October, 2008

Linda Hanson
Director of Affirmative Action
MSU, Mankato
112 Armstrong Hall
Mankato, MN 56001

RE: 2008-2010 Affirmative Action Plan

Dear Linda Hanson:

Congratulations, your school’s 2008 – 2010 Affirmative Action Plan has been approved by the Department of Finance and Employee Relations (FER)!

Upon receipt of this letter, please forward an electronic copy of the plan to the Legislative Reference Library, c/o Jess Hopeman at jess.hopeman@lrl.leg.mn and two (2) hard copies of the plan to the Legislative Reference Library at:

645 State Office Building
100 Rev. Martin Luther King, Jr., Blvd.
St. Paul, MN 55115-1050

Thank you for your cooperation!

Martha Brechlin
State Affirmative Action Officer
Department of Finance & Employee Relations
martha.brechlin@state.mn.us
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MINNESOTA STATE UNIVERSITY, MANKATO
Affirmative Action Plan

I. TRANSMITTAL SHEET
This plan is created using employment data from Minnesota State University, Mankato as of April 1, 2008 and availability data based on the 2000 Census, as required by the Minnesota Department of Finance & Employee Relations. This review revealed underutilization of the following protected group(s) in the following job groups:

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Minorities</th>
<th>Women</th>
<th>Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unclassified Positions</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>President &amp; VPs</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>All Deans</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Professionals</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
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<tr>
<td>Allied Health &amp; Nursing</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Business</td>
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<td>X</td>
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<td>Education</td>
<td>X</td>
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<tr>
<td>Libraries</td>
<td>X</td>
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<tr>
<td>Social/Behavioral Sciences</td>
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<td>X</td>
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<tr>
<td>Science, Engineering, Tech</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Professional, Other</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Classified</strong></td>
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<tr>
<td>Exec, Adm, Mgr</td>
<td>X</td>
<td></td>
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<tr>
<td>Professional</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Clerical/Secretarial</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Technical/Paraprofessional</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Skilled Craft</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Service/Maintenance</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

**Signatures:**
This biennial plan is as up to date as possible given information available at this time. It includes all necessary components of an affirmative action plan for agencies with more than 25 employees.

[Signature]  
(Director of Affirmative Action)  
7/25/08  
(Date)

This biennial plan contains clear designations of those persons and groups responsible for implementing the attached affirmative action plan as well as my personal statement of commitment to achieving the goals and timetables described herein.

[Signature]  
(President)  
7/25/08  
(Date)

All references to Minnesota Department of Finance and Employee Relations found in this Affirmative Action Plan should be understood to refer to Minnesota Management and Budget (MMB.)
II. STATEMENT OF COMMITMENT

Minnesota State University, Mankato is committed to the implementation of this affirmative action plan and fully supports the State of Minnesota’s affirmative action efforts. Affirmative action, diversity and equal opportunity are integral components of the University’s mission, operation and core value structure. Minnesota State University, Mankato will implement and maintain an affirmative action program that takes proactive measures to eliminate barriers to equal opportunity and that strives to remedy the historical underrepresentation in the employment, retention and promotion of underrepresented individuals.

As President, I have encouraged administrators to renew their commitment to affirmative action and diversity and to promote it vigorously with their faculty and staff. For an affirmative action program to be successful, each administrator must continuously review their recruitment and retention practices to ensure that no applicant or employee suffers from discrimination. I hold each administrator accountable for using good faith efforts to achieve their hiring goals and to diversify their department. They have responded to this challenge by developing and implementing the enclosed Affirmative Action/Recruitment Plans, Report on Action Steps and Retention Plans for their respective administrative units, divisions and colleges. These individualized recruitment and retention plans allow Minnesota State University, Mankato to continuously evaluate our commitment to affirmative action and diversity to ensure that our actions are in accord with the spirit of this Affirmative Action Plan. All members of the University community will continue to share in this responsibility to make affirmative action, diversity and equal opportunity an essential part of the University environment.

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

Minnesota State University, Mankato will continue to advance its commitment to affirmative action and diversity by continuously re-tooling our recruitment practices to increase the pool of applicants from diverse backgrounds. In Fall 2008, the University will implement an online applicant tracking process which includes a revised Supplemental Personnel Data for Affirmative Action Recruitment form that will greatly
assist the University in processing and monitoring its ongoing efforts in recruiting and retaining talented faculty and staff from traditionally underrepresented groups.

The Director of Affirmative Action, Linda Hanson, serves as Minnesota State University, Mankato’s Equal Opportunity Officer and is charged with monitoring the University’s affirmative action activities. Ms. Hanson reports directly to the President to better insure institutional compliance with these important objectives and can be contacted at 112 Armstrong Hall, 507-389-2986 (V) or at linda.hanson@mnsu.edu.

Minnesota State University, Mankato fosters an actively engaged and inclusive working and learning community based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment. In this spirit, the University will continue to seek out opportunities to maximize the recruitment and retention of protected group employees in its pursuit to be acknowledged as the University where people expect to go further than they thought possible by combining knowledge and the passion to achieve great things.

Richard Davenport, President  
7/25/08  Date
III. Responsibility for Implementation

President

As the chief executive officer of Minnesota State University, Mankato, the President is ultimately responsible for overseeing the University’s equal opportunity and affirmative action policies, procedures and programs, as well as for insuring compliance with all related state and federal laws, rules and regulations. Final disposition of all such issues resides with the President. The President shall:

1. Ensure that Minnesota State University, Mankato’s equal opportunity and affirmative action policies, procedures and programs are operating at peak efficiency by directing adequate resourcing and staffing to these efforts.

2. Appoint a Director of Affirmative Action to assist in achieving and monitoring established equal opportunity and affirmative action program strategic directives and to insure compliance with all related federal and state laws, rules and regulations.

3. Strive to include underutilized group members and other university constituencies, subject to the provisions of collective bargaining agreements, on respective committees throughout the university.

4. Incorporate a clear definition of equal opportunity and affirmative action responsibilities into the position descriptions of University administrators as well as evaluate their respective performance of these responsibilities as part of their annual performance review.

The President of Minnesota State University, Mankato, Richard Davenport, (309 Wigley Administration Building; 507-389-1111) is directly accountable to the Chancellor regarding all matters relating to equal opportunity and affirmative action at the University.

Director of Affirmative Action and Equal Opportunity Officer

The Director of Affirmative Action is also the Equal Opportunity Officer and is responsible for the development and monitoring of Minnesota State University, Mankato’s affirmative action programs. The Director of Affirmative Action shall:

1. Develop, monitor, and evaluate Minnesota State University, Mankato’s affirmative action programs ensuring compliance with federal and state laws, rules and regulations and Minnesota State Colleges and Universities’ mandates regarding equal opportunity and affirmative action.

2. Insure the implementation of all the University’s affirmative action and equal opportunity initiatives, programs and policies.
3. Monitor the recruitment, appointment, and retention process for all unclassified positions in accordance with federal and state laws pertaining to equal opportunity and affirmative action.

4. Provide recommendations to appropriate members of the University community regarding equal opportunity and affirmative action policies, procedures and compliance issues.

5. Prepare internal and external reports regarding the University’s equal opportunity and affirmative action efforts and accomplishments.

6. Coordinate and/or facilitate equal opportunity and affirmative action educational and training programs.

7. Receive and investigate reports and complaints of discrimination/harassment in accordance with MnSCU/MSU’s 1B.1 Nondiscrimination Policy and 1B.1.1 Report/Complaint of Discrimination/Harassment Investigation and Resolution Procedure.

The Director of Affirmative Action, Linda Hanson, (112 Armstrong Hall; 507-389-2986; linda.hanson@mnsu.edu) is directly responsible to the President for the overall implementation, administration, and monitoring of Minnesota State University, Mankato’s equal opportunity and affirmative action plan and programs.

Administrators/Supervisors

Administrators/Supervisors are responsible for enforcing and implementing equal opportunity and affirmative action policies, procedures and programs within their functional areas of responsibility. Administrators/Supervisors shall:

1. Enforce and implement equal opportunity and affirmative action policies, procedures and programs within each administrator’s/supervisor’s functional area of responsibility.

2. Monitor compliance with all federal and state laws, rules and regulations and Minnesota State Colleges and Universities’ mandates regarding equal opportunity and affirmative action.

3. Identify to the Office of Affirmative Action factors which may impede Minnesota State University, Mankato’s pursuit of its equal opportunity and affirmative action goals and objectives.

4. Ensure that all Minnesota State University, Mankato’s equal opportunity and affirmative action policies, procedures and practices are communicated to all employees within their administrative units.

Accountability for Administrators/Supervisors is reflected in the Minnesota State University, Mankato’s organizational structure.

**Director of Human Resources**

In addition to the responsibilities and duties described above for the Administrators/Supervisors, the Director of Human Resources is also responsible as described below for classified and unclassified positions:

1. Enforce and implement equal opportunity and affirmative action policies, procedures and programs with respect to classified hires.

2. Monitor the recruitment and selection process of all classified positions at Minnesota State University, Mankato in accordance with Minnesota Statutes 43A and 179A, Minnesota Department of Finance and Employee Relations Personnel Rules and applicable collective bargaining agreements.

3. Ensure recommendations of/from supervisors and others involved in the hiring process for classified positions are based on job-related criteria and are consistent with affirmative action goals and objectives.

4. Provide accommodation to employees with documented disabilities.

The Director of Human Resources, Loretta Lamb, (336 Wigley Administration Building; 507-389-2015; loretta.lamb@mnsu.edu) is directly accountable to the President.

**IV. Internal and External Dissemination of Affirmative Action Program**

The following measures will be used to inform Minnesota State University, Mankato’s educational community and the public of our commitment to equal opportunity and affirmative action in all employment and educational policies, procedures, programs, services and opportunities:

**Internal Dissemination**

The Affirmative Action Plan is available at the following central locations so that every employee is aware of Minnesota State University, Mankato’s commitment to affirmative action:

- President’s Office
- Offices of all Vice Presidents
- Offices of all Deans
- Offices of the Presidents of the collective bargaining units
- MSSA/Student Senate
- Office of Affirmative Action
- Office of Human Resources
- Office of Institutional Diversity
- University Library
Minnesota State University, Mankato’s Affirmative Action Plan for 2008 – 2010 will be made available in alternate format, such as Braille, large print or audio cassette tape, upon request by contacting the Office of Affirmative Action at 507-389-2986 (V) or 800-627-3529 or 711 (MRS/TTY).

All reports and complaints of discrimination/harassment should be directed to the Director of Affirmative Action, Linda Hanson, at 112 Armstrong Hall; 507-389-2986 or at linda.hanson@mnsu.edu.

All employee requests or questions concerning the reasonable accommodation process should be directed to the Director of Human Resources, Loretta Lamb, at 336 Wigley Administration Building; 507-389-2015 or at loretta.lamb@mnsu.edu.

In addition:

1. Minnesota State University, Mankato’s Office of Affirmative Action conducts workshops for search committees detailing the management of the search process with regard to all equal opportunity and affirmative action policies and procedures.
2. All recruitment brochures, job announcements and vacancy notices identify Minnesota State University, Mankato as an Affirmative Action/Equal Opportunity University.
3. The plan is also available on the Office of Affirmative Action’s website at [http://www.mnsu.edu/affact/](http://www.mnsu.edu/affact/).

**External Dissemination**

1. All job announcements, vacancy notices, letterhead and other education or employment related materials identify Minnesota State University, Mankato as an Affirmative Action/Equal Opportunity University.

2. Minnesota State University, Mankato aggressively publicizes, via a variety of protected group and non-protected group media sources, our commitment to the recruitment and employment of individuals with disabilities, women and minorities.

3. Applicants for employment or enrollment, vendors and suppliers will be informed of Minnesota State University, Mankato’s commitment to equal opportunity and affirmative action by the inclusion of a statement on appropriate forms and applications.

4. The plan is also available on the Office of Affirmative Action’s website at: [http://www.mnsu.edu/affact/](http://www.mnsu.edu/affact/).
V. 1B.1 Nondiscrimination Policy and 1B.1.1 Discrimination/Harassment Complaint Procedure

Minnesota State University, Mankato processes all reports and complaints of discrimination/harassment in compliance with MnSCU System Policy 1B.1 Nondiscrimination in Employment and Education Opportunity and Procedure 1B.1.1 Report/Complaint of Discrimination/Harassment Investigation and Resolution. See Appendix A.

This policy and procedure is designed to process reports and complaints of alleged discrimination and harassment filed by employees and students of Minnesota State University, Mankato. The Office of Affirmative Action reports monthly to the Minnesota Department of Finance and Employee Relations regarding the final disposition of all filed complaints.

VI. Hiring Goals and Timetables

Establishment of hiring goals and timetables

Minnesota State University, Mankato’s overall affirmative action goal is to recruit and retain a permanent workforce with representation from traditionally underutilized groups. Each new hiring opportunity is viewed as an affirmative action opportunity and each hiring unit is expected to make good faith efforts to recruit applicants in areas where underrepresentation has been identified.

Minnesota State University, Mankato’s hiring goals and timetables have been established for the 2008 – 2010 reporting period for specific job groups as identified in Appendix B. These hiring goals for unclassified and classified employment are based on the Workforce, Availability and Utilization Analyses form found in Appendix C as well as anticipated vacancies and other relevant information provided by the Office of Human Resources. Due to continuing uncertainties regarding the economy and future budgets during this reporting period, Minnesota State University, Mankato may experience fewer hiring opportunities than previous reporting periods which may impact our ability to affirmatively hire women, minorities, and individuals with disabilities. However, affirmative steps will be taken to actively recruit and hire women, minorities and individuals with disabilities when such positions are approved.

Hiring goals have been set in job groups where vacancies are anticipated and where underutilization has been identified excluding fixed-term or temporary appointments. In general, fixed-term and temporary appointments are for a limited period of time and are often the result of a sabbatical, educational or unpaid leave of absence, emergency hiring situation, increase in enrollment, or other circumstances such as changes in funding or budget. Good faith efforts to recruit and hire women, minorities and individuals with disabilities will be made for all types of vacancies and appointments; however, due to the nature of fixed-term and temporary appointments, specific hiring goals and timetables will not be identified within this Affirmative Action Plan.

Numeric hiring goals and timetables have been established for the 2008 – 2010 reporting period for unclassified and classified employees as indicated in Appendix B. If
these goals and/or full utilization have not been achieved by the end of this reporting period, Minnesota State University, Mankato may establish new goals based on current utilization levels and anticipated vacancies. In addition, when full utilization for a specific job group has been achieved, Minnesota State University, Mankato will strive to maintain a workforce that reflects the composition of the available pool of qualified applicants within the specified recruitment area.

VII. Affirmative Action / Recruitment Plans 2008 – 2010

Minnesota State University, Mankato is committed to conducting all personnel and educational programs and activities without regard to race, sex, color, creed, religion, age, national origin, marital status, disability, status with regard to public assistance, sexual orientation or membership or activity in a local commission as defined by law. Minnesota State University, Mankato will not tolerate discrimination or harassment on the basis of these protected group categories in accordance with all state and federal equal opportunity/affirmative action laws, directives, orders and regulations.

It is this commitment to equal opportunity and affirmative action that occasions the development of recruitment plans by each of our divisions, colleges and administrative units. These unit specific recruitment plans serve the purpose of reinforcing the need for equal opportunity and affirmative action at all levels of the University. The unit specific objectives also mean that each unit must take responsibility and be held accountable for their efforts. The Affirmative Action/Recruitment Plans for 2008 – 2010 are attached as Appendix D.

VIII. Methods of Auditing, Evaluating and Reporting Program Success

A Report on Action Steps for 2006-2008 recruitment and retention plans has been completed by each of our divisions, colleges and administrative units and is attached as Appendix E. Also filed in the Office of Human Resources are records of all unclassified hires and notes on specific recruitment activities. All such records are kept on file for three years as required by Minnesota State University, Mankato’s Records Retention schedule. In addition, all new hires receive the following types of review:

Pre-Employment Review

The requirement to establish methods of auditing, evaluating and reporting program success includes a procedure for pre-employment review of all hiring decisions for units where underutilization currently exists. This pre-employment review takes place as follows:

A. Unclassified Employees:
When a vacancy occurs, the following procedures will be implemented before an offer of employment is made. Please refer to Appendix F for the Unclassified Recruitment and Appointment Process procedures entitled, “Search Process Checklist.”

B. Classified Employees:
In the employment process for classified employees, the Director of Affirmative Action will review all relevant documentation should the
individual recommended for appointment not be from an underrepresented group and qualified individuals from underrepresented groups were available for consideration.

**Pre-Review of Lay-Off Determinations**

Minnesota State University, Mankato will make lay-off determinations consistent with applicable collective bargaining agreements and will review all layoff decisions to determine their effect on University affirmative action hiring goals and timetables.

**IX. Weather Emergencies and Evacuation**

Minnesota State University, Mankato complies with MnSCU Board Policy 4.4 Weather/Emergency Closings. In accordance with Policy 4.4, Minnesota State University, Mankato has developed information that is available at http://www.mnsu.edu/security/emergencies/severe/ that describes severe weather situations and evacuation procedures. These procedures deal specifically with assisting individuals with disabilities in obtaining assistance in evacuating from buildings during emergencies. In addition, information is available at http://www.mnsu.edu/security/emergencies/closings.html regarding closing the campus or cancellation of classes due to weather or other emergency conditions. In addition, each year the Office of University Security disseminates to all members of the University community specific information relating to weather and emergency closings. See Appendix G.

**X. Reasonable Accommodation**

The MnSCU System Procedure 1B.0.1 Reasonable Accommodations in Employment sets forth the process used for responding to requests for reasonable accommodations in employment based on an applicant’s or employee’s disability. See Appendix H. Minnesota State University, Mankato has established an annual budget to fund accommodations for the documented disabilities of students, faculty and staff.

The Director of Human Resources, Loretta Lamb, (336 Wigley Administration Building; 507-389-2015 (V) or 711 (MRS/TTY); or loretta.lamb@mnsu.edu) is responsible for reviewing and responding to requests for reasonable accommodations from employees.

**XI. Recruitment Plans**

At Minnesota State University, Mankato, recruitment plans are decentralized to accommodate the unique and specialized recruitment needs of our various divisions, colleges and administrative units. All recruitment plans are designed and implemented in accordance with federal, state and Minnesota State University, Mankato’s affirmative action guidelines, goals and objectives. See Appendix D.

**Advertising**

The Advertising Sources for Unclassified Faculty/Staff report details Minnesota State University, Mankato’s advertising efforts for unclassified faculty and staff. See Appendix
I. Specific to this report are advertising sources used during the previous two years for unclassified employment positions, approximate expenses incurred and the results of their use measured by the number of responding applicants. During the previous reporting period, FY 07 and FY 08, approximately $127,469 was spent on advertising for unclassified positions. A breakdown of 2006-2008 advertising methods, costs and responses is included as part of this report.

Measuring the success of advertising and recruitment sources used is primarily dependent on the voluntary information provided by applicants on the Supplemental Personnel Data for Affirmative Action Recruitment form found at Appendix L. Applicants voluntarily indicate under the How did you learn about this vacancy? section, the various advertising and recruitment sources they utilized in learning about and applying for positions at Minnesota State University, Mankato. Some applicants indicate multiple sources and, currently, many applicants chose not to return this form. It is our belief that more applicants will voluntarily submit this form once Minnesota State University, Mankato goes online with its new applicant tracking program in Fall 2008; thus, giving the University more timely and accurate measurement information during this reporting period.

