted under Minnesota law, as well as form the basis for discipline under Minnesota State student codes of conduct and employee disciplinary standards. Sexual assault includes but is not limited to:

1. Involvement without consent in any sexual act in which there is force, expressed or implied, or use of duress or deception upon the victim. Forced sexual intercourse is included in this definition, as are the acts commonly referred to as date rape or acquaintance rape. This definition also includes the coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another.
2. Involvement in any sexual act when the victim is unable to give consent.
3. Intentional and unwelcome touching of a person's intimate parts (defined as primary genital area, groin, inner thigh, buttocks, or breast); or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts.
4. Offensive sexual behavior directed at another, such as indecent exposure or voyeurism.

Sexual violence

A continuum of conduct that includes sexual assault, non-forcible sex acts, dating and relationship violence, stalking as well as aiding acts of sexual violence.

Stalking

Conduct directed at a specific person that is unwanted, unwelcome, or unreciprocated and that would cause reasonable people to fear for their safety or the safety of others or to suffer substantial emotional distress.

Student

All persons who:

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

System Property

The facilities and land owned, leased, or under the primary control of Minnesota State, its Board of Trustees, system office, colleges, and universities.

To review a copy of the Lake Superior College 1B.3 Sexual Violence Policy please visit: (https://www.lsc.edu/policies-procedures/1b3_sexual-violence/).

Minnesota State System Procedure 1B.3.1

Response to Sexual Violence and Title IX Sexual Harassment (See current procedure [here](#))

Part 1. Purpose

This procedure provides a process through which individuals alleging sexual violence may pursue a complaint, pursuant to Board Policy 1B.3 Sexual Violence Policy prohibiting sexual violence.

This procedure is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation and reprisal.

Part 2. Definitions

The definitions in Policies 1B.3 and 1B.1 also apply to this procedure.

Campus security authority

Campus security authority includes the following categories of individuals at a college or university:

1. A college or university security department;
2. Any individual who has campus security responsibilities in addition to a college or university security department;
3. Any individual or organization identified in a college or university security policy as an individual or organization to which students and employees should report criminal offenses;
4. An official of a college or university who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings; advisors to recognized student organizations; and athletic coaches. Professional counselors, whose official responsibilities include providing mental health counseling, and who are functioning within the scope of their license or certification, are not included in this definition.

Complainant

An individual who is alleged to be the victim of conduct that could constitute sexual harassment (as defined by Title IX).

Educational program activity

Includes locations, events, or circumstances over which the college or university exercised substantial control over both the respondent and the context in which the sexual harassment (as defined by Title IX) occurs, and also includes any building owned or controlled by any officially recognized student organization of the college or university.

Formal complaint

A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment (as defined by Title IX) against a respondent and requesting that the college or university investigate the allegation of sexual harassment. At the time of filing the formal complaint of sexual harassment (as defined by Title IX), a complainant must be participating in or attempting to participate in the education program or activity of the college or university with which the formal complaint is filed.

Respondent

An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment (as defined by Title IX).

Supportive measures

Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal Title IX complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Title IX Coordinator

Employee(s) designated by the president to coordinate the college or university's efforts to comply with its Title IX responsibilities and Board Policies 1B.1 and 1B.3. A campus can delegate Title IX responsibilities to, for example, a deputy or deputies, and/or an investigator.

Title IX sexual harassment

For purposes of Title IX, sexual harassment means conduct on the basis of sex that occurs in a college or university's program or activity in the United States that satisfies one or more of the following:

1. An employee of the college or university conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the college or university's education program or activity; or

Sexual assault; dating, intimate partner, and relationship violence; and stalking as defined in Board Policy 1B.3.

Part 3. Reporting Incidents of Sexual Violence

Subpart A. Prompt reporting

Complainants of sexual violence and sexual harassment (as defined by Title IX) may report incidents at any time, but are strongly encouraged to make reports promptly in order to best preserve evidence for a potential legal or disciplinary proceeding.

Complainants are strongly encouraged to report incidents of sexual violence to law enforcement for the location where the incident occurred. Complainants are also encouraged to contact the local victim/survivor services office, counseling and health care providers, campus Title IX coordinators, or Minnesota State Colleges and Universities campus security authorities for appropriate action.

Subpart B. Assistance in reporting

When informed of an alleged incident of sexual violence and sexual harassment (as defined by Title IX), all Minnesota State Colleges and Universities students and employees are urged to encourage and assist complainants, as needed, to report the incident to local law enforcement, local victim/survivor services, campus Title IX coordinator, or campus security authorities.

Campus security authorities, when informed of an alleged incident of sexual violence and sexual harassment (as defined by Title IX), shall promptly assist the complainant, as requested, including providing guidance in filing complaints with outside agencies, such as law enforcement; obtaining appropriate assistance from victim/survivor services or medical treatment professionals; and filing a complaint with the Title IX Coordinator.

When appropriate, Minnesota State Colleges and Universities may pursue legal action against a respondent, including, but not limited to, trespass or restraining orders, in addition to disciplinary action under the applicable student or employee conduct standard. A college or university may take actions it deems necessary or appropriate in response to all protection, restraining, or no-contact orders.

Subpart C. Required reports

Any campus security authority or any college or university employee with supervisory or student-advicing responsibility who has been informed of an alleged incident of sexual violence and sexual harassment (as defined by Title IX), shall follow college or university procedures for making a report for the annual crime statistics report. In addition, the campus security authority or any college or university employee with supervisory or student-advicing responsibility who has been informed of an alleged incident of sexual violence and sexual harassment (as defined by Title IX) shall report to the Title IX Coordinator, in order to initiate any applicable investigative or other resolution procedures.

Campus security authorities may be obligated to report to law enforcement the fact that a sexual assault has occurred, but the name of or other personally identifiable information about the complainant will be provided only with the consent of the complainant, except as may be required or permitted by law.

Subpart D. Mandatory reporting of abuse or neglect of children or vulnerable adults

Minnesota law provides special protection for children under 18 and vulnerable adults. These laws, Minnesota Statutes sections 626.556 and 626.557, identify those who are mandated to report neglect or abuse of children under 18 and maltreatment of vulnerable adults. Faculty, student teachers or clinical participants, day care personnel, and others involved in education or services to children or vulnerable adults may be considered mandated reporters under both of these laws. Reports of abuse or neglect of a child or vulnerable adult, must be made to law enforcement or state or county social service agencies.