Other Recruitment Methods:

Unclassified Employees

An analysis of Minnesota State University, Mankato’s recruitment methods also indicated an efficient use of recruitment methods other than paid print advertising. Electronic media sources have proven to yield excellent recruitment success and will continue to be utilized extensively in the future.

Minnesota State University, Mankato also utilizes listserv technology, mailings, personal networking opportunities, recruiting consultants and conference attendance to expand our recruitment efforts. These recruitment methods are particularly useful in aiding and encouraging our current employees to make appropriate referrals when vacancies become available.

In support of our stated equal opportunity and affirmative action programs and recruitment efforts, Minnesota State University, Mankato will continue to utilize a wide variety of advertising and recruitment methods for unclassified positions such as:

- Minnesota State University, Mankato’s website (mnsu.edu)
- HigherEdJobs.com
- Minnesotadiversity.com
- MnSCU.edu (reaches all universities and colleges within the MnSCU system as well as local, regional and national applicants)
- The Chronicle of Higher Education and Chronicle.com
- Networking and posting vacancy notices at professional organization events, meetings and conferences
- Vacancy notices sent to university or college employment and alumni offices with graduate or professional programs in disciplines where vacancies exist
- Internet listservs for professional and discipline specific organizations
- Professional journals, newspapers or other publications related to the specific discipline where vacancies exist
- Vacancy notices sent to schools with high enrollments of minorities and women
- Advertising in local, regional and national publications and/or internet sites
- Personal contacts by university employees with potential internal and external candidates
- Professionals in the discipline where vacancies exist are asked to nominate individuals for the vacancy, make referrals or post vacancy notices

**Classified Employees**

Collective bargaining agreements and the Minnesota Department of Finance and Employee Relations dictate recruitment for classified staffing. Vacancies for classified positions are posted on campus for current employees to bid on in accordance with the applicable collective bargaining agreement. If there are no successful bidders, the Office of Human Resources will post the vacancy on the Minnesota Department of Finance and Employee Relations’ website. Once the posting period expires, the list of qualified applicants will be forwarded to the hiring official. At that time, the hiring official will be notified if there are disparities for protected groups in that particular classification. The Office of Human Resources will provide to the hiring official a list of qualified candidates who fall into any of the protected groups. These candidates are then considered for classified employment at Minnesota State University, Mankato in accordance with all affirmative action goals and objectives.

**Protected Hiring Opportunities and Recruitment Strategies**

Recruitment of Minnesota State University, Mankato’s workforce is done predominantly externally at the national level for unclassified employees and at the state level for classified employees. Therefore, Minnesota State University, Mankato calculates its availability using one factor, external availability. Availability for women and minorities in unclassified and classified job groups are based on data provided by the U.S. Census Bureau; National Census data are used for unclassified employees and State of Minnesota Census data are used for classified employees. Availability data for individuals with disabilities in unclassified and classified job groups are based on data provided by the Minnesota Department of Finance and Employee Relations.

As indicated on the Workforce, Availability and Utilization Analyses form found in Appendix C, Minnesota State University, Mankato is underutilized in several job group categories. In those job groups where underutilization currently exists and vacancies are anticipated for the time period covered by this Affirmative Action Plan, Minnesota State University, Mankato will make good faith efforts through its vacancy notification and recruitment process to meet the hiring goals indentified in the Hiring Goals and Timetable form by the end of the reporting period 2008 - 2010. If the stated goals and/or full utilization are not achieved by the end of this reporting period, Minnesota State University, Mankato may establish new goals based on current utilization levels and anticipated vacancies.

Minnesota State University, Mankato will continue to develop more efficient and effective strategies for the recruitment of vacancies in job groups where underutilization
has been identified for this reporting period. For example, we anticipate that we will increase the use of internet related advertising sources as it becomes more cost-effective and as it continues to be the preferred source of job vacancy information for unclassified and classified applicants.

**Internships**

At Minnesota State University, Mankato, an internship is a supervised work experience related to a specific academic program. The objective is to allow students, including protected group members, to gain academic credit and/or field experience to reinforce the choice of one’s major field of study. A variety of internships are available in local, state and federal government agencies, public service organizations and private business.

Interested students should address inquiries to internship advisors in the academic departments of their choice. Students are expected to participate actively in choosing and organizing their internship in coordination with the internship coordinator/faculty member and the on-site agency representative. Departments are expected to keep in mind equal opportunity and affirmative action principles when filling internship positions.

**Recruiting Individuals with Disabilities**

Minnesota State University, Mankato has utilized suggestions from the Minnesota Department of Finance and Employee Relations to establish the following methods to improve recruitment of individuals with disabilities:

- Inform the public that Minnesota State University, Mankato provides reasonable accommodations in accordance with the Minnesota Human Rights Act, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

- When disseminating vacancy announcements, Minnesota State University, Mankato strives to include organizations and agencies that are utilized by individuals with disabilities.

- Establish working relationships with agencies and organizations that are utilized by individuals with disabilities so that these organizations may inform their constituents of job opportunities at Minnesota State University, Mankato.

**Supported Employment**
Minnesota State University, Mankato continues to actively support the employment of individuals with disabilities who have traditionally faced employment barriers to successful employment. The University’s objective, either through direct recruitment or by providing a host training site, is to provide opportunities for individuals to utilize their job skills for the mutual benefit of the individual and the University.

Minnesota State University, Mankato has always offered Supported Employment as an option. However, no employee or applicant has requested or pursued this option within the past two years. Minnesota State University, Mankato will continue to offer Supported Employment as an option as well as encourage private organizations and vendors to embrace Supported Employment for their employees working at the University.

**XII. Retention Plans**

**Responsible Individuals**

The President of Minnesota State University, Mankato previously designated each of the University’s vice presidents and deans as the officer responsible for their respective retention activities. The Retention Plan of each of the divisions and colleges is attached as Appendix J.

**Separation Analysis**

The Separation Analysis form is comprised of data from the last fiscal year (FY 2008 - July 1, 2007 to June 30, 2008) for all Minnesota State University, Mankato employees. See Appendix K. The Separation Analysis form reflects the percent of African American, Asian, White, Hispanic and American Indian males, females and individuals with disabilities who separated from Minnesota State University, Mankato because they were non-renewed, resigned, terminated or retired.

For the purposes of this analysis, “non-renewed” is defined as either a fixed-term or temporary appointment that is not continued. Also note that because of the relatively small numbers of individuals with disabilities and minorities included in the total workforce, data presented in percentages rather than a “head count” format presents a distorted picture. In order to provide a more comprehensive picture, the actual numbers of individuals separated are also included in a separate section.
1B.1 Nondiscrimination in Employment and Education Opportunity

Part 1. Policy Statement. Minnesota State Colleges and Universities is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited.

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

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

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

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

This policy supersedes all existing system, college, and university non-discrimination policies.
Part 2. Definitions.

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

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

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

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

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

Subpart D. Employee. Minnesota State Colleges and Universities personnel include all faculty, staff, administrators, teaching assistants, graduate assistants, residence directors and student employees.

Subpart E. Protected Class. Protected class for the purpose of this policy means that discrimination and harassment in employment and education are prohibited on the basis of: race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance or sexual orientation. In addition, membership or activity in a local human rights commission is a protected class in employment.

Subpart F. Retaliation. Retaliation includes, but is not limited to, intentionally engaging in any form of intimidation, reprisal or harassment against an individual because he or she made a complaint under this policy or 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; or associated with a person or group of persons who are disabled or are of a
different race, color, creed, religion, sexual orientation or national origin. Retaliation may occur whether or not there is a power or authority differential between the individuals involved.

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

**Subpart H. Student.** “Student” means an individual who is:
1. admitted, enrolled, registered to take or is taking one or more courses, classes, or seminars, credit or noncredit, at any System college or university; or
2. between terms of a continuing course of study at the college or university, such as summer break between spring and fall academic terms; or
3. expelled or suspended from enrollment as a student at the college or university, during the pendency of any adjudication of the student disciplinary action.

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

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

The chancellor shall establish procedures to implement this policy. The nondiscrimination in employment and education opportunity policy and procedures of colleges and universities shall comply with Policy 1B.1 and Procedure 1B.1.1.
Procedure 1B.1.1 Report/Complaint of Discrimination/Harassment
Investigation and Resolution

Part 1. Purpose and Applicability.

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

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

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

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

Subpart C. Scope. This procedure is not applicable to allegations of sexual violence; allegations of sexual violence are handled pursuant to Board Policy 1B.3 Sexual Violence and System Procedure 1B.3.1. In addition, harassment and discrimination complaints not arising from alleged violations of Board Policy 1B.1, are to be addressed under other appropriate policies and established practices.
Part 2. Definitions. The definitions in Board Policy 1B.1 also apply to this procedure.

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

Prior to serving as the designated officer, the individual must complete investigator training provided by the Office of the Chancellor.

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

Prior to serving as a decision maker for complaints under this procedure, administrators must complete decision maker training provided by the Office of the Chancellor.

Subpart C. Retaliation. Retaliation means any action against a complainant or other individual because the individual:

a. Participated in the investigation or resolution of a complaint under this procedure;

b. Opposed conduct the individual believes was in violation of Board policy 1B.1.; or

c. Associates with another individual who is protected from discrimination under Policy 1B.1.

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

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

- An employee and a student if the employee is in a position to evaluate or otherwise significantly influence the student’s education, employment, housing, participation in athletics, or any other college or university activity (employee includes, for example, graduate assistants, administrators, coaches, advisors, program directors, counselors and residence life staff);

- A faculty member and a student who is enrolled in the faculty member’s course, who is an advisee of the faculty member, or whose academic work is supervised or evaluated by the faculty member; and

- A supervisor and an employee under the person’s supervision.

A faculty member or other employee is prohibited from undertaking a romantic or sexual relationship or permitting one to develop with a student or supervisee who is enrolled in the person’s class or is subject to that person’s supervision or evaluation.
If a consensual, romantic or sexual relationship exists between an employee and another individual and subsequent events create a supervisor/supervisee, faculty/student or similar relationship between them, the person with evaluative or supervisory authority is required to report the relationship to his or her supervisor so that evaluative functions can be reassigned if possible.

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

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

**Part 4. Reporting Incidents of Discrimination/Harassment.**

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

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

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

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

**Subpart D. Reports against Office of the Chancellor Employees or Board of Trustees.** For reports/complaints that involve allegations against Office of the Chancellor employees, the responsibilities identified in this procedure as those of the president are the responsibilities of the chancellor. Reports/complaints that involve allegations against the chancellor or a member of the Board of Trustees shall be referred to the chair or vice chair of the Board for processing. Such reports/complaints may be assigned to appropriate system personnel or outside investigatory assistance may be designated.
Subpart E. False statements prohibited. Any individual who is determined to have provided false information in filing a discrimination report/complaint or during the investigation of such a report/complaint may be subject to disciplinary or corrective action.

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

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

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

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

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

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

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

1. Jurisdiction. The designated officer shall determine whether the report/complaint is one which should be processed through another Office of the Chancellor, college or university procedure available to the complainant; if appropriate, the designated officer shall direct the complainant to that procedure as soon as possible.
2. Conflicts. The designated officer should identify to the president or chancellor/designee any real or perceived conflict of interest in proceeding as the
designated officer for a specific complaint. If the president or chancellor/designee determines that a conflict exists, another designated officer shall be assigned.

3. **Information provided to complainant.** At the time the report/complaint is made, the designated officer shall:
   a.) inform the complainant of the provisions of the Board Policy 1B.1 and this procedure;
   b.) provide a copy of or Web address for Board Policy 1B.1 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; and
   d.) inform the complainant of the provisions of Board policy 1B.1 prohibiting retaliation.

4. **Complaint documentation.** The designated officer shall insure that the complaint is documented in writing. The designated officer may request, but not require the complainant to document the complaint in writing using the complaint form of the Office of the Chancellor, college or university.

5. **Information provided to the respondent.** At the time initial contact is made with the respondent, the designated officer shall inform the respondent in writing of the existence and general nature of the complaint and the provisions of the nondiscrimination policy. At the initial meeting with the respondent, the designated officer shall:
   a) provide a copy of or Web address for Board Policy 1B.1 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 designated officer, 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; and
   e.) inform the respondent of the provisions of Board policy 1B.1 prohibiting retaliation.

6. **Investigatory process.** The designated officer 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; and
   e.) handle all data in accordance with applicable federal and state privacy laws.

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, in consultation with system legal counsel, summarily suspend a student at any point in time during the report/complaint process. A summary suspension may be imposed only in accordance with Board Policy 3.6 and associated system procedures. After the student has been summarily suspended, the report/complaint process should be completed within the shortest reasonable time period, not to exceed nine (9) class days. During the summary suspension, the student may not enter the campus or participate in any college or university activities without obtaining prior permission from the president or designee. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.

8. No basis to proceed. At any point during the processing of the complaint, the designated officer may determine that there is no basis to proceed under Board Policy 1B.1. The designated officer shall refer the complaint as appropriate. The designated officer shall notify the complainant and respondent of the outcome as appropriate, in accordance with applicable data privacy laws.

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

1. conduct or coordinate education/training;
2. facilitate voluntary meetings between the parties;
3. recommend separation of the parties, after consultation with appropriate Office of the Chancellor, college or university personnel;
4. other possible outcomes may include recommending changes in workplace assignments, enrollment in a different course or program, or other appropriate action;
5. the Office of the Chancellor, college or university may use alternative dispute resolution or mediation services as a method of resolving discrimination or harassment complaints. Alternative dispute resolution and mediation options require the voluntary participation of all parties to the complaint;
6. upon completion of the inquiry, the designated officer may dismiss or refer the complaint to others as appropriate.

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

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

2. **Decisionmaker.** After receiving the investigation report prepared by the designated
officer, the decisionmaker 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 conduct further investigative measures;
   2. a meeting with the complainant, respondent or other involved individuals. If
      a meeting involving a represented employee is convened, the complainant or
      respondent may choose to be accompanied by the bargaining unit
      representative, in accordance with the applicable collective bargaining
      agreement and federal and state law; and
   3. 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 Policy
1B.1 has been established;
c.) when making the decision, take into account the totality of the circumstances,
including the nature and extent of the behaviors, the relationship(s) between the
parties, the context in which the alleged incident(s) occurred, and other relevant
factors;
d.) determine the nature, scope and timing of disciplinary or corrective action and
   the process for implementation if a violation of the nondiscrimination policy occurs.
   This may include consultation with human resources or supervisory personnel to
determine appropriate discipline;
e.) As appropriate, consistent with applicable state and federal data privacy laws,
   report in writing to the complainant, respondent and the designated officer her or his
   findings, and the basis for those findings, as to whether Board policy 1B.1 has been
   violated. The written response to the complainant shall be provided within 60 days
   after a complaint is made unless reasonable cause for delay exists.
f.) Conduct that is determined not to have violated Board policy 1B.1 shall be
   referred to another procedure for further action, if appropriate.

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

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


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

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

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

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

Part 10. Distribution of Board Policy 1B.1 and this Procedure. Information regarding Board Policy 1B.1 and this procedure shall, at a minimum, be distributed to students at the time of registration and to employees at the beginning of employment. Distribution may be accomplished by posting on an internet Web site, provided all students and employees are directly notified of how to access the policy and procedure by an exact address, and that they may request a paper copy. Copies of the policy and procedure shall be conspicuously posted at appropriate locations at the Office of the Chancellor and on college and university campuses at all times and shall include the designated officers' names, locations and telephone numbers.
Designated officers also must be identified by name, location and phone number in informational publications such as student catalogs, student and employee handbooks, bulletin boards, campus Web sites and other appropriate public announcements.

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

**Approval Date:** 02/17/97,  
**Effective Date:** 05/08/03,  

**Date and Subject of Revision:**  
01/31/07– Procedure completely reviewed – Technical changes throughout. Part 3 – Revised to support the change in the 1B.1 policy concerning consensual relationships.  
## HIRING GOALS AND TIMETABLES for UNCLASSIFIED and CLASSIFIED EMPLOYMENT

MINNESOTA STATE UNIVERSITY, MANKATO

Data as of April 1, 2008

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**Timetable:**
- **2 years**
## Appendix C

Minnesota State University, Mankato  
Workforce, Availability & Utilization Analyses  
Data as of April 1, 2008

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AFFIRMATIVE ACTION/RECRUITMENT PLANS
2008 – 2010

President’s Office

Objective: The University will continue to support a comprehensive institution-wide diversity plan that includes strategies for searching, hiring and retaining a diverse faculty and staff.

Action Step: The plan is readily accessible to all members of the University community.
Action Step: The plan incorporates measurable outcomes.
Action Step: Progress on the plan will be monitored and documented.
Action Step: As noted in the institution’s Diversity Plan, the President will appoint members of the Diversity Commission and receive regular reports on their activities.
Action Step: The Affirmative Action Office reports directly to the President and will provide regular reports on the outcomes of searches, recruitment, employment, and retention of diverse faculty and staff.
Action Step: The Vice President for Institutional Diversity reports directly to the President and provides regular reports on that Division’s efforts to implement goals of both the Diversity Plan and the Enrollment Management Plan with regard to underrepresented students. Diversifying the student body is compatible with efforts to create a diverse faculty and staff.

Objective: The President’s Office will cooperate with other offices in providing training opportunities for employees related to affirmative action, cultural awareness, diversity, and encouraging attendance at cultural and ethnic events.

Action Step: Encourage development of training opportunities and attendance of administrators and other employees.
Action Step: Encourage vice presidents and other administrators to support the cultural and ethnic activities planned by our students and administrative units.

Objective: The President’s Office will work with the University community to ensure that search committees and other University committees are diverse.
**Action Step:** Provide assistance and support to the Office of Affirmative Action in working with committees to include members who offer diverse experiences.

**Action Step:** Encourage administrative and bargaining units to consider diversity in making appointments to committees.

**Objective:** The President’s Office will advocate for and be involved in campus initiatives promoting diversity that will further the System’s Work Plan priorities.

**Action Step:** Support the priorities of the Minnesota State Colleges and Universities System

**Action Step:** Receive periodic reports on campus initiatives and activities.

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### Office of Affirmative Action

**Objective:** Increase the visibility of the Office of Affirmative Action and educate the University community on the roles and responsibilities of the Director and Office of Affirmative Action.

**Action Step:** The Office will work closely and collaboratively with the colleges, departments and units on issues related to equal opportunity, affirmative action and their respective Affirmative Action Plan recruitment and retention responsibilities.

**Action Step:** Actively participate in all University and MnSCU system-wide initiatives promoting equal opportunity, affirmative action and diversity in employment opportunities.

**Action Step:** Participate as a member of the 2008 – 2009 Leadership Institute of Greater Mankato to increase the visibility of the University as a community partner and leader.

**Objective:** Develop informational materials and training programs on harassment and discrimination for University staff and faculty.

**Action Step:** Develop electronic brochures on affirmative action related topics for all employees and non-University constituents.

**Action Step:** Update departmental discrimination/harassment brochures and distribute campus-wide.

**Action Step:** Update the Office of Affirmative Action new employee orientation brochure.
Objective: In consultation with the Office of Human Resources, develop and implement a new university-wide search process in conjunction with the introduction of the online applicant tracking process.

Action Step: Actively solicit input from the colleges, departments and units on improvements to the search process to ensure that it is efficient, effective, timely, and provides for a fair and equitable process.

Action Step: In collaboration with the Office of Human Resources, provide training sessions on the revised search process and the new online applicant tracking process to all colleges, departments and units.

Action Step: Work closely with all colleges, departments and units on their respective affirmative action hiring goals and recruitment strategies in an effort to increase the number of underrepresented faculty and staff within their work environments.

Objective: Educate the University community on affirmative action recruitment strategies in support of ongoing efforts to increase the number of underrepresented faculty and staff.

Action Step: Research “best practices” for affirmative action related recruitment, hiring and retention strategies for dissemination to all colleges, departments and units.

Action Step: Disseminate to all colleges, departments and units their respective hiring goals/timetable progress on a bi-yearly basis.

Action Step: Assist colleges, departments and units on discipline/area specific recruitment and hiring strategies to better meet and maintain their respective affirmative action hiring goals.

Action Step: Develop a process to better determine the cost/results effectiveness of recruitment advertising.

**Academic Affairs Division**

Objective: Ensure that each college develops its own recruitment and retention objectives and action steps.

Action Step: Ensure that each college develops annual objectives and action steps to submit to Academic Affairs.

Action Step: Discuss college activities at Academic Affairs Council and encourage best practices.

Action Step: Consider ways in which the Vice President for Academic Affairs can support college/department efforts.

Action Step: Annually evaluate all Deans on their Affirmative Action performance as part of their annual review.
Person Responsible: Provost/Vice President for Academic Affairs.

Objective: Develop new strategies and incentives for diversifying our pools in searches for new faculty and staff.

Action Step: Evaluate last year’s hiring results.
Action Step: Review with Academic Affairs Council strategies and incentives that are effective.
Action Step: Institute appropriate new strategies and incentives for diversifying our pools and increasing the diversity among our new hires.

Person Responsible: Provost/Vice President for Academic Affairs.

Objective: Pursue continuous professional development related to diversity recruitment and retention

Action Step: Send administrators to the University of Minnesota “Conference on Faculty of Color.”
Action Step: Require all Academic Affairs administrators to attend diversity events on campus.

Person Responsible: Provost/Vice President for Academic Affairs.

**College of Allied Health and Nursing**

Objective: Increase faculty awareness and understanding of issues and strategies related to diversifying faculty across the college.

Action Step: Each unit to engage in self-analysis related to Affirmative Action and Diversity.
Action Step: Invite faculty member(s) of color to present on experiences as a university faculty member at a General College Meeting.
Action Step: Invite graduate and undergraduate students to present on their experiences at College events.

Persons Responsible: Cultural Diversity Committee, Department/School Chairpersons, Associate Dean, and Dean.

Objective: Establish and cultivate ongoing relationships with minority organizations and with students and faculty of color.
**Action Step:** Identify and recruit persons/students of color to serve on College Advisory Boards.

**Action Step:** Identify and recruit faculty/students of color to serve on College Committees.

**Action Step:** Maintain continued networking with alumni of color for involvement in the recruitment of faculty of color.

**Action Step:** Further develop college programs aimed at celebrating diversity and affirmative action.

**Persons Responsible:** Cultural Diversity Committee, International Committee, Department/School Chairpersons, Associate Dean, and Dean.

**Objective:** Increase proactive recruitment of faculty with diverse backgrounds.

**Action Step:** With assistance from the President’s Diversity Commission, expand efforts to recruit applicants for faculty and staff positions.

**Action Step:** In conjunction with the Offices of Affirmative Action and Human Resources, further develop and implement a comprehensive recruitment plan that uses multiple strategies.

**Persons Responsible:** Chair(s) of Search Committees, Department/School Chairpersons, Associate Dean, and Dean.

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**College of Arts and Humanities**

**Recruiting and Hiring Faculty (Full-Time and Adjunct):**

**Objective:** Recruit diverse pools of applicants for open faculty positions.

**Action Step:** Place advertisements and announcements of openings in appropriate publications, websites, etc., that will be seen by potential applicants from historically underrepresented groups.

**Action Step:** Contact professional and academic groups that represent or have contact with potential applicants from historically underrepresented groups.

**Action Step:** Make individual contact with departments, administrators, faculty members or other people who have contact with or knowledge of potential applicants from historically underrepresented groups.

**Action Step:** Create and cultivate contacts with alumni, academic and other groups, individual administrators, faculty members and others who have contact with or knowledge of potential applicants from historically underrepresented groups.

**Person Responsible:** Department Chairs
Objective: Offer positions that will attract qualified applicants from historically underrepresented groups.

Action Step: Whenever possible, create job descriptions and terms of employment that are competitive with similar departments and institutions.

Action Step: Whenever possible, put forward tenure-track positions rather than fixed-term, adjunct or other non-probationary positions.

Person Responsible: Department Chairs

**Recruiting and Hiring Teaching Assistants:**

Objective: Recruit diverse pools of applicants for open teaching assistant positions.

Action Step: Place advertisements and announcements of openings in appropriate publications, websites, etc., that will be seen by potential applicants from historically underrepresented groups.

Action Step: Contact professional and academic groups that represent or have contact with potential applicants from historically underrepresented groups.

Action Step: Make individual contact with departments, administrators, faculty members or other people who have contact with or knowledge of potential applicants from historically underrepresented groups.

Action Step: Create and cultivate contacts with alumni, academic and other groups, individual administrators, faculty members and others who have contact with or knowledge of potential applicants from historically underrepresented groups

Person Responsible: Department Chairs

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**College of Business**

The mission of the College of Business is to educate undergraduates and MBA students in the region and beyond to be successful and responsible business professionals. In the context of this mission, we value diversity in people, perspectives, and opinions.

Objective: The College of Business will recruit diverse faculty and staff

Action Step: Departments will continue to ensure that applicant pools mirror the availability profile of the labor market. The focus of this concern will be seeking candidates of color, female candidates and disabled candidates.

Action Step: The COB will be a member of the "Ph.D. Project" which offers financial support to promoting and facilitate minority students who pursue terminal degrees in a business discipline.

Action Step: The COB will seek out and support potential candidates for the MSU Pre-Doctoral Fellow Program.
**Action Step:** The COB will support current faculty to attend conferences and workshops designed to enhance the presence of a diverse faculty.

**Persons Responsible:** Departmental Chairpersons; Dean's Office

**Objective:** *The College of Business will recruit diverse students*

**Action Step:** Recruit prospective students at high schools, technical colleges, community colleges with high student of color populations.

**Action Step:** Promote the College through a spring student recruiting phonation for students who have not as yet decided on a major including new entering freshmen and transfer students.

**Action Step:** Employ a student worker who has studied abroad to speak with professors and students about opportunities for international study. This student will work directly with the International Studies Office.

**Action Step:** Follow up recruiting efforts by the Office for Institutional Diversity for communication with potential student applicants.

**Persons Responsible:** College of Business Advising Office, Dean's Office

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**College of Education**

**Objective:** *To ensure that all members of the College of Education are aware of the Affirmative Action Plan and the need for diverse staffing at all levels within the College of Education.*

**Action Step:** Conduct training and education sessions on affirmative action each semester that include expert guest speakers, and discussions on the results of past MSU and College of Education Affirmative Action reports, to brainstorm about the design and content of the next plan.

**Action Step:** Provide an annual College of Education Affirmative Action report that will include details on how sessions progressed.

**Action Step:** Support MSU special commemoration/ethnic observance events throughout the year (e.g., February as African-American History Month, March as Women’s History Month, May as Asian-Pacific Heritage Month, September/October as National Hispanic Heritage Month, etc.) by having every department represented at each event.

**Persons Responsible:** Dean, Diversity Committee, Chairs, Faculty, and Staff.

**Objective:** *To increase opportunities to develop a diverse pool of applicants for each search to fill vacant faculty positions.*
Action Step: To develop a recruitment plan that is designed to attract a diverse pool of applicants. The plan will be committed to:
1. Continue to write job descriptions that intentionally incorporate language in the requirements sections that reflect the department’s desire to hire candidates who are from diverse populations and are committed to the development of multicultural competencies.
2. Establish guidelines for search committees to use as they prioritize these candidates through the screening, interviewing and selection process.

Action Step: Develop a pool of statements that departments can adapt as they develop required criteria for vacant faculty positions.

Action Step: Advertise in the primary journals of the various race and ethnic groups.

Action Step: Continue to provide search committees with anti-racism training to enable them to review applications and interview potential candidates in an atmosphere free of ethnocentrism and intentional and unintentional racism.

Persons Responsible: Dean, Diversity Committee, Chairs, Faculty and Staff.

College of Graduate Studies and Research

Objective: Recruit a diverse workforce of staff and graduate assistants within the College of Graduate Studies and Research.

Action Step: Ensure that all position announcements include explicit statements about the importance of diversity and applicants’ ability to contribute to the diversity of the campus community.

Action Step: Advertise all open positions in venues that are likely to attract a diverse applicant pool.

Action Step: Use personal contacts and professional networks to increase the diversity of applicant pools for all open positions.

Persons Responsible: Dean of Graduate Studies and Research; all Directors within the College of Graduate Studies and Research.

Objective: Increase the number of graduate students of color or students from other under-represented groups who are offered University Graduate Assistantships.

Action Step: Explicitly reward diversity in the allocation of University Graduate Assistantships to graduate programs.
**Action Step:** Increase the diversity of the applicant pool for University Graduate Assistantships by actively recruiting prospective graduate students from under-represented groups.

**Action Step:** Develop print and web-based recruitment materials that highlight the University’s commitment to diversity.

**Action Step:** Partner with Institutional Diversity to attend graduate recruitment fairs that attract students from under-represented groups (e.g., the National Black Graduate Student Conference, regional McNair conferences).

**Action Step:** Actively recruit under-represented graduate students from Minnesota State Mankato’s McNair Achievement Program, as well as McNair programs at other universities.

**Action Step:** Develop partnerships with the Greater Mankato Diversity Council and other diversity-focused community groups.

**Action Step:** Use data collected from prospective and admitted students to determine the most effective mechanisms for marketing Minnesota State Mankato graduate programs to prospective graduate students of color; allocate recruitment resources accordingly.

**Persons Responsible:** Dean of Graduate Studies and Research; Director of Graduate Studies; Coordinator of Graduate Student Recruitment.

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**Library Services**

**Objective:** *Library Services will be proactive in recruiting and retaining individuals with diverse backgrounds to fill vacant faculty and staff positions.*

**Action Step:** Develop recruitment plans and vacancy notices that intentionally incorporate language designed to attract a diverse pool of applicants.

**Action Step:** Target recruitment efforts to electronic and print media whose readership includes individuals with diverse backgrounds.

**Action Step:** Target Library and Information Science programs with the most diverse populations in recruitment efforts.

**Persons Responsible:** Search committee chair, Search Coordinator, Dean of Library Services; Office of Human Resources and Office of Affirmative Action.

**Objective:** *Library Services faculty and staff will work together to establish a workplace that is inclusive, welcoming of diversity and free of discrimination.*

**Action Step:** Library faculty and staff will attend Diversity Training workshops offered by the University’s Institutional Diversity office and the Professional Development Committee and Human Resources.
Action Step: Organize workshops and other activities on topics related to diversity and have discussions on work place applications.

Action Step: Continue to support the Annual Cultural Diversity Dinner by purchasing a table and making tickets available to Library Services faculty and staff.

Persons Responsible: Library ADA and Diversity Committee and Dean’s Office.

Objective: Through on-going assessment and professional consultation, Library Services will strive to ensure that students, faculty and staff with disabilities are afforded equal access to library services and resources at Memorial Library.

Action Step: Presentation to Library student workers, faculty and staff about respectful and appropriate services to all aspects of the University community.

Action Step: Purchase, install and maintain adjustable tables, chairs and computer software in public areas and labs of Library Services.

Action Step: Library Services homepage and website are available in accessible formats.

Action Step: Alternate format and disability statements will be on all Library publications.

Persons Responsible: ADA/Diversity Committee, Outreach Committee, Public Services and Technical Services Managers, Library Systems faculty and staff.

Objective: Through on-going assessment and professional consultation the Library faculty will continue to collect materials to reflect a broad range of cultures and viewpoints.

Action Step: Purchase subject appropriate materials on a range of culture and viewpoints to support University curriculum.

Action Step: Support special commemoration/ethnic observance events with displays of library materials in conjunction with activities on campus.

Persons Responsible: Library faculty with Collection Development responsibilities, Library Dean’s office.

College of Science, Engineering and Technology
Objective: Seek to broaden the college faculty diversity to be more representative of the population of the future and to bridge faculty diverse groups across disciplines within the college and university.

Action Step: Recruit more intensely for diverse faculty across the college:
1. Strive to have faculty to work across department boundaries so as to maximize the association to diverse groups. This would be socially as well as collaboratively within the discipline.

Persons Responsible: Dean, Department Chairs, Search Committees, and Department Faculty.

Report: To be completed in 2010.

Objective: Schedule College activities that will be supportive of all gender and underrepresented groups and to provide educational opportunities that will enhance the total learning needs and interests of diverse groups.

Action Step: Host speakers from both inside and outside of the institution to lead college faculty forward in quest for current concepts on campus diversity. The speakers will:

1. Lead discussions on improving the cultural environment for faculty, staff and students within the College and University.
2. Raise college awareness of affirmative action policies through College-wide workshops.
3. Work with industries with common goals in developing increased diversity in the workplace.
4. Utilize the Minnesota Center of Engineering and Manufacturing Excellence (MNCEME) to bridge the gap between K-12, industry and higher education.

Persons Responsible: Dean’s Office, College Departments, and Center of Excellence personnel.

Report: To be completed in 2010.

Objective: Recruit students of diverse backgrounds to enhance and enrich the student-faculty relationships so that a diverse faculty can visualize need for their retention.

Action Step: Actively advertise and recruit underrepresented students and women to programs within the college. This will be done by:

1. Visiting junior and senior high schools in the Twin Cities and along Highway 60 where underrepresented students exist. The focus will
be partnership building with the school and community administrations.

2. Encourage students who are involved with Senior Design Projects/Applied Research projects to present to high school students.

3. Specifically target schools with high Black and Hispanic populations to learn their culture and needs so that we are better prepared to serve them as students.

**Persons Responsible:** Dean’s Office and College faculty/students of capstone experiences.

**Report:** To be completed in 2010.

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**College of Social and Behavioral Sciences**

**Statement of Objective**
The College of Social and Behavioral Sciences will recruit and retain a diverse faculty, staff, and student body. CSBS will create a learning environment that fosters respect and understanding, and responds to the needs of a diverse campus.

**Objective:** *CSBS departments will actively pursue our recruitment plans for attracting diverse pools of candidates.*

**Action Step:** CSBS will advertise appropriately to reach a diverse pool of candidates.

**Action Step:** Faculty members will contact colleagues for names of good candidates and make personal contacts.

**Action Step:** CSBS will make job descriptions attractive to candidates with interests in diversity issues.

**Action Step:** CSBS will help candidates learn about the community/campus opportunities for success when they visit.

**Persons Responsible:** Dean, search chairs, department members.

**Objective:** CSBS will focus additional efforts to recruit diverse pools of candidates in departments that are not currently diverse, or where more diversity is needed.

**Action Step:** CSBS will determine departments that could benefit from a more diverse faculty.

**Action Step:** The Dean of the College of Social and Behavioral Sciences will meet with these individual search chairs to discuss additional search efforts that could increase diversity in their candidate pool.

**Action Step:** The Dean of the College of Social and Behavioral Sciences will determine additional recruitment efforts to be conducted by the Dean’s
Persons Responsible: Dean, search chairs, department members, Dean’s office staff.

Objective: CSBS will monitor success in meeting hiring goals for women and persons of color.

Action Step: CSBS will evaluate the success of recruitment efforts at the completion of each hiring round.

Action Step: CSBS will compare recruitment efforts and successes to previous years.

Persons Responsible: Dean and department chairs.

Finance & Administration Division

Objective: Increase the number of employees of underrepresented groups.

Action Step: Continue to hire student workers of underrepresented groups in the Finance & Administration Division. It is hoped that we can help develop and encourage these students so they are prepared to accept possible fulltime employment at MSU when they graduate.

Action Step: Recruit diverse staff to work in the division by specifically advertising to underrepresented groups in newspapers and publications, on the Internet, and with mailings. Prepare position descriptions that will create a larger pool of diverse applicants.

Persons Responsible: Vice President for Finance & Administration and Division Supervisors.

Student Affairs Division

Objective: Recruit a Diverse Workforce of Faculty, Staff, Students and Administration.

Action Step: Expand content of Welcoming Team web site; highlighting resources within the campus and local community.

Action Step: Continue to publish and distribute the Student Affairs Divisional Diversity Brochure.

Action Step: For all unclassified and excluded searches, a Student Affairs Employee Diversity Welcoming Team Representative will make contact with finalists to offer resources and arrange custom information opportunities during on-campus interviews.
**Action Step:** Pursue development of a process in coordination with the Office of Human Resources that can more fully document the multiple aspects of diversity pertaining to employees within the Division.

**Action Step:** Continue process to document searches conducted within the Division by type of search, recruitment methods utilized and diversity of applicant pool.

**Action Step:** Continue addition of a demonstrated commitment to diversity and ability to work with diverse faculty, staff and students as applicable within position qualifications for unclassified and excluded positions as reviewed within the Division.

**Action Step:** Student Affairs Employee Diversity Committee charged with promoting and supporting diversity within the Division of Student Affairs at Minnesota State University, Mankato. The committee, under the direction of the Vice President for Student Affairs, is charged with assisting the division, in consultation with the Student Affairs Council, in developing and implementing programs and services that support the recruitment and retention of a diverse workforce of faculty, staff, administration and graduate students within the Division of Student Affairs.

**Action Step:** Continue implementation of a divisional diversity recruitment team.

**Persons Responsible:** Vice President for Student Affairs, Student Affairs Directors and Student Affairs Employee Diversity Committee.

**Institutional Diversity**

The Affirmative Action/Recruitment Plan for the Division of Institutional Diversity consists of initiatives to increase the underrepresented student enrollment by 18 percent each year for the next five years. The recruitment plan for faculty and staff includes maintaining the pre-doctoral fellowship program providing four pre-doctoral fellowships each year and working closely with the President’s Commission on Diversity to establish new initiatives to recruit and retain underrepresented faculty and staff.

**Objective:** To establish working relationships with ethnic Greek organizations in order to allow underrepresented students an opportunity to join traditional African American and Hispanic American fraternities and sororities.

**Action Step:** The Director of Urban Diversity Recruitment will host meetings with ethnic Greek undergraduate and graduate chapters in Minnesota to establish procedures to have underrepresented students at MSU join ethnic Greek organizations, fraternities and sororities.

**Person Responsible:** Director of Urban Diversity Recruitment.
Objective: To maintain MSU’s pre-doctoral fellowship program for women and underrepresented groups providing matching funding for up to four fellowships each year, teaching on a nine-month fixed term contract with 50 percent release time to pursue the doctorate.

Action Step: Work closely with academic deans and vice presidents to promote and maintain matching funds for the four pre-doctoral fellowships.

Persons Responsible: Vice President for Institutional Diversity in collaboration with Provost/Vice President for Academic Affairs.

Objective: To maintain a five-year recruitment plan to increase underrepresented minority student enrollments by 18 percent each year. This is a collaborative program between the Division of Institutional Diversity and the Office of Admissions.

Action Step: The Vice President for Institutional Diversity and Director of Enrollment Management/Director of Admissions will set and agree on minority target enrollment for each of the four major minority groups.

Persons Responsible: Vice President for Institutional Diversity and Director of Enrollment Management/Director of Admissions.

Objective: To work toward the establishment of an American Indian Cultural Center during 2008 - 2010 and maintain a University American Indian Advisory Committee made up of representatives from all of the tribal communities in Minnesota.