Part 4. Confidentiality of reporting

Confidential Reports

Because of laws concerning government data contained in Minn. Stat. Ch. 13 Government Data Practices, colleges and universities cannot guarantee confidentiality to those who report incidents of sexual violence except where those reports are privileged communications with licensed healthcare professionals. Some off-campus reports also may be legally privileged by law, such as reports to clergy, private legal counsel, or healthcare professionals.

Part 5. Policy notices

Subpart A. Distribution of policy to students

Each college or university shall, at a minimum, at the time of registration make available to each student information about its sexual violence and sexual harassment (as defined by Title IX) policy and procedure), including its online reporting system that allows for anonymous reporting, and shall additionally post a copy of its policy and procedure at appropriate locations on campus and in appropriate handbooks at all times. A college or university may distribute its policy and procedure by posting on an Internet or Intranet website, provided all students are directly notified of how to access the policy by an exact address, and that they may request a paper copy.

Subpart B. Distribution of policy to employees

Colleges, universities, and the system office shall make available to all employees a copy of the sexual violence and sexual harassment (as defined by Title IX) policy and procedure. Distribution may be accomplished by posting on an Internet or Intranet website, provided all employees are directly notified of the exact address of the policy and procedure as well as the option of receiving a paper copy upon request.

Subpart C. Required notice

Each college or university shall have a sexual violence and sexual harassment (as defined by Title IX) policy, which must include the notice provisions in this part.

1. **Notice of Title IX Coordinator.** Each college and university must notify applicants for admission and employment, students, employees, and all unions holding collective bargaining agreements

with the college or university of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.

2. **Notice of non-discrimination.** Each college and university must notify applicants for admission and employment, students, employees and all unions holding collective bargaining agreements with the college and university that the college or university does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. Inquiries about the application of Title IX may be referred to the Title IX Coordinator and/or to the United States Department of Education.

3. **Notice of complainant options**

Following a report of sexual violence the complainant must be promptly notified of:

- a. Where and how to obtain immediate medical assistance. Complainants should be informed that timely reporting and a medical examination within 72 hours are critical in preserving evidence of sexual assault and proving a criminal or civil case against a perpetrator. Complainants should be told, however, that they may report incidents of sexual violence at any time.
- b. Where and how to report incidents of sexual violence to local law enforcement officials, and/or appropriate college, university, or system contacts for employees, students, and others. Such contacts should be identified by name, location, and phone number for 24-hour availability, as applicable.
- c. Resources for where and how complainants may obtain on- or off-campus counseling, mental health, or other support services.

4. **Notice of complainant rights**

Complainants must be notified of the following:

- a. Their right to make a report with local law enforcement officials in sexual assault cases.
- b. Rights under the crime victims bill of rights, Minn. Stat. §§ 611A.01 – 611A.06, including the right to assistance from the Crime Victims Reparations Board and the commissioner of public safety.
- c. Availability of prompt assistance from campus officials, upon request, in notifying the appropriate campus investigating authorities and law enforcement officials, and, at the direction of law enforcement authorities, assistance in obtaining, securing, and maintaining evidence in connection with a sexual violence incident.
- d. Assistance available from campus authorities in preserving for a sexual violence complainant materials relating to a campus disciplinary proceeding.
- e. Complaints of incidents of sexual violence made to campus security authorities must be promptly and appropriately resolved.

- f. Upon a sexual assault complainant's request, the college, university, or system office may take action and other supportive measures to prevent unwanted contact with the alleged assailant, including, but not limited to, transfer of the complainant and/or the respondent to alternative classes, or to a work site or to alternative college-owned housing, if such alternatives are available and feasible.
- g. Upon request, students who reported sexual assaults to the college or university and subsequently chose to transfer to another college or university will be provided with information about resources for victims of sexual assault at the college or university to which the complainant is transferring.

Part 6. Investigation and Disciplinary Procedures

Subpart A. General principles

College and university investigation and disciplinary procedures concerning allegations of sexual violence and sexual harassment (as defined by Title IX) against employees or students must:

1. Be respectful of the needs and rights of individuals involved and treat them with dignity;
2. Not suggest the complainant was at fault for the sexual assault or should have behaved differently to prevent the assault;
3. Proceed as promptly as possible;
4. Permit a student complainant and a student respondent to have the same opportunity to have an appropriate support person or advisor present at any interview or hearing, in a manner consistent with the governing procedures and applicable data practices law;
5. Afford employees the right to representation consistent with the appropriate collective bargaining agreement or personnel plan;
6. Be conducted in accordance with applicable due process standards and privacy laws;
7. Simultaneously inform both the complainant and respondent of the outcome in a timely manner, as permitted by applicable privacy law.
8. Be based on a preponderance of evidence standard, meaning that it is more likely than not that the policy, procedure, or code has been violated.

The past sexual history of the complainant and respondent must be deemed irrelevant except as that history may directly relate to the incident being considered.

A respondent's use of any drug, including alcohol, judged to be related to an offense may be considered to be an exacerbating rather than mitigating circumstance.

Subpart B. Relationship to parallel proceedings

In general, college, university, and system office investigation and disciplinary procedures for allegations of sexual violence and sexual harassment (as defined by Title IX) will proceed independent

of any action taken in criminal or civil courts. A college or university need not, and in most cases should not, delay its proceedings while a parallel legal action is ongoing. If a college or university is aware of a criminal proceeding involving the alleged incident, they may contact the prosecuting authority to coordinate when feasible. Criminal or civil court proceedings are not a substitute for college, university, and system office procedures.

Subpart C. Memorandum of understanding with local law enforcement

Each college or university shall enter into a memorandum of understanding with the primary law enforcement agencies that serve their campus(es). Prior to the start of each academic year, each college or university shall distribute an electronic copy of the MOU to all employees on the campus that are subject to the memorandum. Colleges and universities are exempt from the MOU requirement if they and local or county law enforcement agencies establish a sexual assault protocol team to facilitate effective cooperation and collaboration between the college or university and law enforcement.