Action Step: Obtain and maintain American Indian Leadership from the major tribes in Minnesota and have the members appointed by fall term of each year. The advisory committee will meet monthly to discuss issues and concerns in promoting Indian education and American Indian student well being at MSU.

Persons Responsible: Assistant Director for American Indian Affairs and the Vice President for Institutional Diversity.

Objective: To maintain high quality and up-to-date websites for all programs in the Division of Institutional Diversity.

Action Step: All sites will be revised and updated by the end of August each year during 2008 - 2010. Assistant to the Vice President for Institutional
Diversity will meet with program leaders in the division during the summer to insure all websites are updated.

**Persons Responsible:** Assistant to Vice President for Institutional Diversity and technical clerical support.

**Objective:** To maintain four ethnic annual conferences reflecting the history and culture of the African American, Asian American, Latino American and American Indian. Two of the four conferences are given fall term and two are offered spring term.

**Action Step:** Program leaders in the Office of Multicultural Affairs will organize planning committees by July of each year. Specific conference dates are set by August of the preceding year.

**Persons Responsible:** Assistant Directors of African Indian, Asian American and Chicano-Latino American and American Indian Affairs in the Office of Multicultural Affairs and Vice President for Institutional Diversity.

**Objective:** To maintain the MSU College Access Program recruiting annually 40-60 new entering students who successfully complete the four-week summer bridge program. To also maintain a junior class of 40-60 accepted College Access Program students.

**Action Step:** To accept and admit 40-60 new entering students through the College Access Program each. To maintain contact with 40-60 junior high school students in MSU College Access Program working in collaboration with community non-profit organizations and public schools to identify at risk students with high potential for students in post secondary education.

**Persons Responsible:** Assistant to the Vice President for Institutional Diversity and Director of the College Access Programs.

**Objective:** To establish a MSU student and employee exchange program that allows MSU to have exchange programs with historically Black serving institutions, historically Hispanic serving institutions and tribal colleges.

**Action Step:** To establish the pilot program between MSU and Jackson State University in Jackson, Mississippi by spring term 2009.

**Persons Responsible:** Vice President for Institutional Diversity and Assistant to the Vice President for Institutional Diversity.
University Advancement

**GOAL:** Communicate the University’s story of diversity—past, present and future—to all constituents.

**Objective:** To select students of color or from other underrepresented groups as volunteers or participants in alumni programs or activities such as the annual E-mentoring program, student marshals at Commencement, etc. and to represent diversity in age, gender, culture, and physical ability in the masters of ceremonies, honorees, featured speakers, and vendors at Advancement/Minnesota State Mankato Foundation events.

**Action Step:** To be conscious of and seek out diverse students for any volunteer or alumni programming opportunities. Project managers will propose and select masters of ceremonies, honorees, featured speakers, and vendors reflecting diversity.

**Persons Responsible:** Vice President for University Advancement, Associate Vice President for University Advancement, Director of Alumni Relations & Special Events.

**Objective:** *Maintain direct, frequent dialogue with the Vice President of Institutional Diversity and the Director of Affirmative Action regarding representation of diversity in publications.*

**Action Step:** Initiate contact with the Vice President of Institutional Diversity and the Director of Affirmative Action, who have agreed to serve as advisors-on-call regarding issues of diversity in Minnesota State Mankato publications.

**Persons Responsible:** Director of Publications, Assistant Vice President of Integrated Marketing.

**Objective:** *Show diversity in age, gender, culture, and physical ability in University Advancement Division print and electronic publications.*

**Action Step:** Propose and select photo subjects reflecting diversity.

**Persons Responsible:** Director of Publications, Assistant Vice President of Integrated Marketing.
Objective: Seek writers of color or from other underrepresented groups when developing a freelance pool for TODAY at MINNESOTA STATE.

Action Step: Mention this goal to faculty and students during guest lectures and encourage students to send freelance inquiries once they become alumni.

Persons Responsible: Director of Publications, Assistant Vice President of Integrated Marketing.

Objective: To aggressively search for newsworthy stories about students from underrepresented groups that could be pitched to the media for extensive news coverage.

Action Step: Continue to build relationships with those clubs and organizations across campus that focus on the issues, challenges, and accomplishments of students from underrepresented groups.

Person Responsible: Director of Media Relations.

Objective: Maintain a campus image bank, or photo library, that depicts a cross-cultural student body and make those photos available to faculty, staff, and students.

Action Step: Consider Minnesota State’s substantial diversity goals when planning photo shoots; make photos showing diversity identifiable and available through the image bank developed with the University’s ITS staff.

Persons Responsible: Director of Publications, Assistant Vice President of Integrated Marketing.

GOAL: Recruit diverse students, staff and board members to make University Advancement more diverse.

Objective: Endeavor to add diversity to the Minnesota State Mankato Foundation and Alumni Association Boards.

Action Step: Develop listings of prospective members for each board that include individuals from underrepresented groups. Recruit such members.

Persons Responsible: Vice President for University Advancement and Director of Alumni Relations & Special Events.
Objective: Endeavor to hire more diverse student employees and graduate assistants within the Division by allowing all students to access Divisional job openings.

Action Step: Post all open regular student help and graduate assistantships on mavjobs.com. Also, send job openings via e-mail to Institutional Diversity, the International Center and the Intercultural Center.

Persons Responsible: All staff who hire student help and graduate assistants.

GOAL: Make all Advancement-based events accessible to all groups.

Objective: Promote special needs services for Advancement events in all marketing mediums (electronic, print and internet).

Action Step: Event managers will include the affirmative action/special needs statement on all promotional efforts.

Persons Responsible: Vice President for University Advancement, Assistant Vice President of Integrated Marketing, Director of Alumni Relations & Special Events, Director of Media Relations.

GOAL: Financially support Institutional Diversity through fundraising.

Objective: Through work with Institutional Diversity directors, identify major gift prospects and begin relationship building for the purpose of enhanced programming and fund development.

Action Step: Hire and supervise half-time major gifts officer committed to diversity fundraising.

Person Responsible: Associate Vice President for University Advancement.
REPORT ON ACTION STEPS FOR 2006 - 2008

President’s Office

Objective:  The University will implement a comprehensive institution-wide diversity plan that will include strategies for searching, hiring and retaining a diverse faculty and staff.

Action Step:  The plan is readily accessible to all members of the University community.

Outcome:  The plan is posted on the President’s Office website. It is also accessible from the Diversity listing on the side menu of the home page.

Action Step:  The plan incorporates measurable outcomes.

Outcome:  The plan incorporates measurable outcomes.

Action Step:  Progress on the plan will be monitored and documented.

Outcome:  The Diversity Commission met regularly and reported to the President on the plan progress. The President charged the Diversity Commission with specific outcomes which are measured in the annual reports. The President created a new organization division, Institutional Diversity and appointed the Dean of Institutional Diversity and Special Assistant for Multi-Cultural Relations as Vice President of Institutional Diversity. The Vice President is a member of the Cabinet and meets regularly with the President.

Action Step:  As noted in the Institution’s Diversity Plan, the President will appoint members of the Diversity Commission and receive regular reports on their activities.

Outcome:  The President appointed members of the Diversity Commission and met regularly with leadership.

Action Step:  The Affirmative Action Office reports directly to the President and will provide regular reports on the outcomes of searches, recruitment, employment, and retention of diverse faculty and staff.

Outcome:  The President receives weekly and annual reports from the Affirmative Action Office and meets with the Director as needed.

Objective:  The President’s Office will cooperate with other offices in providing and encouraging attendance at cultural and ethnic events and in providing training opportunities for employees.

Action Step:  Encourage vice presidents and other administrators to support the activities planned by our students.
Outcome: The President encouraged his senior leadership and all administrators to attend student planned activities. Additionally, the President participated in many events and attended others as his schedule would allow.

Action Step: Encourage development of training opportunities and attendance of administrators and other employees.

Outcome: The President encouraged development of training opportunities and encouraged administrators and other employees to participate. During the two year period, there were several presentations made at the University’s annual Professional Development Day and the Diversity Institute organized three workshops for employees – just to name a few of the many opportunities.

Objective: The President’s Office will work with the University community to ensure that search committees and other University committees are diverse.

Action Step: Provide assistance and support to the Office of Affirmative Action in working with committees to include members who offer diverse experiences.

Outcome: The President’s Office provided assistance and support as requested from the Office of Affirmative Action with regard to search committees. Presidential appointments to other committees included members who brought diverse ideas and experiences.

Action Step: Encourage administrative and bargaining units to consider diversity in making appointments to committees.

Outcome: The President strongly encouraged his leadership team to consider diversity in making appointments and encouraged bargaining unit leadership to look at the richness of experiences in appointing members.

Objective: The President’s Office will advocate for and be involved in campus initiatives promoting diversity that will further the System’s Work Plan priorities.

Action Step: Support the priorities of the Minnesota State Colleges and Universities System.

Outcome: The University’s annual work plans for 2006-07 and 2007-08 included several initiatives to promote diversity.

Action Step: Receive periodic reports on campus activities.

Outcome: The President received weekly reports from his vice presidents and other direct reports on campus activities that included progress on initiatives to promote diversity.
Office of Affirmative Action

Objective: Increase the visibility of the Affirmative Action Office and educate the University community on the roles and responsibilities of the Affirmative Action Office and the Director.

Action Step: Fall 2006 The President will submit campus-wide letter of support of Affirmative Action in our efforts to promote Affirmative Action and diversity.

Action Step: Present articles for publication on Affirmative Action in the MSU Website & MSU Reporter.


Action Step: Sponsor bi-Monthly brown bag sessions on current issues in Affirmative Action.

Action Step: Present classroom lectures on Affirmative Action.

Action Step: Develop an Affirmative Action Department quarterly newsletter.

Outcome: The Office worked with various University organizations and academic and administrative units to promote and educate University employees and students on affirmative action and diversity tenets, policies and practices.

Objective: Develop training programs on harassment and discrimination for staff and faculty.

Action Step: Establish a campus-wide Affirmative Action training committee to develop and present training on Affirmative Action and related issues.

Action Step: Develop an orientation brochure for new employees on Affirmative Action.

Action Step: Develop electronic brochure on Affirmative Action for all employees.

Action Step: Update departmental harassment brochures and distribute campus-wide.

Outcome: The Office completed the revision of the Racial Discrimination and Harassment brochure and the Disability Discrimination and Harassment brochure for FY 09 distribution to all employees and students.

Objective: Review, update and modify search processes to include “best practices” and monitor effectiveness.

Action Step: Actively solicit input from users to ensure search process is efficient and effective and provides for a fair and equitable process.

Action Step: Assess effectiveness of recruitment from placement of ads.
Action Step: Document strategies of effective and successful search committees.

Action Step: Disseminate information and successful strategies with all search committees.

Outcome: The Office worked closely with search committees to identify areas for search process improvement and is continuing to develop these strategic improvements for implementation in Fall 2008 in conjunction with the new online applicant tracking process.

Objective: Maintain current workforce data to monitor progress toward goals.

Action Step: Promote the implementation of an information system that provides for accurate and current workforce, applicant flow and availability data.

Action Step: Disseminate departmental progress to goals reports quarterly.

Action Step: Provide periodic progress to goals reports to colleges and divisions.

Action Step: Track changes in campus diversity.

Outcome: The Office maintains information related to affirmative action and diversity for all University employment searches in order to provide colleges, departments and units with relevant workforce data regarding their respective hiring goals and timetables.

Objective: Develop and promote training program on affirmative action.

Action Step: Train search committees on affirmative action.

Action Step: Periodic staff development training on affirmative action.

Action Step: Establish a campus-wide training committee.

Action Step: Develop a comprehensive training program on Affirmative Action.

Outcome: As part of each annual Fall Orientation Program, the Office developed and presented campus-wide training sessions on affirmative action policies, practices, procedures and issues.

Objective: Educate campus on affirmative action strategies in an effort to increase the number of underrepresented faculty and staff.

Action Step: Review research on best practices for diversity hires.

Action Step: Disseminate finds to Deans and search committees.

Action Step: Assist departments within their discipline on diversity hiring strategies.

Outcome: The Office conducts search committee training as part of its efforts to communicate to University search committees the most effective "best practices" methods in conducting job searches and in developing individualized hiring strategies in
order to increase the number of affirmative action hires in their respective work environments.

**Objective:** *Maintain information and training material on affirmative action.*

**Action Step:** Promote the Affirmative Action Office as a resource for educational materials on affirmative action.

**Action Step:** Promote University-wide initiatives promoting affirmative action.

**Outcome:** The Office continues as a University resource for brochures, books, and videos on affirmative action, diversity, sexual harassment and discrimination.

**Objective:** *Assist departments and units in updating their retention plans.*

**Action Step:** The Office will provide assistance to employees of color who may have workplace issues/concerns.

**Action Step:** The Office will offer culturally-responsive conflict resolution strategies in the resolution of conflicts.

**Action Step:** The Office will serve as a resource center for issues related to affirmative action and the changing demographics of the campus community.

**Outcome:** The Office functions as an informational resource for University colleges, departments and units in the development and execution of their respective retention plans.

**Objective:** *Develop and disseminate strategies to improve the welcoming environment for persons of color.*

**Action Step:** Actively participate in the celebration of diversity in the university community.

**Action Step:** Actively participate in all university initiatives promoting diversity in employment opportunities, student recruitment campus services, and curriculum changes; all of which may assist in approving the retention of persons of color.

**Action Step:** *The Office will provide an orientation to persons of color to assist in their acclimation to the university and community.*

**Action Step:** The Office will develop partnerships with civic and community organizations to assist in welcoming persons of color to the community.

**Outcome:** The Office was an active participant in University initiatives that celebrated and promoted diversity in employment within the University community as well as with Mankato area civic and community organizations.
**Objective:** Ensure that each college develops its own recruitment and retention objectives and action steps.

**Action Step:** Ensure that each college develops annual objectives and action steps to submit to Academic Affairs.

**Action Step:** Discuss college activities at Academic Affairs Council and encourage best practices.

**Action Step:** Consider ways in which the Vice President for Academic Affairs can support college/department efforts.

**Action Step:** Annually evaluate all Deans on their Affirmative Action performance as part of their annual review.

**Person Responsible:** Provost/Vice President for Academic Affairs.

**Outcome:** Most colleges have developed an Affirmative Action Plan. While following the overall Academic Affairs’ Affirmation Action Plan, some colleges have gone beyond the basic structure and included specific Objectives and Action Steps for their colleges. There have been continued discussions to develop strategies to recruit and retain faculty and staff with racial and ethnic backgrounds. The Provost and Vice President has encouraged colleges, when possible, to consider a pre-doctoral student using the phase “grow our own.” There will be continued efforts to develop strategies to recruit and retain faculty, staff, and students of racial and ethnic backgrounds.

**Objective:** Develop new strategies and incentives for diversifying our pools in searches for new faculty and staff.

**Action Step:** Evaluate last year’s hiring results.

**Action Step:** Review with Academic Affairs Council strategies and incentives that are effective.

**Action Step:** Institute appropriate new strategies and incentives for diversifying our pools and increasing the diversity among our new hires.

**Person Responsible:** Provost/Vice President for Academic Affairs.

**Outcome:** Colleges have developed specific strategies to address the “diversifying of the pools in searches for faculty and staff.” Included in these strategies is advertising in diverse journals such as Diverse: Issues in Higher Education, Women in Higher Education and Hispanic Outlook, taking the Affirmative Action training and following the Affirmative Action Guidelines. All colleges include a statement of inclusiveness on their application. All colleges are aware their specific targets for hiring and try to do everything that they can to attain those targets. Some colleges are participating in the MSU pre-
The program has approximately 4 pre-doctorates who may be assigned to any participating colleges as they pursue their doctorate education. One college has a strategy of encouraging undergraduate and graduate students to pursue a doctorate and consider returning back to MSU for a potential permanent position.

Another college participates in the Urban Teacher Education Program to recruit diverse students. Most all colleges seek diverse faculty to serve on search committees to provide insight and perspective. Others seek advice, suggestions, and networking opportunities from diverse faculty when advertising and seeking positions. All colleges try to pursue candidates from a diverse pool with several colleges seeing some gains but the effort continues to be difficult as one college indicated that competition for candidates is high. In other words, there have been some intentional efforts to hire diverse faculty.

Objective: Pursue continuous professional development related to diversity recruitment and retention.

Action Step: Send administrators to the University of Minnesota “Conference on Faculty of Color.”

Action Step: Require all Academic Affairs administrators to attend diversity events on campus.

Person Responsible: Provost/Vice President for Academic Affairs.

Outcome: All colleges have participated in university wide cultural diversity programs such as International/Cultural Diversity Week, Pan African Student Leadership Conference, and other conferences that the Office of Multicultural Affairs conducts. Some colleges developed or co-sponsored workshops and forums to promote professional development. Other colleges sponsor Annual International Gathering (attendance of approximately 80) and Annual Cultural Diversity Gathering (attendance of approximately 100). Some colleges have established Diversity Committees or as one college calls it the Diversity Learning Circle which they provide guest speakers who train on the issues of diversity. The Center for Excellence in Teaching and Learning has been a valuable asset for colleges to provide new hires and tenured faculty continued experiences for growth and development.
College of Allied Health and Nursing

Objective: Increase faculty awareness and understanding of issues and strategies related to diversifying of faculty across the college.

Action Step: Invite a speaker to present to faculty and staff on diversity and diversifying faculty and students.

Action Step: Invite faculty member(s) of color to present on experiences as a university faculty member at a General College Meeting.

Outcome:
- Each spring during this report period, faculty and students in the College of Allied Health and Nursing organized the Annual Cultural Diversity Gathering for all MSU students, faculty, and staff. Over 100 people attended this event each year.
- Each Fall during this report period, faculty and students in the College of Allied Health and Nursing organized the Annual International Gathering for students, faculty, and staff in the College. More than 75 people attended this event each year.
- Each unit in the College has a faculty representative on the College Diversity Committee also the College International Committee. Students from various units also serve on each of these committees.
- Kenneth White, Affirmative Action Director, spoke at a College meeting regarding diversifying the faculty.

Objective: Establish and cultivate ongoing relationships with minority organizations and with students and faculty of color.

Action Step: Identify and recruit persons/students of color to College Advisory Boards.

Action Step: Identify undergraduate and graduate students of color for potential future faculty positions and/or involvement in the hiring process.

Action Step: Maintain continued communication with alumni of color for networking and/or involvement in the hiring process by each unit.

Action Step: Develop ongoing contact with at least one minority organization by units.

Action Step: Develop a networking system of faculty members of color in our College to refer or nominate potential candidates of color in a search process and provide suggestions and participate in the recruitment and retention process.

Outcome:
- All units within the College maintain ongoing faculty/student contact and experiences that serve underserved culturally
diverse populations including Open Door Health Center, 9-county Head Start Programs, Minnesota Dental Association’s annual “Give Kid’s a Smile”, MS Walk, American Cancer Society Walk, Food Shelf Collection, and several others.

- Numerous graduate students of color in Health Science, Human Performance and Rehabilitation Counseling were recommended for doctoral programs across the country. Within a few years these doctoral students should be candidates for faculty positions at MSU.
- Persons/students of color serve on College Advisory Boards.
- Faculty and students of color serve on College Committees.
- Faculty of color in Family Consumer Science, Health Science and Human Performance actively serve on search committees and provide invaluable suggestions regarding recruitment and retention processes.
- Department's maintain involvement with several student associations across campus.

**Objective:** Be proactive in recruiting individuals with diverse backgrounds.

**Action Step:** Develop and implement a comprehensive recruitment plan that uses multiple recruitment strategies simultaneously.

**Action Step:** Develop additional strategies related to positions descriptions and search committee composition that is inviting to individuals of diversity.

**Outcomes:**

- Each unit in the College has strictly adhered to all Affirmative Action Guidelines and incorporated all suggestions from Human Resources regarding development of Vacancy Notices, Advertising, Development of Screening and Interview Questions, Selection of Candidates, and Recommendations for Hiring.
- Comprehensive recruitment plans including the use of the internet, personal networking with colleagues and professional organizations and national conferences were developed and implemented with each search within the College.
- In conjunction with the President’s Commission on Diversity, each search chairperson contacted a member of the President’s Commission to enlist suggestions for increasing the pool of applicants of color.
- The applicant pool and the ultimate hiring of faculty of color across the College continued to increase during this reporting period.
Recruiting and Hiring Faculty (Full-Time and Adjunct):

Objective: Recruit diverse pools of applicants for open faculty positions.

Action Step: Place advertisements and announcements of openings in appropriate publications, websites, etc., that will be seen by potential applicants from historically underrepresented groups.

Action Step: Contact professional and academic groups that represent or have contact with potential applicants from historically underrepresented groups.

Action Step: Make individual contact with departments, administrators, faculty members or other people who have contact with or knowledge of potential applicants from historically underrepresented groups.

Action Step: Create and cultivate contacts with alumni, academic and other groups, individual administrators, faculty members and others who have contact with or knowledge of potential applicants from historically underrepresented groups.

Person Responsible: Department Chairs

Outcome: The College has had quite a few vacancies for full-time faculty during this time. We hired 7 people to begin fall 2006, 13.5 to begin fall 2007, and 11 to begin fall 2008. In 2006, all were tenure track positions; in 2007, 5.5 were fixed term; for 2008 1 is fixed term. Chairs placed advertisements in venues approved in their search plans, contacted professional groups to find names of potential candidates from underrepresented groups, made personal contacts with persons or organizations with knowledge of potential candidates, and created contacts with alumni and others in order to identify additional potential candidates. For most positions, these efforts were rewarded with larger pools in general, and with more diversity in the pools. In 2007, diverse persons were hired into 2 probationary and 1 fixed term positions; for 2008, diverse persons have been hired for 3 probationary positions. We are pleased that efforts are yielding more diverse hires.

What we learned: Extra efforts bring larger pools which increase the possibility of hiring from historically underrepresented groups.

Objective: Offer positions that will attract qualified applicants from historically underrepresented groups.

Action Step: Whenever possible, create job descriptions and terms of employment that are competitive with similar departments and institutions.
Action Step: Whenever possible, put forward tenure-track positions rather than fixed-term, adjunct or other non-probationary positions.

Person Responsible: Department Chairs

Outcome: Position descriptions were carefully thought out to attract more diverse pools. Wherever possible, we sought tenure track appointments which are more attractive to candidates. All of the hiring we attempted was for tenure track positions, but some searches failed and then we had to hire fixed term people. For 2006, hires were 3 men, 4 women. For 2007 tenure track hires were 4 men (one from an underrepresented group), 4 women; of the fixed term persons hired that year, 3.5 were men and 1 was a woman from an underrepresented group. For 2008, hires will be 3 men (including one fixed term), and 8 women—including 3 from underrepresented groups.

What we learned: Our stepped-up efforts brought us larger pools with stronger candidates in general, and we did substantially increase our hiring ability. It is difficult to attract candidates to our pools, since our teaching loads are higher than at competing universities. We also lose some candidates because of our inability to offer jobs for partners and spouses.

Recruiting and Hiring Teaching Assistants:

Objective: Recruit diverse pools of applicants for open teaching assistant positions.

Action Step: Place advertisements and announcements of openings in appropriate publications, websites, etc., that will be seen by potential applicants from historically underrepresented groups.

Action Step: Contact professional and academic groups that represent or have contact with potential applicants from historically underrepresented groups.

Action Step: Make individual contact with departments, administrators, faculty members or other people who have contact with or knowledge of potential applicants from historically underrepresented groups.

Action Step: Create and cultivate contacts with alumni, academic and other groups, individual administrators, faculty members and others who have contact with or knowledge of potential applicants from historically underrepresented groups.

Person Responsible: Department Chairs

Outcome: Chairs placed advertisements about teaching assistant positions in approved locations through their recruitment plan but have added online announcements through disciplinary organizations.
and these are proving very effective for attracting attention. Chairs have also contacted groups known to be aware of potential candidates from underrepresented groups, and to cultivate contacts with such persons. As a result, pools have increased and the number of candidates from underrepresented groups has increased in the pools. Departments have been able to make more offers to qualified candidates from underrepresented groups and to hire those individuals. We have had more luck diversifying our graduate assistant cadre than our faculty hires. What we learned: the online publicizing of graduate assistant positions has caused the pools to increase and has caused an increase in candidates from underrepresented groups. We will continue to advertise online in appropriate venues suggested by professional organizations connected to the disciplines where we seek to hire. Even though these graduate assistantships are funded out of our own college (not from the Graduate College—although we do receive a few positions from them—but the majority of our dozens (near 100) graduate teaching assistants are funded by us), the Graduate Dean controls the decision on salary, stipend, etc. The salary remained the same for several years, and the decision to increase the salary/stipend for 2006 was not made in a timely fashion so it was not helpful in recruiting that year. MSU's salary/stipend is lower than at our peer institutions.

Objective: Creating a welcoming and nurturing environment for new faculty members from historically underrepresented groups.

Action Step: Ensure that new faculty receive complete orientation about all aspects of department and university life.

Action Step: Ensure that all faculty are encouraged to participate fully in the social life of the department and university.

Action Step: Facilitate mentoring between new and veteran faculty members.

Person Responsible: Department Chairs

Outcome: All new faculty received orientation at the university, college, and department level. All new faculty were encouraged to participate in on-going development and support activities (such as CETL groups as well as training and information workshops sponsored by CETL, FIG, ITS, etc.). In addition to CETL activities, some departments established formal mentoring relationships. Chairs made special efforts to "check in" on new faculty throughout the first year.
What we learned: faculty expressed appreciation for the extra efforts but also noted that they sometimes felt deluged by our anticipation that they would participate heavily in activities beyond their teaching and research responsibilities during their first year. We will be careful in the future not to “drown” new faculty in unreasonable expectations. We talked with new faculty about not taking on too many service activities (criterion 5).

**Objective:** Cultivating opportunities for professional development in teaching, scholarship and creative activities for faculty members from historically underrepresented groups.

**Action Step:** Ensure that new faculty receive complete orientation about all aspects of department and university life.

**Action Step:** Recruit new faculty for departmental and other committees and professional activities.

**Action Step:** Invite and facilitate attendance at departmental and other professional functions.

**Action Step:** Mentor new faculty in preparing their Article 22 Professional Development Plans and Reports.

**Action Step:** Alert new faculty to opportunities for professional growth and development offered by the department, Center for Excellence in Teaching and Learning, MnSCU and other groups.

**Persons Responsible:** Department Chairs

**Outcome:** New faculty received orientation (above) and chairs helped recruit new faculty to committees connected to teaching and scholarship/creative activity. Chairs made sure new faculty were encouraged to attend department activities and university events, as well as professional association activities. Departments and chairs are now involved in helping new faculty develop appropriate Article 22 Plans and Reports. Chairs try to bring to the attention of new faculty the various campus opportunities for development and interacting with people from other colleges. The dean sends reminders or suggestions to chairs about activities of interest.

What we learned: chairs tried to help new faculty identify options that were developmental and added to their experience, rather than options that just needed any warm body to do work. Thus, new faculty felt that activities in which they engaged were more meaningful than just being required. Faculty reported that they made many academic connections at these activities and that those have helped them establish themselves in the university. We will continue to emphasize
this effort since we believe that persons making connections beyond the department often have a greater impetus to remain at MSU. They feel less isolated.

**Objective:** Creating an inclusive professional environment for faculty members from historically underrepresented groups.

**Action Step:** Invite input on matters of curriculum, scheduling, and support for professional activities from faculty members from historically underrepresented groups.

**Action Step:** Promote faculty participation in professional meetings, workshops, seminars, and colloquia that enhance understanding of issues affecting historically underrepresented groups.

**Person Responsible:** Department Chairs

**Outcome:** Chairs made certain new faculty had a chance to contribute to the department’s plans for curriculum, scheduling, and activities within the department. New faculty were also encouraged to attend professional meetings within the discipline, regionally, nationally, internationally. These efforts help new faculty be aware of their obligations and opportunities as members of a profession, and help them begin to establish a context of performance and service with regard to the Article 22 criteria.

*What we learned:* We know that new faculty listen intently to suggestions from the department chairs, and so these efforts are particularly fruitful. We will continue to ask chairs to encourage such participation.

**College of Business**

**Objective:** Recruit and retain diverse faculty members, staff members and students

**Action Step:** Departments continued to ensure that applicant pools mirrored the availability profile of the labor market in multiple faculty searches. Departments advertised positions in the Chronicle of Higher Education and the Mankato Free Press. The focus of this initiative was to create a diverse pool of qualified candidates.

**Action Step:** The College of Business recruited prospective transfer students at community colleges and technical colleges with high student of color populations. The College of Business recruited at the Minneapolis National College Fair as well as at the following community and technical colleges: Minneapolis Community and Technical College, Normandale Community College, Riverland College, Rochester Community and Technical College, Anoka Ramsey Community College, and Century College.
**Action Step:** Once a student was admitted, the COB maintained communication with students through a regular "Student E-News" newsletter; supported the various Cultural Diversity Week activities; supported Nepal Night, supported Japan Night, and supported the MSU Cricket Club.

**Action Step:** Students who were admitted to the College of Business but indicated that they were not sure about attending were contacted via telephone during the spring of 2006, 2007, and 2008.

**Action Step:** The COB participated during 2006-2008 in the MSU Pre-Doctoral Program. During this time, a doctoral student taught in the COB.

**Persons Responsible:** COB Advising Office; Department Chairs, Dean's Office

**Outcome:** The College of Business was successful in creating additional diversity through faculty hires. Student recruitment and retention is positively influenced by these faculty hires. Data available from Affirmative Action Office, Registrar's Office and College

**Objective:** *Increase participation of women business leaders and/or business leaders of color in the College of Business Executive Lecture Series*

**Action Step:** Actively sought women business leaders for participation in the College of Business Executive Lecture Series

**Persons Responsible:** The Dean

**Outcome:** We were successful in bringing in two very successful female business graduates to speak to students and interact with faculty.

**Objective:** *Increase the number of women serving on the College of Business Advisory Council*

**Action Step:** Two additional women were invited to serve on the COB Advisory Council.

**Persons Responsible:** The Dean

**Outcome:** The percentage of women on the College of Business Advisory Council increased. Data available from the Dean's Office+
Objective: To ensure that all members of the college of Education are aware of the Affirmative Action Plan and the need for diverse staffing at all levels within the College of Education.

Action Step: Conduct training and education sessions on affirmative action each semester that include expert guest speakers, and discussions on the results of past MSU and College of Education Affirmative Action reports, to brainstorm about the design and content of the next plan.

Action Step: Provide an annual College of Education Affirmative Action report that will include details on how sessions progressed.

Action Step: Support MSU special commemoration/ethnic observance events throughout the year (e.g., February as African-American History Month, March as Women’s History Month, May as Asian-Pacific Heritage Month, September/October as National Hispanic Heritage Month, etc.) by having every department represented at each event.

Persons Responsible: Dean, Diversity Committee, Chairs, Faculty and Staff.

Outcome: All chairs, search committees and interested faculty and staff attended Affirmative Action search training sessions. Conducted series of forums each year on special topics related to diversity issues: Spring 2007 – held a series of lunch and talk sessions focusing on diverse viewpoints: Jan 10, 2007: Spirit Catches you: Cultivating Multicultural Competency of Pre-Service Teachers through a Literacy Based Strategy; Feb. 19: Developing Multicultural Responsiveness in P-6 – and Introduction to Intercultural Development Inventory (IDI) and other Tools; Mar 19: New to MSU – Navigating with Grace or Tumbling through the Turbulence and April 16, 2007: Early Education in Russia – Tradition and Transition. Fall 2007 held a work day with the following breakout sessions; Session 1: Coaching and Communicating: Paving the Road to Intercultural Competence; Session 2: The Effects of Changing Demographics on Schools in MN; Session 3: White Privilege; Session 4: Understanding Identity: Who are we and what it means; Session 5: Effective teaching practices for diverse learners.

Objective: To increase opportunities to develop a diverse pool of applicants for each search to fill vacant faculty positions.

Action Step: To develop a recruitment plan that is designed to attract a diverse pool of applicants. The plan will be committed to:

- Write job descriptions that intentionally incorporate language in the requirements sections that reflect the
department’s desire to hire candidates who are from diverse populations and are committed to the development of multicultural competencies.

- Establish guidelines for search committees to use as they prioritize these candidates through the screening, interviewing and selection process.

**Action Step:** Develop a pool of statements that departments can adapt as they develop required criteria for vacant faculty positions.

**Action Step:** Advertise in the primary journals of the various race and ethnic groups.

**Action Step:** Provide search committees with antiracism training to enable them to review applications and interview potential candidates in an atmosphere free of ethnocentrism and intentional and unintentional racism.

**Persons Responsible:** Dean, Diversity Committee, Chairs, Faculty and Staff.

**Outcome:** All Search Committees went through Affirmative Action Training. All faculty search positions are written to include expectations of a commitment to diversity in the Qualifications section of the Notice of Vacancy. Advertisements for positions were placed in such journals as Tribal College Journal website, Hispanic Outlook website, MinnesotaDiversity.com, and Advancing Women.

In addition to the forums mentioned above, search committees (and all faculty, staff) were provided with professional development thorough professional learning communities (PLC): regular faculty and staff participated in "Courageous Conversations About Race". In Spring 2008, the PLC held special sessions and group forum using the book "Courageous Conversations about Race. The group forum consisted of breakout sessions: Session 1: Personalizing Race Conversations; Session 2: Why is it hard to talk about race in schools; Session 3: Using “Courageous Conversations” as a tool. Financially supported the Japanese Intercultural Association and the Women in Aviation students for attendance at a conference.

**Objective:** To establish a College of Education workplace environment that is inclusive, welcoming of diversity and free of discrimination, harassment, workplace bullying and violence.

**Action Step:** Prize and use the College of Education vision statement that asserts that acts of discrimination, prejudice and workplace intimidation will not be tolerated and will be addressed immediately.
**Action Step:** Assess the climate in the College of Education [a] towards faculty from diverse backgrounds; [b] experience of faculty from diverse backgrounds.

**Action Step:** Have all faculty and staff in the College of Education participate in training on White privilege, ethnocentrism, racism [intentional and unintentional], workplace harassment and bullying.

**Action Step:** Develop, implement and refine College of Education policies and procedures for responding to acts of racism, ethnocentrism, workplace harassment and bullying.

**Action Step:** Evaluate the efforts of each department and department Chair to promote an inclusive and intimidation-free workplace.

**Persons Responsible:** Dean, Diversity Committee, Chairs, Faculty and Staff.

**Outcome:** Ongoing work to model and support workplace respect and civility. Two staff members and one faculty member participated in the Bullying Survey task force from the President’s Commission on the Status of Women. Workshops and forums held under the direction of the COE Diversity Committee. Individual cases of limited intimidation situations have been handled promptly and to the satisfaction of both parties through the Dean’s Office. In addition, in one department, pre-year and post-year climate surveys have been administered to faculty and staff and the findings acted upon.

**Objective:** To ensure that faculty from diverse backgrounds are intentionally retained in the College of Education.

**Action Step:** Identify appropriate and effective strategies from the existing research to support and retain diverse faculty in the College of Education.

**Action Step:** Designate a person from the following university entities to provide new faculty members with access to resources and immediate assistance during the first two years in locations such as library, bookstore, Human Resources, Registrar’s Office, The Hub, Graduate Studies Office, Business Office, Cultural Diversity, Disability Services.

**Action Step:** Develop an orientation booklet to use with existing materials to welcome the new Faculty members to campus with a welcome message from the President and other key personnel.

**Action Step:** Schedule regular, informal meetings with designated people such as the Dean, Chair and other faculty members outside of the department and persons from key offices, at which faculty from diverse backgrounds can share their experiences about the Department and the College of Education.
**Action Step:** Distribute and use a policy that explicitly states a commitment to retaining faculty from diverse backgrounds.

**Action Step:** Implement a series of community conversations to bring thinking to light in an attempt to defuse any tensions and uncertainties and to increase formal and informal support for diverse persons.

**Persons Responsible:** Dean, Diversity Committee, Chairs, Faculty & Staff.

**Outcome:** Leadership training, extra development funds, mentoring and advocacy regarding teaching, scholarship and adjustment offered through chairs, dean, and other. Policy consideration initiated at 4-18-2006 chairs meeting was approved for academic year 2007 and forward: It is a priority and policy of the COE to recruit and retain diverse faculty, candidates, and partners. In so doing, all members of the college are to be strongly encouraged by the diversity committee, chairs, and the dean of the college to participate in collegial support and/or mentoring for all new members of our broad learning community, develop increasing cultural competence and to actively work to eliminate acts of discrimination, prejudice, and workplace intimidation.

**Objective:** To establish the expectation that all faculty and staff in the College of Education are responsible for infusing diversity into their program and courses

**Action Step:** Review the manner in which diversity is addressed in the curriculum and in courses of all departments.

**Action Step:** Develop incentives and rewards for faculty efforts to promote diversity and cultural competence.

**Persons Responsible:** Dean, Diversity Committee, chairs, Faculty and Staff.

**Outcome:** On October 15th, 16th and 17th, 2006 several faculty from the College of Education participated in the Urban Teacher Education Program (UTEP) immersion experience in St. Paul schools and community to develop a clearer picture of urban needs and deepen the existing partnership. They were guests at Cherokee Elementary School and Arlington High School for two days. In spring 2007, UTEP participants met for a day long discussion on the need for diversity education for teacher candidates and how those needs can be addressed in the curriculum. Discussion at Courageous Conversations PLC helped generate ideas and plans for 2008 - 2010 Affirmative Action Plan. Participated in the MnTERC study following the diversity experiences of COE graduates as they progress in their teaching careers.
**Objective:** To examine the promotion and tenure criteria on the retention of faculty from diverse backgrounds.

**Action Step:** Evaluate the impact of the promotion and tenure criteria on the retention of faculty from diverse backgrounds.

**Action Step:** Identify how the promotion and tenure criteria incorporate the additional unwritten responsibilities of faculty from diverse backgrounds.

**Persons Responsible:** Dean, Diversity committee, Chairs, Faculty and Staff.

**Outcome:** No action taken on this objective. The objective has been given priority for the 2008 - 2010 Retention Plan.

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**Library Services**

**Objective:** Library Services will be proactive in recruiting and retaining individuals with diverse backgrounds to fill vacant faculty and staff positions.

**Action Step:** Develop recruitment plans and vacancy notices that intentionally incorporate language designed to attract a diverse pool of applicants.

**Action Step:** Target recruitment efforts to electronic and print media whose readership includes individuals with diverse backgrounds.

**Action Step:** Target Library and Information Science programs with the most diverse populations in recruitment efforts.

**Persons Responsible:** Search committee chair, Search Coordinator, Dean of Library Services; University Human Resources and Affirmative Action offices.