Subpart D. False statements prohibited

Colleges, universities, and the system office take allegations of sexual violence and sexual harassment (as defined by Title IX) very seriously and recognize the consequences such allegations may have on a respondent as well as the complainant. Any individual who knowingly provides false information regarding the filing of a complaint or report of sexual violence, or who provides false information during the investigation of such a complaint or report, may be subject to discipline or, under certain circumstances, legal action. Complaints of conduct that are found not to violate policy are not assumed to be false.

Subpart E. Sanctions

Sanctions that may be imposed if a finding is made that sexual violence and sexual harassment (as defined by Title IX) has occurred include, but are not limited to, discipline up to and including suspension, or expulsion of students, or discipline, up to and including termination from employment, as provided in the applicable bargaining agreement or compensation plan, for employees. The appropriate sanction will be determined on a case-by-case basis, taking into account the severity of the conduct, the student's or employee's previous disciplinary history, and other factors as appropriate.

Witnesses or victims who report in good faith an incident of sexual violence will not be sanctioned by the college, university, or system office for admitting in the report to a violation of the student conduct policy on the use of alcohol or drugs.

Subpart F. Retaliation prohibited

Actions by a student or employee intended as retaliation, reprisal, or intimidation against an individual for making a complaint or participating in any way in a report or investigation under this policy are prohibited and are subject to appropriate disciplinary action.

Part 7. Investigation and Resolution

The college, university or system office has a duty to take timely and appropriate action to stop behavior prohibited by Board Policy 1B.3, conduct investigations and take appropriate action to prevent recurring misconduct.

Subpart A. Informal Resolution

A college or university may offer an informal resolution process if a formal complaint is filed and after providing both parties a notice of allegations. The parties must voluntarily consent, in writing, to the informal resolution process. At any time before agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the process with respect to the formal complaint. This procedure neither prevents nor requires the use of informal resolution by individuals who believe they have been subject to conduct in violation of Board Policy 1B.3. Informal resolution shall not be used to resolve allegations that an employee sexually harassed a student.

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 Title IX Coordinator must be contacted in order to initiate a complaint under this procedure. The Title IX Coordinator shall determine the process used in each complaint based on the complexity of the allegations, the number and relationship of individuals involved, and other pertinent factors.

1. **Jurisdiction.** The Title IX Coordinator shall:
 - a. determine whether the complaint is one which should be processed through another system office, college or university procedure available to the complainant;
 - b. if appropriate, direct the complainant to that procedure as soon as possible; and
 - c. for sexual harassment complaints, (as defined by Title IX), determine whether or not the complaint involves the education program or activity of the college or university and whether the incident occurred in the United States.
2. **Conflicts.** The Title IX Coordinator should identify to the president or chancellor/designee any real or perceived conflict of interest in proceeding as the Title IX Coordinator, for the decision-maker, and/or for any person designated to facilitate an informal resolution for a specific complaint. If the president or chancellor/designee determines that a conflict exists, another Title IX Coordinator, decision-maker, or person facilitating an informal resolution must be assigned.
3. **Information provided to complainant.** At the time the complaint is made, the Title IX Coordinator shall:
 - a. inform the complainant of the provisions of the Board Policy 1B.3 and this procedure;

- b. provide a copy of or Web address for Board Policy 1B.3 and this procedure to the complainant;
 - c. determine whether other individuals are permitted to accompany the complainant during investigatory interviews and the extent of their involvement;
 - d. inform the complainant of the provisions of Board Policy 1B.3 prohibiting retaliation;
 - e. discuss the availability of supportive measures; and
 - f. explain the process for filing a formal Title IX complaint
4. **Complaint documentation.** The Title IX Coordinator shall insure that the complaint is documented in writing. The Title IX Coordinator may request, but not require the complainant to document the complaint in writing using the complaint form of the system office, college or university.
5. **Information provided to the respondent.** At the time initial contact is made with the respondent, the Title IX Coordinator shall inform the respondent in writing of the existence and general nature of the complaint and the provisions of the sexual violence policy, including the name of the complainant. At the initial meeting with the respondent, the Title IX Coordinator shall:
- a. provide a copy of or Web address for Board Policy 1B.3 and this procedure to the respondent;
 - b. 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;
 - c. explain to the respondent that in addition to being interviewed by the Title IX Coordinator, the respondent may provide a written response to the allegations;
 - d. determine whether other individuals are permitted to accompany the respondent during investigative interviews and the extent of their involvement;
 - e. discuss the availability of supportive measures;
 - f. inform the respondent of the provisions of Board Policy 1B.3 prohibiting retaliation; and
 - g. utilize the template notice of allegations.
6. **Investigatory process.** The Title IX Coordinator shall:
- a. conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings;
 - b. inform the witnesses and other involved individuals of the prohibition against retaliation;
 - c. create, gather and maintain investigative documentation as appropriate;

- d. 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;
- e. handle all data in accordance with applicable federal and state privacy laws
- f. include an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence.
- g. Presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the investigation process.
- h. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- i. For formal Title IX complaints, before completing the investigation report, send to both the complainant and the respondent and their advisors, if any, the evidence subject to inspection and review. Both the complainant and the respondent must have at least ten (10) calendar days to submit a written response to the evidence, which the Title IX Coordinator will consider before completing the investigative report. Both parties and their advisors may use the information solely for purposes of proceedings pursuant to this policy.
- j. Create an investigative report that fairly summarizes relevant evidence and, at least ten (10) calendar days prior to a formal hearing, send to each party and the party’s advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

7. Interim Actions

- a. **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.
- b. **Student summary suspension or other action.** Under appropriate circumstances, the president or designee may 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.