**Completion Date:** This is an ongoing objective.

**Outcome:** Hiring during 2006 - 2008 was consistent with Affirmative Action/EEO goals. All hiring during 2006 - 2008 was within established guidelines.

**Objective:** Library Services faculty and staff will work together to establish a workplace that is inclusive, welcoming of diversity and free of discrimination.

**Action Step:** Library faculty and staff will attend Diversity Training workshops offered by the University’s Institutional Diversity office and the Professional Development Committee and Human Resources.

**Action Step:** Organize workshops and other activities on topics related to diversity and have discussions on workplace applications.

**Action Step:** Continue to support the Annual Cultural Diversity Dinner by purchasing a table and making tickets available to Library Services faculty and staff.

**Persons Responsible:** Library ADA and Diversity Committee and Dean’s Office
Completion Date: This is an ongoing objective.

Outcome: Library staff and faculty attended many different workshops and presentations made available during 2006 - 2008 by the Office of Institutional Diversity, the Professional Development Committee, Human Resources supervisor training as well as attending the Cultural Diversity Dinner.

Objective: Through on-going assessment and professional consultation Library Services will strive to ensure that students, faculty and staff with disabilities are afforded equal access to library services and resources at Memorial Library.

Action Step: Presentation to Library student workers, faculty and staff by Julie Snow, Director of Disability Services and Maria Baxter—Nuamah from the Office of Multicultural Affairs during fall semester, 2007. Presentation to Library faculty and staff on services to special populations by Jessica Flatequal from the Lesbian, Gay, Bisexual, Transgender Center during spring semester, 2008.

Action Step: Purchase, install and maintain adjustable tables, chairs and computer software in public areas and labs of Library Services.

Action Step: Library Services homepage and website are available in accessible formats.

Action Step: Alternate format and disability statements will be on all Library publications.

Persons Responsible: ADA/Diversity Committee, Public Services Manager, Library Systems faculty and staff.

Outcome: Many Library student workers, faculty and staff attended these customer service-focused workshops. Other training opportunities were made available on the operation of the unique and specialized library equipment.

Objective: Through on-going assessment and professional consultation the Library faculty will continue to collect materials to reflect a broad range of cultures and viewpoints.

Action Step: Purchase subject appropriate materials on a range of culture and viewpoints to support University curriculum.

Action Step: Support special commemoration/ethnic observance events with displays of library materials in conjunction with activities on campus.

Persons Responsible: Library faculty with Collection Development responsibilities, Library Dean’s office.
Outcome: In consultation with the International Center Director purchased travel and culture books for prospective and current international students and faculty. Added Chinese and Arabic-language books. Added foreign language self-instruction materials. During each year there were displays of appropriate and supportive library materials assembled at the Library entrance during the Pan African Conference, Black History Month, the countries in the “Focus On” series from the International Office as well as other campus events.

College of Science, Engineering and Technology

Objective: Seek to broaden the college faculty diversity to be more representative of the population of the future and to bridge faculty diverse groups across disciplines within the college and university.

Action Step: 1. Recruit more intensely for diverse faculty across the college. 2. Strive to have faculty to work across department boundaries so as to maximize the association to diverse groups. This would be socially as well as collaboratively within the discipline.

Persons Responsible: Dean, Department Chairs, Search Committees, and Department Faculty.

Outcome: The college advertised positions in Black Issues, Hispanic Outlook, and Women in Higher Education and MinnesotaDiversity.com. The college provided all candidates literature about the greater Mankato area to make the community more enticing. The recruitment during the 2006 - 2008 time period included more women and underrepresented new hires than in past years. The newly hired women include: Yea-Ling Tsao, Hongxia Yin, Anne-Marie Hoskinson, and Sarah Suskovic. New hires of diverse ethnicity include: Guanghsu Chang, Leonard Anagho, Yea-Ling Tsao, Hongxia Yin, Jerome Antonio, and Ramesh Misra. In addition, Donald Mitchel --- a pre-doctoral fellow who is African-American --- taught in our Chemistry and Geology department.

Objective: Schedule College activities that will be supportive of all gender and underrepresented groups and to provide educational opportunities that will enhance the total learning needs and interests of diverse groups.

Action Step: Host speakers from both inside and outside of the institution to lead college faculty forward in quest for current concepts on campus diversity. The speakers will:
1. Lead discussions on improving the cultural environment for faculty, staff and students within the College and University.
2. Raise college awareness of affirmative action policies through College-wide workshops.
3. Work with industries with common goals in developing increased diversity in the workplace.
4. Utilize the Minnesota Center of Engineering and Manufacturing Excellence (MNCEME) to bridge the gap between K-12, industry and higher education.

**Persons Responsible:** Dean’s Office, College Departments, and Center of Excellence personnel.

**Outcome:** This goal received less attention than it ought to have. The college did put forth a Strategic Priority Funding request to bring in nationally-renowned experts on recruiting underrepresented student in to Science, Technology, Engineering, and Mathematics (STEM) fields and have them be the centerpiece of the college meeting on the opening day of the academic year. Unfortunately, this request was not funded. Our MNCEME center strongly supports the Project LeadThe Way (PLTW.org) initiative within Minnesota to support K-12 outreach for potential STEM students. Many of these K-12 school districts supported by PLTW are in neighborhoods with high underrepresented minority students populations.

**Objective:** Develop faculty team teaching groups with multicultural representation so that retention of cultural diverse views of teaching and learning styles are well rooted in the curriculum.

**Action Step:**
1. Actively work to increase the working relationships of culturally diverse faculty.
2. Promote the inclusion of instructional materials throughout the college curriculum that will promote a better understanding of the needs of culturally diverse populations.

**Persons Responsible:** Dean’s Office and Faculty of individual Departments.

**Outcome:** Nearly all of our engineering and engineering technology programs are accredited by ABET. Those that are not yet accredited are under review by ABET. As part of the accrediting process, reviewers look for evidence of inclusion and support for students from diverse backgrounds and cultures.
Objective: Recruit students of diverse backgrounds to enhance and enrich the student-faculty relationships so that a diverse faculty can visualize need for their retention.

Action Steps: Actively advertise and recruit underrepresented students and women to programs within the college. This will be done by:

- Visiting junior and senior high schools in the Twin Cities and along Highway 60 where underrepresented students exist. The focus will be partnership building with the school and community administrations.
- Encourage students who are involved with Senior Design Projects/Applied Research projects to present to high school students.
- Specifically target schools with high Black and Hispanic populations to learn their culture and needs so that we are better prepared to serve them as students.

Persons Responsible: Dean’s Office and College faculty/students of capstone experiences.

Outcome: There are many student groups that include K-12 outreach as part of their mission. These include the Society of Women Engineers (SWE), and the National Society of Black Engineers (NSBE). Also, as mentioned earlier, the PLTW effort includes several school districts with high Black and Hispanic student populations.

College of Social and Behavioral Sciences

Statement of Objective: The College of Social and Behavioral Sciences will recruit and retain a diverse faculty, staff, and student body. CSBS will create a learning environment that fosters respect and understanding, and responds to the needs of a diverse campus.

Objective: CSBS departments will actively pursue recruitment plans for attracting diverse pools of candidates.

Action Step: We will advertise appropriately to reach a diversity of candidates.

Outcome: CSBS departments advertised in publications that reach diverse candidates within their disciplines.


Action Step: Faculty members will contact colleagues for names of good candidates and make personal contacts.

Outcome: CSBS faculty members contacted colleagues for names of diverse candidates.
Action Step: We will make job descriptions attractive to candidates with interests in diversity issues.

Outcome: CSBS job descriptions included a position requirement of, “Ability to bring diversity to the Department, the College and the University.”

Action Step: We will help candidates learn about the community/campus opportunities for success when they visit.

Outcome: CSBS department and college interviews and materials Helped candidates learn about campus and community opportunities.

Persons Responsible: Dean, search chairs, department members.

Objective: CSBS will monitor our success in meeting hiring goals for women and persons of color.

Action Step: We will evaluate the success of our efforts at the completion of this hiring round.

Outcome: Twelve CSBS probationary and fixed-term faculty hires for fall 2007 included; 5 people of color (42%), 6 women (50%).

Outcome: Sixteen CSBS probationary and fixed-term faculty hires for fall 2008 (to date) include; 7 people of color (44%), 7 women (44%).

Action Step: We will compare our efforts this year to previous years.

Outcome: CSBS diversity hires increased fall 2008, while there was a decrease in percentage of women hired in 2008.

Persons Responsible: Dean and department chairs.

Objective: CSBS will mentor new faculty members by hosting new faculty events and by encouraging new faculty members to participate in CETL’s mentoring program.

Action Step: CSBS dean and department chairs will encourage new faculty to participate in CETL programs.

Outcome: CSBS new faculty members were encouraged to participate in CETL programs. In 2007-2008, 4 - 1st year CSBS probationary faculty members participated in the Faculty Teaching Certificate program 1 CSBS probationary faculty member and 1 CSBS tenured faculty member participated in the Teacher Education Community of Practice 2 CSBS probationary faculty members and 2 CSBS tenured faculty members participated in the Scholarship of Teaching and Learning Community of Practice. 5 CSBS tenured faculty members and 1 CSBS fixed-term faculty member participated in the Online Community of Practice. 1 CSBS Chairperson participated in the Chairpersons Community of
Practice.

**Action Step:** Teaching and Learning Committee will host events for new faculty.

**Outcome:** In 2006-2007 and 2007-2008, the CSBS Teaching and Learning Committee offered two Let’s Do Lunch opportunities for faculty members to discuss teaching issues over lunch.

**Persons Responsible:** Dean, Teaching and Learning Committee members.

### C. Student Learning Environment and an Engaged Campus

**Objective:** CSBS will continue to improve the campus climate for underrepresented groups of faculty, staff, and students.

**Action Step:** We will continue efforts of the College and the CSBS Diversity Committee, such as workshops and seminars on diversity issues.

**Outcome:** In 2006-2007 and 2007-2008 CSBS offered faculty the opportunity to participate in the Diversity Learning Circle. Course releases were offered to participants who wanted to integrate diverse voices and issues into their curricula and/or courses. Lectures offered by CSBS, the CSBS Diversity Committee, and the CSBS Teaching and Learning committee included: 2006-2007 – “Is Science Multicultural?” presented by Dr. Sandra Harding 2006-2007 – “Battle for Memory, Whose History Did You Learn?” presented by Elizabeth (Betita) Martinez 2007-2008, “Salsa, Soul, and Spirit: Leadership for a Multicultural Age,” presented by Juana Bordas.

**Action Step:** We will support and participate in campus wide diversity events, workshops, and seminars.

**Outcome:** CSBS Dean’s Office and Departments sponsored, co-sponsored, and participated in numerous campus diversity events in 2006-2007 and 2007-2008.

**Persons Responsible:** Dean, College Diversity Committee members.

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**Finance & Administration Division**

**Objective:** Increase the number of employees of underrepresented groups.

**Action Step:** Continue to hire student workers of underrepresented groups in the Finance & Administration Division. It is hoped that we can help develop these students so they are prepared to accept possible fulltime employment at MSU when they graduate.
**Outcome:** Students from underrepresented groups continue to be hired by the various units in the division. Student workers are encouraged to apply for positions on campus in which they have the potential to succeed when they graduate.

**Action Step:** Recruit diverse staff to work in the division by specifically advertising to underrepresented groups in newspapers and publications, on the Internet, and with mailings. Position descriptions will be prepared that will create a larger pool of diverse applicants.

**Outcome:** Supervisors within the division have strictly adhered to the Affirmative Action and Human Resources recruitment and hiring processes and procedures. Position descriptions have been prepared to create larger pools of diverse applicants. During this timeframe, the division was successful in hiring individuals of underrepresented groups.

**Persons Responsible:** Vice President for Finance & Administration and Division Supervisors.

**Objective:** Create a friendly, helpful environment for all employees, especially underrepresented groups.

**Action Step:** Ensure that new employees receive a complete orientation regarding all aspects of their department, the Finance & Administration Division and the University.

**Outcome:** Supervisors and/or assigned staff members are expected to begin training new employees when they arrive on campus so they can feel that they are a productive and vital part of the unit, the division and the University as soon as possible. They are also introduced to members of the division and others with whom they will be in contact so people know who they are, where they work and what they do.

**Action Step:** Ensure that all employees are encouraged to participate fully in the social activities of their department, the Finance & Administration Division and the University.

**Outcome:** It is emphasized that supervisors are expected to allow staff members to attend as many social activities as possible in their department, the division and the University by determining how work can be completed and the office covered during the time they are gone so excellent service is still provided.

**Action Step:** Provide and encourage employees to participate in training on teamwork, how to achieve a positive working environment, customer service, diversity, supervision (if appropriate) and other pertinent topics.
Outcome: Members of the division have attended a number of training opportunities to help them understand and appreciate others and their differences and how to deal with difficult situations. Anna Maravalas with Thera Rising has worked extensively with members of the division on workplace training and assessment to help create a positive working environment. Employees of the division were invited to attend the presentation “Self-Defeating Habits of Otherwise Brilliant People” presented by Anna Maravelas. Anna is the author of "How to Reduce Workplace Conflict and Stress."

Persons Responsible: Vice President for Finance & Administration and Division Supervisors.

Objective: The Finance & Administration Division will not tolerate any comments, written or oral, which may be construed as inflammatory, sexist, racist or insensitive to anyone.

Action Step: The Vice President for Finance & Administration will discuss this objective with the members of the Division. Any reported incidents will be reviewed and appropriate action will be taken.

Outcome: This objective was discussed with supervisors at Finance & Administrative staff meetings, and supervisors were to speak with their staff members about the expectation that everyone is to be treated with respect. Our division's "Service Objectives" reflect this objective and are to be emphasized with staff. Reported incidents have been handled through the proper channels that are available on campus.

Action Step: Finance & Administration Division supervisors will receive training on leadership and supervision that includes the handling of situations related to diversity, working relationships and other interpersonal issues they may encounter with their staff members.

Outcome: Supervisors are expected to attend leadership training sessions in order to learn how to handle situations that may occur in their areas. They are also encouraged to immediately speak with their supervisors about problems they encounter so solutions can be found and implemented as soon as possible.

Action Step: Training opportunities on diversity, working relationships, teamwork and other pertinent topics will be provided to all division staff members during this time period through videos, workshops, and speakers. Staff members will also be encouraged to attend training both off campus and on campus.

Outcome: Staff members from the division have attended numerous training sessions both on and off campus regarding diversity, working relationships and teamwork. Our front-line staff
members also meet weekly to discuss customer service and how to handle the situations they may encounter.

**Persons Responsible:** Vice President for Finance & Administration and Division Supervisors.

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**Student Affairs**

**Objective:** Recruit a Diverse Workforce of Faculty, Staff, Students and Administration.

**Action Step:** Publish and distribute Student Affairs Divisional Diversity Brochure.

**Action Step:** Student Affairs Employee Diversity Welcoming Team Representative will make contact, offer resources and arrange custom information opportunities during on-campus interviews for all unclassified, excluded, classified and graduate assistant finalists.

**Action Step:** Publish Welcoming Team web site highlighting diverse employees and allies within the Division and resources within the campus and local community.

**Action Step:** Development of a process by which recruitment and retention of employees identifying as Lesbian, Gay, Bisexual or Transgender within the Division may be documented.

**Action Step:** Continue implementation of process by which searches conducted within the Division are tracked by type of search, recruitment methods utilized and diversity of applicant pool.

**Action Step:** Continue implementation of a process by which the recruitment and retention of employees identifying as an ethnic/racial minority or disability within the Division may be documented.

**Action Step:** Demonstrated commitment to diversity and ability to work with diverse faculty, staff and students as applicable added as a position qualification for all positions as reviewed within the Division.

**Action Step:** Student Affairs Employee Diversity Committee charged with promoting and supporting diversity within the Division of Student Affairs at Minnesota State University, Mankato. The committee, under the direction of the Vice President for Student Affairs, is charged with assisting the division, in consultation with the Student Affairs Council, in developing and implementing programs and services that support the recruitment and retention of a diverse workforce of faculty, staff, administration and graduate students within the Division of Student Affairs.
Action Step: Research “best practices” in the recruitment and hiring of diverse employees.

Action Step: Provide funds to support the hiring of diverse graduate assistants within the Division.

Action Step: Continue to seek funds to implement the National Association of Student Personnel Administrators Undergraduate Fellows Program.

Action Step: Continue to seek funds to support a Pre-Doctoral Fellow within the Division of Student Affairs.

Persons Responsible: Vice President for Student Affairs, Student Affairs Directors and Student Affairs Employee Diversity Committee.

Outcomes:

- Student Affairs Divisional Diversity Brochure has been published and distributed as a resource for employee recruitment. The brochure has been revised and printed for 2008 - 2009.
- For all unclassified and excluded finalists, a Student Affairs Employee Diversity Welcoming Team Representative makes contact to offer resources and arrange custom information opportunities during on-campus interviews.
- In coordination with Human Resources, the Student Affairs Divisional Diversity Brochure has been incorporated into materials distributed to classified applicants for vacant positions.
- In coordination with Human Resources, the following statement has been incorporated into Notice of Vacancies posted from the Division of Student Affairs: "For more information about the Division and diversity in the Division of Student Affairs visit: http://www.mnsu.edu/saedc
- Student Affairs Welcoming Team web site highlighting diverse employees and allies within the Division was launched.
- In coordination with Human Resources a process by which searches conducted within the Division are tracked by type of search, recruitment methods utilized and diversity of applicant pool as reported via returned supplemental personnel data forms has been implemented.
- Demonstrated commitment to diversity and ability to work with diverse faculty, staff and students as applicable has been added as a position qualification for all positions as reviewed within the Division.
- The Student Affairs Employee Diversity Committee was charged with promoting and supporting diversity within the Division of Student Affairs at Minnesota State University, Mankato. The committee, under the direction of the Vice President for Student Affairs, was charged with assisting the division, in consultation with the Student Affairs Council, in developing and implementing
programs and services that support the recruitment and retention of a diverse workforce of faculty, staff, administration and graduate students within the Division of Student Affairs.

- Best practices in the recruitment and hiring of diverse employees was collected.
- A recruitment team was established and attended the ACPA: College Student Educators International Conference to conduct recruitment activities and co-sponsor an alumni reunion with the College of Education, Counseling and Student Personnel department.

**Objective:** Retain a Diverse Workforce of Faculty, Staff, Students and Administration.

**Action Step:** Implement a Student Affairs Diversity Read Program.

**Action Step:** Implement a Divisional Mentoring Program.

**Action Step:** Student Affairs Employee Diversity Committee charged with promoting and supporting diversity within the Division of Student Affairs at Minnesota State University, Mankato. The committee, under the direction of the Vice President for Student Affairs, is charged with assisting the division, in consultation with the Student Affairs Council, in developing and implementing programs and services that support the recruitment and retention of a diverse workforce of faculty, staff, administration and graduate students within the Division of Student Affairs.

**Action Step:** Pilot a New Employee Reception at the beginning of fall 2006.

**Action Step:** Implement the Division of Student Affairs Diversity Framework to support communication and guide future planning. The framework consists of the following components:

**A PLURALISTIC LEARNING COMMUNITY**

- Recruiting and Retaining a Diverse Workforce of Faculty, Staff, Students and Administration
- Recruiting and Retaining a Diverse Student Body
- Diverse Culture and Welcoming Climate

**THE STUDENT LEARNING ENVIRONMENT**

- Teaching, Learning and Life-Long Learning Experiences
- Campus and Community Life

**FULLY INTEGRATED CULTURE**

- Communication and Meaningful Linkages
- Intentional Integration of Diversity into the University Experience with Accountability and Integrity.