8. **No basis to proceed.** At any point during the processing of the complaint, the Title IX Coordinator may determine that there is no basis to proceed under Board Policy 1B.3. The Title IX Coordinator may refer the complaint as appropriate to other college or university officials. If the conduct alleged in the formal Title IX complaint would not constitute Title IX sexual harassment even if proved, did not occur in the college or university's education program or activity, or did not occur against a person in the United States, then the college or university must dismiss the formal complaint. The college or university may dismiss a formal Title IX complaint or any allegations therein any time during the investigation or hearing if a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the college or university; or specific circumstances prevent the college or university from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. The college or university must promptly notify both the complainant and the respondent of any dismissal.
9. **Timely completion.** Colleges, universities and the system office shall provide resources sufficient to complete the investigative process and issue a written response in a timely manner after a complaint is made, unless reasonable cause for delay exists. Reasonable cause may include considerations such as the absence of the party, a party's advisor or a witness; concurrent law enforcement activity or the need for language assistance or accommodation of disabilities. The Title IX Coordinator shall notify the complainant and respondent if the written response is not expected to be issued within a timely manner. The college, university or system office must meet any applicable shorter time periods, including those provided in the applicable collective bargaining agreement.

Subpart D. Decision process

If the above methods, including the informal resolution process, have not resolved the complaint within a reasonable period of time to the satisfaction of the Title IX Coordinator, the procedures in this subpart must be followed.

1. **Title IX Coordinator.** The Title IX Coordinator shall:
 - a. Prepare an investigation report.
 - b. Refer the matter for a formal hearing.
2. **Formal Hearing.** Formal hearings for Title IX sexual harassment complaints will be conducted by the Office of Administrative Hearings pursuant to the rules for administrative hearings. If either the complainant or respondent does not have an advisor for the formal hearing, the college or university must provide an advisor without fee or charge to the complainant or respondent.

Colleges and Universities shall maintain a roster of advisors for this purpose. The role of the advisor for the respondent is to conduct cross-examination on behalf of the respondent. At the conclusion of the formal hearing, the administrative law judge will issue a written recommendation for a final decision made by the college or university decision-maker.

3. **Decision-maker.** After receiving the report and recommendation prepared by the administrative law judge, the decision-maker shall:
 - a. Decide whether the policy has been violated; and
 - b. On appropriate sanctions if the policy has been violated;
 - c. Issue a written determination that must include:
 1. identification of the allegations potentially violating this policy;
 2. a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearing help;
 3. findings of fact supporting the determination;
 4. conclusions regarding application of the policy to the facts;
 5. a statement of, and rationale, for the result as to each allegation, including determination regarding responsibility, any disciplinary sanctions the college or university imposes on the respondent, and whether remedies designed to restore or preserve equal access to the college or university's education program or activity will be provided by the college or university to the complainant; and
 6. the college or university's procedures and permissible bases for the complainant and respondent to appeal.

The written determination may satisfy these elements by adopting portions of the report and recommendation. The decision-maker must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the college or university provides the parties with written determination of the result of the appeal; or if an appeal is filed; or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The college, university, or system office shall take the appropriate corrective action based on results of the investigation, and the Title IX Coordinator 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 1B.3, as well as allegations of retaliation. Disciplinary action for students may include any sanctions the college or university imposes for any student conduct matters, up to and including expulsion. Disciplinary action for employees may include any

discipline allowed under the applicable collective bargaining agreement or personnel plan, up to and including termination.

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 college, university, or system office. In accordance with state law, the college, university, or system office is responsible for filing the complaint disposition concerning complaints against employees with the Commissioner of Minnesota Management and Budget 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) calendar days after notification of the decision. The appeal must state specific reasons why the complainant or respondent believes the decision or sentence were 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. In addition, for a formal Title IX complaint, both the complainant and respondent may appeal a dismissal of a formal complaint.

Subpart B. Appeal process

The president or designee shall review the record and determine whether to affirm or modify the decision. Grounds for appeal include procedural irregularity that affected the outcome, new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter, and a conflict of interest or bias by the Title IX Coordinator, or decision-maker that affected the outcome of the matter. 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 must be made within a reasonable time and the complainant, respondent and Title IX Coordinator must 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 colleges, universities, and system office 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.3 and this procedure. All colleges, universities, and the system office shall promote awareness of Board Policy 1B.3 and this procedure, and shall publicly identify the Title IX Coordinator. A college or university must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution policy, received training on Title IX sexual harassment complaints. Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution

process on handling formal Title IX complaints must be made publicly available on the college or university's website.

Sexual Violence Prevention and Education

Subpart A. Campus-wide training

Colleges, universities, and the system office shall:

1. Include in their sexual violence policy a description of educational programs that they offer to students and employees to promote the awareness of sexual violence offenses, including sexual violence prevention measures and procedures for responding to incidents;
2. Provide training on awareness of sexual violence prevention measures and procedures for responding to incidents of sexual violence. At a minimum, all incoming students and all new employees must be provided with this training;

Emphasize in their educational programs the importance of preserving evidence for proof of a criminal offense, safe and positive options for bystander intervention, and information on risk reduction to recognize warning signs of abusive behavior and risk associated with the perpetration of sexual violence.

Subpart B. Other training and education

Colleges and universities and affiliated student organizations are encouraged to develop educational programs, brochures, posters, and other means of information to decrease the incidence of sexual violence and advise individuals of the legal and other options available if they are the complainants of an incident or if they learn of such an incident.

Subpart C. Training for other individuals charged with decision-making authority

Prior to serving as either an investigator or decision-maker for complaints under this procedure, administrators shall complete investigator or decision-maker training provided by the system office.

Investigators/decision-makers, campus security officers, and anyone else involved in the adjudication process must receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.

Part 10. Maintenance of Report/Complaint Procedure Documentation



During and upon the completion of the complaint process, the complaint file must be maintained in a secure location in the office of the Title IX Coordinator for the college, university or system office, for a period of seven (7) years, in accordance with the applicable records retention schedule. Access to data must 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, and other applicable law. Information on reports of incidents of sexual violence that are made to campus security authorities must be documented in accordance with the Jeanne Clery disclosure of Campus Security and Campus Crime Statistics Act, codified at 20 U.S.C. § 1092 (f). The information will be used to report campus crime statistics on college and university campuses as required by the Clery Act.

Each college, university and the system office shall annually report statistics on sexual assaults to the Minnesota Office of Higher Education. Additionally, the report must be published on each college and university website in accordance with state law.

To review a copy of the Lake Superior College 1B.3.1 – Procedure Sexual Violence, please visit: [\(https://www.lsc.edu/policies-procedures/1b31_response-to-sexual-violence-and-title-ix-sexual-harassment/\)](https://www.lsc.edu/policies-procedures/1b31_response-to-sexual-violence-and-title-ix-sexual-harassment/).

Lake Superior College Sexual Violence Complaint Form

The Lake Superior College Sexual Violence Complaint form is pictured below. Incoming complaints should be received first at campus level. The Sexual Violence Complaint Form can also be found on the Lake Superior College 1B.3.1 Policy website at <https://cm.maxient.com/reporting.php?LakeSuperiorCollege>.

 <p>Sexual Violence Complaint Form (sexual harassment, sexual assault, dating or relationship violence, and stalking) 1B.3 Sexual Violence</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>[ATTACH ADDITIONAL PAGES IF NECESSARY]</p> <p>LIST POTENTIAL WITNESSES YOU BELIEVE POSSESS INFORMATION ABOUT YOUR COMPLAINT. ADD ADDITIONAL PAGES IF NECESSARY.</p> <p>Name of WITNESS #1: _____ (if more than one witness, list complete information for each) Email Address: _____ Phone: (cellphone) _____ (other) _____ What information can this witness provide? _____</p> <p>Name of WITNESS #2: _____ (if more than one witness, list complete information for each) Email Address: _____ Phone: (cellphone) _____ (other) _____ What information can this witness provide? _____</p> <p>3</p>	 <p>Sexual Violence Complaint Form (sexual harassment, sexual assault, dating or relationship violence, and stalking) 1B.3 Sexual Violence</p> <p>Name of WITNESS #3: _____ (if more than one witness, list complete information for each) Email Address: _____ Phone: (cellphone) _____ (other) _____ What information can this witness provide? _____</p> <p>LIST DOCUMENTS YOU BELIEVE MAY HELP IN INVESTIGATING YOUR COMPLAINT. PROVIDE THE NAME, DATE AND EXPLANATION OF THE CONTENTS OF EACH DOCUMENT. ADD MORE PAGES IF NECESSARY.</p> <p>NAME OF DOCUMENT #1: _____ DATE: _____ EXPLANATION OF CONTENTS: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>NAME OF DOCUMENT #2: _____ DATE: _____ EXPLANATION OF CONTENTS: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>4</p>
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Sexual Violence Complaint Form
(sexual harassment, sexual assault, dating or relationship violence, and stalking)
1B.3 Sexual Violence

This form is intended for use by students, employees, faculty, vendors, visitors or other concerned parties to report specific information related to incident(s) of sexual misconduct, dating/ relationship violence and/or stalking.

For the victim/survivor reporting, it is your choice whether to remain anonymous, please know doing so may limit the College's ability to address the matter and assist you. We strongly encourage you to access available resources, such as St. Louis County Victim Services (<https://www.stlouiscountymn.gov/departments-a-z/attorney/victim-services>), Sexual Assault Resource Service (SARS) 612-873-5832; Safe Haven Shelter and Resource Center 218-728-6481, Program for Aid to Victims of Sexual assault (PAVSA) helpline 218-726-1931, St. Luke's Hospital, 915 E 1st St, Duluth, MN 55805; Essentia Health St. Mary's Medical Center, 407 E 3rd St, Duluth, MN 55805; MN Sexual Offense Services 651-254-3584; and the National Domestic Violence 24-hour Hotline (800-799-7235).

Please fill in the information listed below. If the person completing this form is the victim/survivor, you may choose to identify yourself or not. If you are a third party who is not the victim, please indicate the name of the victim and contact information below.

TYPE OF COMPLAINT: Sexual Harassment Sexual Assault Dating or Relationship Violence
 Stalking Sexual Violence

Name of COMPLAINANT: _____
(if more than one complainant, complete intake form for each)
Home Address: _____
Email: _____
Phone: (cellphone) _____ (other) _____
Gender: Male Female Other: _____
Check One: Student Faculty Staff Administrator External/Non-Campus
Date Filed: _____ Date of Alleged Incident: _____
Contact Information of Victim if Not Self-reporting:
Phone: _____ Email: _____
Home Address: _____



Sexual Violence Complaint Form
(sexual harassment, sexual assault, dating or relationship violence, and stalking)
1B.3 Sexual Violence

Name of RESPONDENT: _____
(if more than one respondent, list complete information for each)
Home Address: _____
Email: _____
Phone: (cellphone) _____ (other) _____
Gender: Male Female Other: _____
Check One: Student Faculty Staff Administrator External/Non-Campus

EXPLAIN YOUR COMPLAINT IN DETAIL. ADD ADDITIONAL PAGES IF NECESSARY. ATTACH DOCUMENTS YOU BELIEVE MAY BE HELPFUL IN INVESTIGATING YOUR COMPLAINT.

1. Describe the specific incident(s) of sexual misconduct. List times, dates, locations, and names of the people involved in the incident(s) if possible. If social media platforms were used to communicate with any party, please identify which platforms were used.



Sexual Violence Complaint Form

(sexual harassment, sexual assault, dating or relationship violence, and stalking)
1B.3 Sexual Violence

NAME OF DOCUMENT #3: _____
DATE: _____ EXPLANATION OF CONTENTS: _____

By submitting this form, I understand that I am making a formal Title IX complaint with the University's Title IX Office and am seeking a campus investigation of this complaint.

_____	Date: _____
Complainant Signature	

Name Printed	

Tech or Star ID #	
_____	Date: _____
Title IX Coordinator	

Name Printed	

Minnesota State 1B.4 Access and Accommodation for Individuals with Disabilities Policy

Part 1. Policy Statement.

Minnesota State Colleges and Universities is committed to ensuring its programs, services and activities are accessible to individuals with disabilities, through its compliance with state and federal laws. The system recognizes that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the system's programs, services and activities.

Part 2. Definitions. An individual with a disability:

Subpart A.

An individual with a disability:

1. Any person who has a physical or mental impairment which materially limits one or more of the person's major life activities.
2. Any person who has a record of such impairment which means that a person has a history of or has been classified as having a mental or physical impairment that materially limits one or more major life activities.

Subpart B.