**Action Step:** Research “best practices” in the retention of diverse employees.

**Action Step:** Develop a connection with the Greater Mankato Diversity Council and strengthen connection with Institutional Diversity.
Action Step: Continue required diversity component/standard within Department Comprehensive Program Reviews.

Action Step: As position descriptions are reviewed or searched within the Division, demonstrated commitment to diversity and ability to work with diverse faculty, staff and students as applicable added as a position qualification.

Persons Responsible: Vice President for Student Affairs, Student Affairs Directors and Student Affairs Employee Diversity Committee.

Outcome:

- Student Affairs Diversity Read program was implemented during the 2006 - 2007 academic year. Topics discussed included white privilege, classism, ableism, homophobia and sexism.
- Divisional Mentoring Program was implemented during the 2006-2007 academic year.
- The Student Affairs Employee Diversity Committee was charged with promoting and supporting diversity within the Division of Student Affairs at Minnesota State University, Mankato. The committee, under the direction of the Vice President for Student Affairs, was charged with assisting the division, in consultation with the Student Affairs Council, in developing and implementing programs and services that support the recruitment and retention of a diverse workforce of faculty, staff, administration and graduate students within the Division of Student Affairs.
- A New Employee Reception was co-sponsored by the Student Affairs Employee Diversity Committee and the Office of the Vice President for Student Affairs fall 2006.
- A Division of Student Affairs Diversity Framework was implemented to support communication and guide future planning.

The framework consists of the following components:

A PLURALISTIC LEARNING COMMUNITY
- Recruiting and Retaining a Diverse Workforce of Faculty, Staff, Students and Administration
- Recruiting and Retaining a Diverse Student Body
- Diverse Culture and Welcoming Climate

THE STUDENT LEARNING ENVIRONMENT
- Teaching, Learning and Life-Long Learning Experiences
- Campus and Community Life

FULLY INTEGRATED CULTURE
- Communication and Meaningful Linkages
- Intentional Integration of Diversity into the University Experience with Accountability and Integrity.

- Best practices in the retention of diverse employees were collected.
• Connections with the Office of Institutional Diversity were strengthened in the recruitment of prospective undergraduate students and graduate assistants.
• As position descriptions were reviewed or searched within the Division, demonstrated commitment to diversity and ability to work with diverse faculty, staff and students as applicable was added as a position qualification.
• Comprehensive Program Reviews conducted during 2006-2008 included a required diversity component.

**University Advancement**

**Objective:** To select students of color or from other underrepresented groups as volunteers or participants in alumni programs or activities such as the annual E-mentoring program, student marshals at Commencement, etc.

**Action Step:** To be conscious of and seek out diverse students for any volunteer or alumni programming opportunities.

**Person Responsible:** Director of Alumni Relations & Special Events.

**Outcome:** We sought and selected students of color when possible for events such as commencement. We did not participate in the E-mentoring program this year. The volunteer help of the International Student Office ensures that the international flags are inventoried, steamed and free of rips for use in the two days of graduation ceremonies and other events held throughout the year.

**Objective:** Maintain direct, frequent dialogue with the Affirmative Action Officer and the Dean for Institutional Diversity and Multicultural Relations and Special Assistant to the President for Multicultural Affairs regarding representation of diversity in publications.

**Action Step:** Initiate contact with the Dean of Institutional Diversity & Special Assistant to the President for Multicultural Affairs and the Affirmative Action Officer, who have agreed to serve as advisors-on-call regarding issues of diversity in MSU publications.

**Persons Responsible:** Director of Publications, Director of Media Relations, Assistant Vice President of Integrated Marketing.

**Outcome:** Produced individual marketing plans for Institutional Diversity, College Access Program, Affirmative Action and President’s Commission on Diversity. Developed new website for all diversity links and then placed ads each year in Twin Cities-based media serving underrepresented groups.
Objective: Show diversity in age, gender, culture, and physical ability in University Advancement Division print and electronic publications.

Action Step: Propose and select photo subjects reflecting diversity.

Persons Responsible: Director of Publications, Assistant Vice President of Integrated Marketing.

Outcome: Photo and interview subjects for every issue of Today Magazine and major University print publications were determined with our diversity goals in mind. The result was to show representational and sometimes aspirational diversity among faculty, staff, students and alumni. The campus e-newsletter also projected the same diversity.

Objective: Represent diversity in age, gender, culture, and physical ability in the masters of ceremonies, honorees, featured speakers, and vendors at Advancement/MSU Foundation events.

Action Step: Project managers will propose and select masters of ceremonies, honorees, featured speakers, and vendors reflecting diversity.

Persons Responsible: Vice President for University Advancement, Associate Vice President for University Advancement, Director of Alumni Relations & Special Events.

Outcomes: Spring 2008 commencement speakers included Evangelos Nikolaos Kourkafas, a second generation Minnesota State student whose parents were international students from Greece, and Yunhui Voelker Danforth, an international student from Korea. Diversity of age and gender reflected in Advancement/MSU Foundation events. Need to work on cultural and physical ability diversity.

Objective: Feature more students and alumni of color or from other underrepresented groups in TODAY magazine.

Action Step: Pursue stories that include diversity but perhaps aren’t the obvious “diversity” stories—intramurals/campus recreation, the Reporter, student crossing guards/traffic workers, students’ own writing on diversity, etc.

Persons Responsible: Director of Publications, Assistant Vice President of Integrated Marketing.

Outcome: See response for previous objective: - Show diversity in age, gender, culture, and physical ability in University Advancement Division print and electronic publications.
**Objective:** Seek writers of color or from other underrepresented groups when developing a freelance pool for TODAY at MINNESOTA STATE.

**Action Step:** Mention this goal to faculty and students during guest lectures, and encourage students to send freelance inquiries once they become alumni.

**Persons Responsible:** Director of Publications, Assistant Vice President of Integrated Marketing.

**Outcome:** We invited a broad range of freelancers to submit work for potential use in Today and other publications.

**Objective:** Promote special needs services for Advancement events in all marketing mediums (electronic, print and internet).

**Action Step:** Event managers will include the affirmative action/special needs statement on all promotional efforts.

**Persons Responsible:** Vice President for University Advancement, Assistant Vice President of Integrated Marketing, Director of Alumni Relations & Special Events, Director of Media Relations.

**Outcome:** Affirmative action/special needs statement is included in all promotions for events and will continue to be included. The affirmative action statement has been placed on the graphic standards website.

**Objective:** To aggressively search for newsworthy stories about students from underrepresented groups that could be pitched to the media for extensive news coverage.

**Action Step:** Continue to build relationships with those clubs and organizations across campus that focus on the issues, challenges, and accomplishments of students from underrepresented groups.

**Persons Responsible:** Director of Media Relations.

**Outcome:** News releases were produced for several diversity-related events, such as the Pan African Conference and International Night. Stories on individual members of underrepresented groups, including faculty, staff and students will be a priority for the 2008 - 2009 academic year.

**Objective:** Maintain a campus image bank, or photo library, that depicts a cross-cultural student body and make those photos available to faculty, staff, and students.

**Action Step:** Consider MSU’s substantial diversity goals when planning photo shoots; make photos showing diversity identifiable and available through the image bank developed with MSU’s ITS staff.
Persons Responsible: Director of Publications, Assistant Vice President of Integrated Marketing

Outcome: Every photo shoot has been orchestrated to include members of underrepresented groups so our image library represents a diverse campus community.

Objective: *Endeavor to add diversity to the MSU Foundation and Alumni Association Boards.*

Action Step: Develop listings of prospective members for each Board that include individuals from underrepresented groups. Recruit such members.

Persons Responsible: Vice President for University Advancement and Director of Alumni Relations & Special Events.

Outcome: The Alumni Association Board goal is to reflect the student population in the make-up of our board. Twenty-six percent of our Alumni Association Board members report as being of “national minority” status, which is higher than our 7.3% student population. We are also developing a system to track past international students who are board members to reflect the 3.4% international student population. The MSU Foundation Board Development Committee has researched and proposed diverse candidates for consideration. Cultivation of these individuals continues with the goal to increase Board diversity in 2008-2009.
### Search Process Checklist

These are the essential events in the search process for unclassified employees. The order of events can and may change depending on the circumstances.

**NOTE:** Underlined words link to the appropriate document.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Fill out the necessary position origination documents according to the <a href="#">Hiring Process Guidelines</a>.</td>
</tr>
<tr>
<td></td>
<td>2. Establish the Search Committee and obtain search training through the Affirmative Action Office (AAO) and Human Resources (HR). Provide a copy of proposed search materials including but not limited to plan of recruitment and list of committee members to Affirmative Action Office at time of training. AAO will review plan of recruitment and establish a college-based hiring goal at search training. <strong>NOTE:</strong> All search committee members should read “Summary Statement on Equal Opportunity in Hiring Practices.”</td>
</tr>
</tbody>
</table>
|      | 3. Submit materials to Dean/VP including:  
  a. Draft Notice of Vacancy (matching position description) (note: these are the minimum qualifications your committee will be obligated to follow) (see also Notice of Vacancy guidelines & web version)  
  b. Recruitment Plan (include ad(s)) (see advertising & recruitment guidelines)  
  c. Draft Applicant Screening Forms, Reference Check Questions (if available) (see other forms & samples).  
    Dean/VP will review and forward to Human Resources.  
    **Note:** The Recruitment Plan and Screening Forms may be submitted later, but must be submitted and approved before the Finalist Approval (step 11). |
|      | 4. Human Resources will review materials and return to Dean/VP with suggested changes. Dean/VP will give final approval on changes and notify Search Chair. (Search Chair to provide revised packets to HR & Dean/VP.) **Note:** HR will format final Notice of Vacancy, provide print-ready copy to Search Chair, and then post on university web page, MnSCU web page, HigherEdJobs.com, and MinnesotaDiversity.com. |
|      | 5. Implement Recruitment Plan (3b above) throughout application period.  
  a. Acknowledge all applications (see also guidelines and acknowledging nomination, nominee, & withdrew letters)  
  b. Send SPD form (obtain from University Stores) and Notice of Vacancy.  
  c. Send Application for Employment form (if none submitted). |
|      | 6. Conduct prior review of any internal fixed term IFO candidates pursuant to [IFO Provision in Article 29, Section D](#). **Note:** Complete Priority Consideration Review Form.  
  a. If internal fixed term is recommended for hire, proceed to step 16.  
  b. If internal fixed term is recommended to continue in process to be considered along with other applicants, proceed to step 7.  
  c. If internal fixed term is not qualified for position, notify applicant of same. **Note:** This can be done before placing print ads, but the position must be posted on the Minnesota State University web page, MnSCU web page, and HigherEdJobs.com before reviewing internal candidates.) |
|      | 7. Screen out applications not meeting qualifications. (Can be done by search chair or designated members of search committee.) Use Screening Summary Report form. Notify applicants who do not meet qualifications. (Review confidentiality guidelines.) |
|      | 8. Screen qualified applications using consistent, equal opportunity, and job related criteria for all candidates. Determine potential finalists. Record results on Screening Summary Report form. (Can notify some candidates if no longer being considered.) |
|      | 9. Notify potential finalists by phone. (Inquire re: continued interest, notify re: reference checks.) Ask potential interviewees to submit official transcript of highest completed degree, if not submitted previously. |
10. Conduct reference checks. (Use standard questions; record data; notify referees of data privacy issues.)

11. Fill out Finalist Approval Form and send to AAO Director (attach Report of Recruitment Procedures, Screening Summary Report form, Notice of Vacancy, and Resume for each potential finalist). Dean/VP will give final approval to proceed.

12. Arrange interviews. (Comply with travel regulations.) (See also Expense Reimbursement for Finalists.)
   Note: Throughout the search, Search Chair should consult with Department Chair and faculty about the status of the search (confidentiality rules must be followed). Department Chair (unit head) and faculty (unit) can work with Search Chair and Search Committee by reviewing public information on finalists, and participating in campus interviews.
   Note: Be sure to redact confidential information from resources of interviewees. See Confidentiality and Access to Applicant Files for details.

13. Interview finalists using consistent, equal opportunity and job related criteria for all candidates. Record results in Screening Summary Report form. (Candidates must fill out Work Experience Summary (IFO)(MSUAASF) to be used in determining appropriate salary, as well as other releases that may be necessary.) Provide candidates with appropriate benefit summary. See additional information on conducting interviews. Do travel reimbursement form at this time.


15. Provide information to Dean/VP re: results of committee work. Dean/VP will provide format for this. Remember—the VP makes selection of candidate. Dean must notify Search Chair of status regarding selection.

16. Complete Offeree Approval Form (attach signed Finalist Approval Form, updated Screening Summary Report form, resume and Notice of Vacancy). Obtain required signatures. This step must be completed prior to submitting work experience documentation in Step 17.

17. Hiring official should review and sign the Work Experience Summary that was completed by the applicant (step 13) and forward to the Vice President’s Office with résumé/vita, official transcript of highest completed degree, Application for Employment, and completed Offeree Approval form (step 16). NOTE: The VP’s office will review the work experience documentation and forward to Human Resources. No salary offer can be made before Human Resources reviews the Work Experience Summary, official transcript, Application for Employment, Offeree Approval form, and makes a salary recommendation. After Human Resources and the Vice President’s Office has completed a review of work experience history, Human Resources will return to the hiring official an analysis of the work history and the recommended hiring salary.

18. Appropriate Vice President extends the offer, Human Resources will review the Offer Letter and Terms of Appointment before it is sent.

19. After the candidate accepts in writing, Dean/VP notifies Search Chair of acceptance of offer. Notify remaining candidates not hired that they are no longer being considered.

20. The VP’s Office will submit the necessary appointment documents to Human Resources according to Hiring Process Guidelines and return all other recruitment materials to Search Chair.

21. Search Chair will submit all search materials to Human Resources (include applicant files, screening forms, and Selection Decision Reports). (Refer to Documenting a Search.)
DATE: April 2008

TO: On Campus University Employees and Residents

FROM: Suzanne C. Dugan, Director of Security
Robert McGinn, Director of Environment Health and Safety and Risk Management

RE: TORNADO / SEVERE WEATHER WARNING

An EMERGENCY BUILDING COORDINATOR has been designated for each building listed. On the reverse side lists Tornado Shelter locations for each building on campus. In the event of potentially severe weather, it is recommended that each building coordinator and occupant have access to a portable AM/FM radio in order to follow weather updates.

SEVERE THUNDERSTORMS
A. Public warning signal (radio, TV)—NO siren sounded unless danger of tornado.
B. Tune in radio to local commercial broadcast station.
   FM: KMSU 89.7, KATO 93.1, KXLP 94.1, KDOG 96.7, KEEZ 99.1, and KYSM 103.5
   AM: KYSM 1230 or KTOE 1420

TORNADOES
A. Tornado Watch—means conditions in the area are such that a tornado may develop.
   Tune in radio to local commercial broadcast station for weather updates such as warnings, expirations or extensions.
B. Tornado Warning—means a tornado has actually been sighted in the area, "take cover."
   1. Tornado warning signal (3-5 minutes steady blast on Civil Defense Siren); also alert will be disseminated to MSU Security from National Severe Weather System.
      *NOTE: Sirens are tested first Wednesday of each month at 1 p.m.
   2. Security will attempt to inform all BUILDING COORDINATORS (listed below) by telephone so the Coordinator can activate their building emergency notification procedures.
   3. All persons should proceed to pre-designated tornado shelter areas. It is suggested that departments take and listen to a portable battery operated AM/FM radio to accompany you to the appropriate shelter so you are informed of weather updates such as tornado warning expirations or extensions.
      a. Evacuate to the shelter areas - don’t be sightseers!
      b. Secure (lock) your area when evacuating to prevent possible thefts, take along personal valuables.

To link to Weather information: www.mnsu.edu/security/emergencies/severe

EMERGENCY BUILDING COORDINATORS

<table>
<thead>
<tr>
<th>ALUMNI AND FOUNDATION</th>
<th>MORRIS HALL</th>
<th>TRAFTON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vicki Langevin 2614/2021</td>
<td>Tami Wilkins/ Joe Kunkel 2721/6930</td>
<td>Mary Lou Getta 5998</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANDREAS OBSERVATORY</th>
<th>NELSON / CONKLING</th>
<th>TRAFTON EAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>2691</td>
<td>Connie Derner-Hulke 6412</td>
<td>Jean Willaert 6383/5998</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARMSTRONG HALL</th>
<th>PERFORMING ARTS AND ANDREAS</th>
<th>UTILITY PLANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gail Orcutt 5445</td>
<td>Dr. Paul Hustoles 2118</td>
<td>Steve Ardolf 1332</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BLAKESLEE STADIUM</th>
<th>RESIDENTIAL HALLS / COMMONS</th>
<th>WIECKING CENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1007</td>
<td>Dan Elliott 1011</td>
<td>Suzanne Dugan 2111</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HC / HN / MF / PENNINGTON</th>
<th>STUDENT UNION</th>
<th>WIGLEY ADMINISTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Todd Pfingsten 2500/6215/2796</td>
<td>Scott Hagebak 6721/5890</td>
<td>Cheri Miller 6902/1419</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEMORIAL LIBRARY</th>
<th>TAYLOR CENTER</th>
<th>WISSINK BUILDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leslie Peterson 2290/5931</td>
<td>Laura Henry 1822</td>
<td>David Haglin 2968/1453</td>
</tr>
</tbody>
</table>

# If you have specific questions related to this information, please contact Security.

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REVISED 03/17/08
**TORNADO SHELTER LOCATIONS**

- Please remember to stay away from glass windows in any of the locations listed below.
- The shelter areas in these buildings are accessible anytime that the exterior building doors are open.