Qualified individual with a disability. An individual who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for receipt of services or participation in a system office, college, or university program or activity. Essential eligibility requirements include, but are not limited to, academic and technical standards requisite to admission or participation in an education program or activity.

Subpart C.

Personal devices and services may include wheelchairs; individually prescribed devices, such as prescription eyeglasses or hearing aids; readers for personal use or study; or services of a personal nature including assistance in eating, toileting, or dressing.

Part 3. General Access Policy.

Colleges, universities and the system office shall provide access to programs, services and activities to qualified individuals with known disabilities as required by law. An individual requesting an accommodation may be required to provide documentation of eligibility for the accommodation.

Part 4. Availability and Notice.

Colleges, universities, and the system office shall post notices to the public in an accessible format stating 1) prohibition against discrimination on the basis of disability, and 2) contact information for the person designated to provide information about or respond to requests for reasonable accommodation.

Part 5. Reasonable Accommodations.

Subpart A. Programs, Services, and Activities.

Colleges, universities and the system office shall make reasonable accommodations to ensure access to programs, services, and activities as required by law. Access means that a qualified individual with a disability will not be excluded from participation in or be denied the benefits of the programs, services, or activities, nor will the individual be subjected to discrimination. Reasonable accommodations may include modifications to: rules, policies, or practices; the removal of architectural, communication, or transportation barriers; provision of auxiliary aids or the provision of equally effective programs, services, or activities. In accordance with the Americans with Disabilities Act, accommodations will not be provided 1) for personal devices or services even though the individual may be a qualified individual with a disability, or 2) that result in a fundamental alteration in the nature of a service, program, or activity or in undue financial or administrative burdens.

Subpart B. Employment.

System Procedure 1B.0.1, Reasonable Accommodations in Employment, applies to accommodation requests by employees and applicants for employment.

Part 6. Offered and/or Sponsored Services or Activities for Qualified Students with Disabilities

Colleges and universities have a responsibility to provide a qualified student with a disability access to services and activities that are operated or sponsored by the institution or that receive significant assistance from the institution. Such access shall be provided in a reasonable manner as required by law. At a minimum, the following must be available to qualified students with disabilities:

1. support, counseling, and information services that may include support groups, individual counseling, career counseling and assessment, and referral services;
2. academic assistance services that may include assistive devices, early registration services, early syllabus availability, course selection, program advising, course work assistance, testing assistance and modification, and tutoring; and
3. coordination services that may include personnel acting on the student's behalf and serving as the primary contact and coordinator for students needing services, assistance in working individually with faculty and administrators, intervention procedures, and grievance procedures.

Part 7. Process.

Each college and university shall establish a process for an individual with a disability to request an accommodation to access the institution's programs, services, or activities consistent with state and federal laws. The process for individuals with disabilities to request an accommodation must, at a minimum include the following:

- a. Provide the requesting individual with a copy of Board Policy 1B.4.
- b. Assignment and identification of a staff member responsible for making a determination about the request for accommodation or the delivery of services.
- c. Provide a process for appealing a denial of a request for accommodation.

To review the Lake Superior College 1B.4 – Access for Individuals with Disabilities please visit: (https://www.lsc.edu/policies-procedures/1b4_access-for-individuals-with-disabilities/).

Minnesota State System Procedure 1B.0.1 Reasonable Accommodations in Employment

Part 1 Purpose.

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

Part 2. Reasonable Accommodations in Employment.

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

Part 3. Definitions.

For purposes of this procedure, the following terms have the meaning given them.

Subpart A. Employer.

The employer is the system office, college or university.

Subpart B. Essential Functions.

Essential functions are the fundamental job duties of the position in question. The term does not include the marginal functions of the position.

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

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

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

- a. The employer's judgment as to which functions are essential;
- b. Written job descriptions;

- c. The amount of time spent on the job performing the function;
- d. The consequences of not requiring the incumbent to perform the function;
- e. The terms of a collective bargaining agreement;
- f. The work experience of past incumbents in the job; and/or
- g. The current work experience of incumbents in similar jobs.

Subpart C. Individual with Disabilities.

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

Subpart D. Qualified Individual with Disability.

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

Subpart E. Reasonable Accommodations

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

Part 4. Identification of Assigned Staff Member.

The system office, and each college and university shall assign and identify a staff member responsible for administering requests for reasonable accommodations.

Part 5. Right to Representation.

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

Part 6. Providing Reasonable Accommodations.

Subpart A. Job Relatedness.

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

Subpart B. Essential Functions.

The system office, college or university may deny employment or advancement in employment based on the inability of an individual with a disability to perform the essential functions of the job and may decline to make accommodations to the physical or mental needs of an employee or job applicant with a disability if:

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

Subpart C. Undue Hardship

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

1. The nature and net cost of the accommodation needed;
2. The overall financial resources of the employer involved in the provision of the reasonable accommodation, the number of persons employed, and the effect on expenses and resources;
3. The overall financial resources of the employer, the overall size of the business of the employer with respect to the number of its employees, and the number, type and location of its facilities;

4. The type of operation or operations of the employer, including the composition, structure and functions of the workforce, and the geographic separateness and administrative or fiscal relationship of the employer in question to the covered entity; and

5. The impact of the accommodation upon the operation of the employer, including the impact on the ability of other employees to perform their duties and the impact on the employer's ability to conduct business.

Subpart D. Documentation.

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

Subpart E. Choice of Accommodations.

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

Subpart F. Request Process.

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

1. Minnesota State policy statement and definitions;
2. Assignment and identification of a staff member responsible for administering requests for reasonable accommodations;
3. Provide a process for appealing a reasonable accommodations decision.



Part 7. Application.

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

To view the Lake Superior College 1B.4.2 – Reasonable Accommodations in Employment procedure, please visit: (https://www.lsc.edu/policies-procedures/1b41_reasonable-accommodations-in-employment/).

Request for Reasonable Accommodation Form

The Lake Superior College Employee/Applicant Request for Americans with Disabilities Act (“ADA”) Reasonable Accommodation Request Form shown below can be found at (https://www.lsc.edu/wp-content/uploads/Employee-Request-for-a-Reasonable-Accommodation-Form-ver-2_FINAL.pdf).

<div style="text-align: center;">  <p>Employee/Applicant Request for Americans with Disabilities Act (“ADA”) Reasonable Accommodation Form</p> </div> <p>Lake Superior College 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 the position and 2) have a disability that substantially or materially 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> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Employee/Applicant Name:</td></tr> <tr><td style="padding: 2px;">Job Title:</td></tr> <tr><td style="padding: 2px;">Work Location & Department:</td></tr> <tr><td style="padding: 2px;">Phone Number:</td></tr> <tr><td style="padding: 2px;">Supervisor Name:</td></tr> </table> <p>Data Privacy Statement: This information may be used by the agency human resources representative, ADA Coordinator or designee, or any other individual who is authorized by the 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, the agency may not have sufficient information to provide a reasonable accommodation.</p> <p style="text-align: center;">DO NOT PROVIDE ANY INFORMATION THAT IS NOT RELATED TO YOUR REQUEST FOR REASONABLE ACCOMMODATION. DO NOT PROVIDE COPIES OF MEDICAL RECORDS.</p> <p>A. Questions to Clarify Accommodation Request</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 5px;">1. What specific accommodation are you requesting?</td></tr> <tr><td style="padding: 5px;">2. 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 If yes, please explain:</td></tr> </table> <p style="text-align: right; font-size: small;">Page 1 of 3 Rev. 3/2022</p>	Employee/Applicant Name:	Job Title:	Work Location & Department:	Phone Number:	Supervisor Name:	1. What specific accommodation are you requesting?	2. If you are not sure what accommodation is needed, do you have any suggestions about what options we can explore? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain:	<div style="text-align: center;">  </div> <p>B. Questions to document the reason for the accommodation request (please attach additional pages if necessary).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 5px;">3. If you are an employee, what, if any, job function are you having difficulty performing; or if you are an applicant, what portion of the application process are you having difficulty participating in?</td></tr> <tr><td style="padding: 5px;">4. What, if any, employment benefits are you having difficulty accessing?</td></tr> <tr><td style="padding: 5px;">5. What limitation, as result of your physical or mental impairment, is interfering with your ability to perform the functions of your job, access an employment benefit, or participate in the application process?</td></tr> <tr><td style="padding: 5px;">6. If you are requesting a specific accommodation, how will that accommodation be effective in allowing you to perform the functions of your job, access an employment benefit, or participate in the application process?</td></tr> </table> <p>Information Pertaining to Medical Documentation: In the context of assessing an accommodation request, medical documentation may be needed to determine if the employee/applicant 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/applicant will be provided with the appropriate forms to submit to their medical provider. The employee/applicant has the responsibility to ensure that the requested information is returned to the ADA Coordinator or designee in a timely manner.</p> <p style="text-align: right; font-size: small;">Page 2 of 3 Rev. 3/2022</p>	3. If you are an employee, what, if any, job function are you having difficulty performing; or if you are an applicant, what portion of the application process are you having difficulty participating in?	4. What, if any, employment benefits are you having difficulty accessing?	5. What limitation, as result of your physical or mental impairment, is interfering with your ability to perform the functions of your job, access an employment benefit, or participate in the application process?	6. If you are requesting a specific accommodation, how will that accommodation be effective in allowing you to perform the functions of your job, access an employment benefit, or participate in the application process?
Employee/Applicant Name:												
Job Title:												
Work Location & Department:												
Phone Number:												
Supervisor Name:												
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6. If you are requesting a specific accommodation, how will that accommodation be effective in allowing you to perform the functions of your job, access an employment benefit, or participate in the application process?												



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.

Employee/Applicant Signature: _____

Date: _____

Notice Under the Americans with Disabilities Act

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 (“ADA”), Lake Superior College will not discriminate against qualified individuals with disabilities on the basis of disability in its services, programs, or activities.

Employment: Lake Superior College does not discriminate on the basis of disability in its hiring or employment practices and complies with all regulations promulgated by the U.S. Equal Employment Opportunity Commission under title I of the ADA.

Effective Communication: Lake Superior College will generally, upon request, provide appropriate aids and services leading to effective communication for qualified persons with disabilities so they can participate equally in Lake Superior College programs, services, and activities, including qualified sign language interpreters, documents in Braille, and other ways of making information and communications accessible to people who have speech, hearing, or vision impairments.

Modifications to Policies and Procedures: Lake Superior College will make all reasonable modifications to policies and programs to ensure that people with disabilities have an equal opportunity to enjoy all of its programs, services, and activities. For example, individuals with service animals are welcomed in Lake Superior College offices, even where pets are generally prohibited.

Anyone who requires an auxiliary aid or service for effective communication, or a modification of policies or procedures to participate in a program, service, or activity of Lake Superior College, should contact the office of Jestina Vichorek, Associate Vice President of Human Resources, 218-733-7677, jestina.vichorek@lsc.edu, as soon as possible but no later than 48 hours before the scheduled event.

The ADA does not require Lake Superior College to take any action that would fundamentally alter the nature of its programs or services, or impose an undue financial or administrative burden.

Complaints that a program, service, or activity of Lake Superior College is not accessible to persons with disabilities should be directed of Jestina Vichorek, Associate Vice President of Human Resources, 218-733-7677, jestina.vichorek@lsc.edu.

Lake Superior College will not place a surcharge on a particular individual with a disability or any group of individuals with disabilities to cover the cost of providing auxiliary aids/services or reasonable modifications of policy, such as retrieving items from locations that are open to the public but are not accessible to persons who use wheelchairs.

Americans with Disabilities Act Title II Grievance Procedure

This Grievance Procedure is established to meet the requirements of Title II of the Americans with Disabilities Act of 1990 (“ADA”). It may be used by anyone who wishes to file a complaint alleging discrimination on the basis of disability in the provision of services, activities, programs, or benefits by Lake Superior College. The Statewide ADA Reasonable Accommodation policy governs employment-related complaints of disability discrimination.

The complaint should be in writing and contain information about the alleged discrimination such as name, address, phone number of complainant and location, date, and description of the problem. Alternative means of filing complaints, such as personal interviews or a tape recording of the complaint, will be made available for persons with disabilities upon request.

The complaint should be submitted by the grievant and/or his/her designee as soon as possible but no later than 60 calendar days after the alleged violation to:

Jestina Vichorek

Lake Superior College ADA Coordinator and Associate Vice President of Human Resources
2101 Trinity Road
Duluth, MN 55811
Phone: (218) 733-7677
Fax: (218) 733-5937
Jestina.vichorek@lsc.edu

Within 15 calendar days after receipt of the complaint, Jestina Vichorek or their designee will meet or communicate with the complainant to discuss the complaint and the possible resolutions. Within 15 calendar days of the meeting or communication, Jestina or their designee will respond in writing, and where appropriate, in a format accessible to the complainant. The response will explain the position of Lake Superior College and offer options for substantive resolution of the complaint.

If the response by Jestina Vichorek or their designee does not satisfactorily resolve the issue, the complainant their designee may appeal the decision within 15 calendar days after receipt of the response to the Patricia Rogers or their designee.

Patricia L. Rogers Ph.D., President


2101 Trinity Road
Duluth, MN 55811
Phone: (218) 733-7614
Patricia.rogers@lsc.edu

Within 15 calendar days after receipt of the appeal, Patricia Rogers or their designee will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meeting, Patricia Rogers or their designee will respond in writing, and, where appropriate, in a format accessible to the complainant, with a final resolution of the complaint.

All written complaints received by Jestina Vichorek or their designee, appeals to Patricia Rogers or their designee, and responses from these two offices will be retained by Lake Superior College for at least three years.

Reasonable Accommodation/Modification Request Form

An electronic fillable version of the ADA Title II (non-employee) Reasonable Accommodation Request Form is available at (https://www.lsc.edu/policies-procedures/1b43_americans-with-disabilities-act-ada-title-ii-nonemployee-reasonable-accommodationmodification-in-public-programs-services-or-activities-requests-and-academics-or-employment/).

<div style="text-align: center;">  <p><small>A member of Minnesota State</small></p> </div> <p style="text-align: center;">Lake Superior College Americans with Disabilities Act ("ADA") Title II (non-employee) Reasonable Accommodation/Modification in Public Services, Programs or Activities Request Form</p> <p>Lake Superior College is committed to complying with the Americans with Disabilities Act ("ADA") and the Minnesota Human Rights Act ("MHRA"). The ADA Coordinator/Designee will review each request on an individualized, case-by-case, basis to determine whether an accommodation or modification can be made. Please do NOT send copies of medical records. The Agency is not authorized to have medical records and is not qualified to interpret medical records.</p> <p>General Information Date of Request: _____</p> <p>Person needing accommodation/modification Name: _____ Address: _____ Email: _____ Phone: _____</p> <p>Person making request (if different from person needing accommodation/modification) Name: _____ Email: _____ Phone: _____ Relationship to person needing accommodation/modification: _____</p> <p>Accommodation Information Date accommodation/modification is needed: _____ Address and/or room of accommodation/modification: _____ Type of accommodation/modification requested (please be specific): _____</p> <p>How would you like to be notified of the status of your request? <input type="radio"/> Phone <input type="radio"/> Email <input type="radio"/> Writing <input type="radio"/> Other (specify): _____</p> <p style="font-size: small;">Updated 7/15/2022</p>	<p>All requests for accommodation/modification will be evaluated individually and a response to your request will be provided within one week of receipt.</p> <p><input type="checkbox"/> Check this box to sign this request form electronically: By checking this box, I agree my electronic signature is the legal equivalent of my signature.</p> <p>Signature of Requestor _____ Date _____</p> <p style="text-align: center;">OFFICE USE ONLY RESPONSE TO REQUEST FOR ACCOMMODATION/MODIFICATION</p> <p>Date request received: _____</p> <p>The request for accommodation/modification is GRANTED. Below is a description of the accommodation/modification:</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>The request for accommodation/modification is DENIED because:</p> <p><input type="checkbox"/> The requester does not meet the essential eligibility requirements or qualifications for the program, service, or activity, without regard to disability.</p> <p><input type="checkbox"/> The requested accommodation/modification would impose an undue burden on the agency; and/or</p> <p><input type="checkbox"/> The requested accommodation/modification would fundamentally alter the nature of the service, program, or activity.</p> <p>Requester notified on: (date) _____ via: _____</p> <p>Additional notes:</p> <p>ADA Coordinator: Name _____ Signature _____ Date _____</p> <p style="font-size: small;">Updated 7/15/2022</p>
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Evacuation Procedure for Individuals with Disabilities or Otherwise in Need of Assistance

A copy of the College's weather and emergency evacuation plans can be found at: (<https://www.lsc.edu/safety/emergency-procedures/>) for more information about Lake Superior College's Safety and Security, visit the website at: (<https://www.lsc.edu/safety/>) where you can view general safety and security information and contact information, as well as view Injury Report Forms, COVID-19 information and resources, Emergency Alert Notification, Security Escort Services, Safety Tips and Resources, Annual Security Report, Security Maps, and Emergency Procedures.

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

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

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

Name: Justin Stangeland

Title: Security Coordinator

Email: justin.stangeland@lsc.edu

Phone: 218-733-6816

Evacuation Options:

Individuals with disabilities have four basics, possibly five, evacuation options:

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

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

Individuals with disabilities should follow the following procedures:

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

disabilities of the need to evacuate. Most individuals with visual disabilities will be familiar with their immediate surroundings and frequently traveled routes. Since the emergency evacuation route is likely different from the common traveled route, individuals with visual disabilities may need assistance in evacuating. The assistant should offer assistance, and if accepted, guide the individual with a visual disability through the evacuation route.

Severe Weather Evacuation Options:

Individuals in need of assistance during an evacuation have three evacuation options based on their location in their building:

- **Horizontal evacuation:** If located on the ground or basement floor, severe weather shelter areas are located throughout each floor;
- **Elevator evacuation:** If there are no safe areas above the ground floor, the elevator may be used to evacuate to the ground or basement levels; and/or
- **Shelter in Place:** Seeking shelter in a designated severe weather shelter and remaining there until the all clear is used.

A printable copy of the College's weather and emergency evacuation plans can be found at:
(https://www.lsc.edu/wp-content/uploads/emergencyProcedures_8-5x11-1.pdf).