<table>
<thead>
<tr>
<th>BUILDINGS</th>
<th>LOCATION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni and Foundation</td>
<td>First floor restrooms, break room, mail room and inner hallway Alternate</td>
</tr>
<tr>
<td></td>
<td>Phone-a-Thon room</td>
</tr>
<tr>
<td>Andreas Observatory</td>
<td>Under the Telescope, corridor and restrooms</td>
</tr>
<tr>
<td>Armstrong Hall</td>
<td>Basement corridors, restrooms and classrooms #4, 29, 38A and 45</td>
</tr>
<tr>
<td>Blakeslee Stadium</td>
<td>Grounds Shop west bleachers/Taylor Center basement, corridors and stairwells</td>
</tr>
<tr>
<td>Carkoski Commons (Residence Hall)</td>
<td>North and West basement corridors</td>
</tr>
<tr>
<td>Crawford Center (Residence Hall)</td>
<td>Laundry room in Crawford Center, North and West basement corridors in Carkoski</td>
</tr>
<tr>
<td></td>
<td>Commons basement</td>
</tr>
<tr>
<td>Ford Hall</td>
<td>North side- interior classrooms; additional location, Trafton South main floor</td>
</tr>
<tr>
<td>Gage Complex (Residence Hall)</td>
<td>Interior restrooms, kitchens and A&amp;B stairs on floors 1-7</td>
</tr>
<tr>
<td>Julia A. Sears (Residence Hall)</td>
<td>Interior Restrooms, floor 1-3, Basement tunnel</td>
</tr>
<tr>
<td>Highland Complex (Residence Hall)</td>
<td>Otto Arena restrooms/locker rooms, Myers Field House restrooms</td>
</tr>
<tr>
<td>Highland North</td>
<td>Highland North West corridor and locker rooms; additional locations in Highland</td>
</tr>
<tr>
<td></td>
<td>Complex and Trafton</td>
</tr>
<tr>
<td>McElroy Complex (Residence Hall)</td>
<td>McElroy laundry rooms, basement corridor to H and I wings and McElroy service tunnel</td>
</tr>
<tr>
<td></td>
<td>(access through F, G, H &amp; I basements)</td>
</tr>
<tr>
<td>Memorial Library</td>
<td>Stairwells - basement level</td>
</tr>
<tr>
<td>Morris Hall</td>
<td>East stairwell - first floor landing and basement, MH102, MH103 and MH east stairwell</td>
</tr>
<tr>
<td>Nelson Hall / Conkling</td>
<td>Lower level - corridor and restrooms; Conkling occupants should use Nelson</td>
</tr>
<tr>
<td></td>
<td>Hall shelters</td>
</tr>
<tr>
<td>Pennington Hall</td>
<td>Restrooms</td>
</tr>
<tr>
<td>Performing Arts and Andreas</td>
<td>Basement, restrooms, and Andreas Theater basement</td>
</tr>
<tr>
<td>Theater</td>
<td></td>
</tr>
<tr>
<td>Student Union and Addition</td>
<td>Basement includes bowling alley, billiards, table tennis, game room;</td>
</tr>
<tr>
<td></td>
<td>Secondary shelter for after hours is the NW corner stairwell</td>
</tr>
<tr>
<td>Taylor Center</td>
<td>Basement, corridors and stairwells</td>
</tr>
<tr>
<td>Trafton Center</td>
<td>First floor corridor and center lecture hall rooms C122, C123, and C128</td>
</tr>
<tr>
<td></td>
<td>away from the windows</td>
</tr>
<tr>
<td>Trafton East</td>
<td>First floor corridor south wall outside rooms’ #E120-E123 and restrooms</td>
</tr>
<tr>
<td>Trafton North</td>
<td>First floor corridor and interior classrooms/labs</td>
</tr>
<tr>
<td>Trafton South</td>
<td>First floor corridor and interior classrooms/labs</td>
</tr>
<tr>
<td>Utility Plant</td>
<td>Restroom</td>
</tr>
<tr>
<td>Wiecking Center</td>
<td>Basement mechanical room, restrooms</td>
</tr>
<tr>
<td>Wigley Administration Center</td>
<td>Restrooms; additional location in Student Union. SU Basement includes</td>
</tr>
<tr>
<td></td>
<td>bowling alley, billiards, table tennis, game room and restrooms</td>
</tr>
<tr>
<td>Wissink Hall</td>
<td>ACC classrooms #115-116 and #125-125A and restrooms (266)</td>
</tr>
<tr>
<td></td>
<td>additional location in TR first floor corridor and center lecture halls</td>
</tr>
</tbody>
</table>

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Class cancellations

Cancellation of classes means only that classes are not in session — the campus remains open. The decision to cancel a non-academic event such as Athletics, Student Development activities, etc., will be made by the director responsible for the activity in consultation with his/her vice president. University employees may use their own discretion regarding emergency conditions and personal safety in relation to their reporting for work. All employees may take personal leave, vacation time or use earned comp time when classes are cancelled and you are not able to report to work. If unable to report to work, employees are to notify their supervisor.

Notification of class cancellations will be placed on the University website and email notices sent to students and staff. Announcements will be provided for broadcast to the following local and regional media: KYSM, KEEZ, KTOE, KMSU, WCCO, KEYC, KARE, and KSTP.

Each supervisor will develop procedures to inform their employees with hearing impairments of class cancellations.

Morning announcements will be made by 5:30 a.m. and afternoon/evening announcements will be made by 2:30 p.m.

Campus closure

In extreme emergency conditions, the campus may be closed and all functions cease with the exception of those functions considered essential to the well-being of students, those service activities available for students living on campus, and those functions deemed essential to the protection of life and property. Employees, with the exception of weather or other emergency essential employees, are excused from work with pay. Weather or other emergency essential employees who are not excused from work will be paid as specified in the appropriate collective bargaining agreement.

Notification of campus closure will be placed on the University website and email notices sent to students and staff. Announcements will be provided for broadcast to local and regional media — as listed under "Class cancellations".

Each supervisor will develop procedures to inform their employees with hearing impairments of campus closure.

Morning announcements will be made by 5:30 a.m. and afternoon/evening announcements will be made by 2:30 p.m.
4.4 Weather / Short Term Emergency Closings

Part 1. Cancellation of Classes due to Weather or other Short Term Emergencies. The authority to cancel classes due to weather conditions or other short term emergencies resides with the college or university president or the president's designee. Policy 1A.10 Emergency Management is applicable for long term closures. Cancellation of classes does not excuse any employee from work. Employees of the college, including faculty, may take personal leave, vacation leave or use earned compensatory time when classes are canceled and they choose to be absent from work.

Part 2. Campus Closing due to Weather or other Short Term Emergency. A president or designee may close a college or university campus due to a weather or other short term emergency of 6 calendar days or less in accordance with this policy. Policy 1A.10 Long Term Emergency Management is applicable for long term closures. The closure of state agencies by the Commissioner of the Department of Employee Relations does not apply to MnSCU institutions. The Governor of Minnesota has emergency powers to issue an executive order to change the work schedule of executive branch employees in cases of natural disaster or other emergencies [M.S. Section 12.21]. This does apply to MnSCU employees.

Subpart A. Weather emergencies. The college or university president shall develop written procedures which will be used to determine when weather conditions constitute a threat to the health and safety of college or university employees and students. The written procedures shall identify the following:
1. Processes for assessment of weather and travel conditions (temperature, wind, precipitation, condition of roads). At a minimum, one state and one local authority should be contacted as part of an assessment of weather and travel conditions. The following offices are suggested as authorities to contact:
   • State Highway Patrol District Office
   • Minnesota Department of Transportation - district offices
   • County and city law enforcement offices
   • County and city highway maintenance offices

2. Positions and employees of the college or university who provide services that are essential to protect life and property during campus closings due to weather conditions. These “weather essential” employees will not be excused from work duty during campus closings.
Subpart B. Filing. A copy of the written procedures shall be filed with the Chancellor.

Subpart C. Other emergencies. The college or university president shall maintain a list of emergency situations other than those which are due to weather conditions for which campus closure would be an appropriate action. A list of essential employees that would not be excused from work duty during campus closings due to identified emergency conditions shall be maintained by the president.

Subpart D. Effect of closure. When a campus closing is declared, college or university employees are excused from work with pay. An employee’s absence with pay for an individual emergency situation shall not exceed the equivalent of two work days unless the Chancellor authorizes a longer period. A campus closure applies to all employees without regard to labor contract. Weather or other emergency essential employees who are not excused from work will be paid at their regular rate of pay.

Subpart E. Timeframe. The declaration of a campus closure shall, whenever possible, clearly identify the timeframe when employees are excused from work.

Subpart F. Notice to chancellor. Each college or university shall notify the Chancellor or designee after the decision is made to close a campus due to weather conditions or other emergency conditions. This notice will be used by the Office of the Chancellor to respond to inquiries regarding campus closures.

Part 3. Office of the Chancellor. The Commissioner of the Department of Employee Relations has authority to excuse employees of the Office of the Chancellor with pay due to weather or other emergencies. The Chancellor may also excuse employees of the Office of the Chancellor due to weather or other emergencies and may pay employees with the approval of the Commissioner of the Department of Employee Relations for such absence. Decisions by a president to close a campus apply to employees of the Office of the Chancellor assigned to a work station at that campus.

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

Part 3. Definitions. For purposes of this procedure, the following terms have the meaning given them. Subpart A. Employer: The employer is the system office, college or university.

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

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

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

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

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

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

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

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

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

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

Part 6. Providing Reasonable Accommodations. Subpart A. Job Relatedness. Reasonable accommodations will be provided only for job-related needs of individuals with a disability. The primary factor in evaluating an accommodation’s job relatedness is whether the accommodation specifically assists the individual to perform the essential functions of the job as identified at the time of the reasonable accommodation request. If the requested accommodation is primarily for the benefit of the individual with a disability to assist that individual in daily personal activities, the employer is not required to provide the accommodation. The appropriate reasonable accommodation is best determined through a flexible, interactive process that involves both the employer and the qualified individual with a disability; it may include the appropriate union representative as provided by the applicable collective bargaining agreement.

Subpart B. Essential Functions. The system office, college or university may deny employment or advancement in employment based on the inability of an individual with a disability to perform the essential functions of the job and may decline to make accommodations to the physical or mental needs of an employee or job applicant with a disability if:
1. the accommodation would impose an undue hardship on the system office, college or university as provided under Subpart C.; or
2. the individual with a disability, with or without reasonable accommodations, is not qualified to perform the essential functions of that particular job; or
3. having the individual in the job would create a direct threat because of a significant risk to the health and safety of the individual or others and the risk cannot be eliminated by reasonable accommodation.

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

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

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

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

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

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.
Measuring the response rate of recruitment sources used for Unclassified vacancies are mainly dependent on the voluntary return by applicants of the Supplemental Personnel Data for Affirmative Action Recruitment form found in Appendix L. Some applicants identify more than one recruiting source and a large number of applicants simply fail to return the form. The results shown are indicative of the actual responses received during this reporting period. In Fall 2008, the University will implement an online applicant tracking process which includes a revised Supplemental Personnel Data for Affirmative Action Recruitment form. It is anticipated that the ability to submit the Supplemental Personnel Data for Affirmative Action Recruitment form online at the time of application will greatly assist the University in processing and monitoring its ongoing efforts in recruiting and retaining talented faculty and staff from traditionally underrepresented groups.

<table>
<thead>
<tr>
<th>Methods Used</th>
<th>Title or name</th>
<th>$ Costs</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local newspapers</td>
<td>Mankato Free Press</td>
<td>$ 9,533.52</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Minneapolis Star Tribune</td>
<td>$ 33,303.11</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>St. Paul Pioneer Press</td>
<td>$ 984.00</td>
<td>1</td>
</tr>
<tr>
<td>Publications – general</td>
<td>Chronicle of Higher Education &amp; website</td>
<td>$ 33,951.85</td>
<td>252</td>
</tr>
<tr>
<td>Publications – job specific</td>
<td>AMS (American Mathematical Society)</td>
<td>$ 455.00</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ASEE Prism (American Society for Engineering Education)</td>
<td>$ 891.45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry and Engineering News</td>
<td>$ 375.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jobs for Philosophers</td>
<td>$ 408.80</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MLA / JIL (Modern Language Assn/Jobs in Literature)</td>
<td>$ 203.40</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>NCAA (National Collegiate Athletic Association)</td>
<td>$ 1,620.00</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Science Journal</td>
<td>$ 1,732.00</td>
<td>2</td>
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<tr>
<td>Electronic Media - general</td>
<td>Career Chronicles (Chronicle of Higher Education) – see publications</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HigherEdJobs.com</td>
<td>$ 3,790.00</td>
<td>291</td>
</tr>
<tr>
<td></td>
<td>MnSCU Employment Opportunities website &amp; bulletin</td>
<td>-</td>
<td>76</td>
</tr>
<tr>
<td>Electronic Media - general</td>
<td>MSU “Employment at MSU”</td>
<td>-</td>
<td>338</td>
</tr>
</tbody>
</table>
### RECRUITMENT OF UNCLASSIFIED STAFF
### ADVERTISING SOURCES, COSTS, & RESPONSES
#### Minnesota State University, Mankato
**7/1/06 – 6/30/08**

<table>
<thead>
<tr>
<th>Advertising Methods</th>
<th>Total Responses from all Applicants (%)</th>
<th>Minority Applicants (%)</th>
<th>Female Applicants (%)</th>
<th>Disabled Applicants (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
<td>394 (22.6%)</td>
<td>131 (23.5%)</td>
<td>150 (19.7%)</td>
<td>5 (22.7%)</td>
</tr>
<tr>
<td>Electronic Media</td>
<td>999 (57.3%)</td>
<td>309 (55.4%)</td>
<td>471 (61.9%)</td>
<td>14 (63.6%)</td>
</tr>
<tr>
<td>Mailings</td>
<td>3 (0%)</td>
<td>1 (0%)</td>
<td>1 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Personal Networking</td>
<td>78 (4.5%)</td>
<td>12 (2.2%)</td>
<td>36 (4.7%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Conferences/Prof Meetings</td>
<td>3 (0%)</td>
<td>0 (0%)</td>
<td>1 (0%)</td>
<td>1 (4.5%)</td>
</tr>
<tr>
<td>Other</td>
<td>216 (12.4%)</td>
<td>87 (15.6%)</td>
<td>82 (10.7%)</td>
<td>2 (9%)</td>
</tr>
<tr>
<td>No Indication/Unknown</td>
<td>50 (2.9%)</td>
<td>17 (3%)</td>
<td>20 (2.6%)</td>
<td>1 (4.5%)</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>1743</strong> (100%)</td>
<td><strong>557</strong> (100%)</td>
<td><strong>761</strong> (100%)</td>
<td><strong>22</strong> (100%)</td>
</tr>
</tbody>
</table>

**NOTE:** This is just a brief listing of the commonly used advertising venues. Some publication ads refer applicants to MSU’s employment website and the applicant lists the website as the recruitment source rather than the publication.
RETENTION PLANS

President’s Office

Objective: In furtherance of its strategic priority, the President’s Office will continue to support a comprehensive institution-wide diversity plan and continue to review strategies for retaining a diverse faculty and staff.

Action Step: Monitor the progress of the Diversity Plan.
Action Step: Continue to work with administrators and bargaining unit officers to develop appropriate programs to involve persons of diverse backgrounds in the University community and area community.
Action Step: Continue to encourage development of diversity training programs for administrators and others and strongly encourage attendance at such programs by administrators (i.e., Decision-maker Training for 1B.1 complaints).
Action Step: Meet periodically with employees from diverse backgrounds to listen and respond to concerns.
Action Step: Create an expectation that all members of the community are welcoming of diverse perspectives and that our University is an inclusive campus.

Objective: Work with the Mankato Area Diversity Council in promoting diversity in the greater Mankato community.

Action Step: Support financially and encourage involvement of University employees in the work of the Council.
Action Step: Encourage employee participation in programs sponsored by the Diversity Council.

Office of Affirmative Action

Objective: Assist departments and units in updating, implementing, and monitoring their retention plans.

Action Step: The Office will work closely with the colleges and departments in implementing and monitoring their respective retention objectives.
Action Step: The Office will serve as a resource center for issues related to affirmative action and the changing demographics of the University community.
Objective: Develop and disseminate strategies to improve the welcoming environment for minorities, women and individuals with disabilities.

Action Step: Actively participate in the celebration of diversity in the University community.

Action Step: Actively participate in all University initiatives promoting diversity in employment.

Action Step: Ensure that new employees receive a complete orientation regarding all aspects of equal opportunity and affirmative action to assist in their acclimation to the University and community.

Action Step: The Office will develop partnerships with civic and community organizations to assist in welcoming University employees to the community.

Action Step: The Office will offer culturally-responsive conflict resolution strategies in the resolution of conflicts.

College of Allied Health and Nursing

Objective: Explore and develop strategies toward retention of faculty of color.

Action Step: Provide an orientation for newly hired personnel.

Action Step: Provide and encourage opportunities for involvement with faculty and staff across the College.

Action Step: Implement a peer mentoring program across the College.

Persons Responsible: Faculty, College Committees, Department/School Chairpersons, Associate Dean, and Dean.

College of Arts and Humanities

Objective: Creating a welcoming and nurturing environment for new faculty members from historically underrepresented groups.

Action Step: Ensure that new faculty receives complete orientation about all aspects of department and University life.

Action Step: Ensure that all faculty are encouraged to participate fully in the social life of the department and University but not overwhelm them.

Action Step: Facilitate mentoring between new and veteran faculty members.
**Persons Responsible**: Department Chairs.

**Objective**: *Cultivating opportunities for professional development in teaching, scholarship and creative activities for faculty members from historically underrepresented groups.*

**Action Step**: Ensure that new faculty receives complete orientation about all aspects of department and University life.

**Action Step**: Recruit new faculty for departmental and other committees and professional activities but not overwhelm them.

**Action Step**: Invite and facilitate attendance at departmental and other professional functions but not overwhelm them.

**Action Step**: Mentor new faculty in preparing their Article 22 Professional Development Plans and Reports.

**Action Step**: Alert new faculty to opportunities for professional growth and development offered by the department, Center for Excellence in Teaching and Learning, MnSCU and other groups but not overwhelm them.

**Persons Responsible**: Department Chairs.

**Objective**: *Creating an inclusive professional environment for faculty members from historically underrepresented groups.*

**Action Step**: Invite input on matters of curriculum, scheduling, and support for professional activities from faculty members from historically underrepresented groups.

**Action Step**: Promote faculty participation in professional meetings, workshops, seminars, and colloquia that enhance understanding of issues affecting historically underrepresented groups.

**Persons Responsible**: Department Chairs.

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**College of Business**

**Objective**: *The College of Business will retain diverse faculty and staff*

**Action Step**: The COB will make special efforts to offer schedules and programs that are consistent with retention of diverse faculty and staff.

**Action Step**: The COB will support the MSU Cultural Diversity Week events both financially and through participation in the activities.

**Action Step**: The COB will seek to retain diversity in faculty and staff through
supporting conferences and workshops that promote diversity.

**Action Step:** The COB will support and recognize teaching and research activity which encourages a culture of inclusion and diversity.

**Persons Responsible:** Departmental Chairpersons and the Dean

**Objective:** *The College of Business will retain diverse students*

**Action Step:** The COB Advising Office will make special efforts to advise and meet with diverse students to facilitate successful.

**Action Step:** The COB will support the MSU Cultural Diversity Week events both financially and through participation in the activities.

**Action Step:** The COB will retain diverse students through supporting conferences and workshops that support and promote a diverse student body.

**Action Step:** The COB will support student clubs and extracurricular activities that promote diversity.

**Persons Responsible:** Dean’s Office and the Advising Office

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**College of Education**

**Objective:** *To establish a College of Education workplace environment that is inclusive, welcoming of diversity and free of discrimination, harassment, workplace bullying and violence.*

**Action Step:** Include the College of Education policy statement on all Notices of Vacancy, website and other materials used to recruit faculty. Policy Statement: It is a priority and policy of the COE to recruit and retain diverse faculty, candidates, and partners. In so doing, all members of the college are to be strongly encouraged by the diversity committee, chairs, and the dean of the college to participate in collegial support and/or mentoring for all new members of our broad learning community, develop increasing cultural competence and to actively work to eliminate acts of discrimination, prejudice, and workplace intimidation.

**Action Step:** Assess the climate in the College of Education [a] towards faculty from diverse backgrounds; [b] experience of faculty from diverse backgrounds.

**Action Step:** Have all faculty and staff in the College of Education participate in training on White privilege, ethnocentrism, racism [intentional and unintentional], workplace harassment and bullying.
**Action Step:** Develop, implement and refine College of Education policies and procedures for responding to acts of racism, ethnocentrism, workplace harassment and bullying.

**Action Step:** Evaluate the efforts of each department and department Chair to promote an inclusive and intimidation-free workplace through pre-year and post-year climate surveys.

**Persons Responsible:** Dean, Diversity Committee, Chairs, Faculty and Staff.

**Objective:** To ensure that faculty from diverse backgrounds are intentionally retained in the College of Education.

**Action Step:** Identify appropriate and effective strategies from the existing research to support and retain diverse faculty in the College of Education.

**Action Step:** Provide new faculty with structured one-on-one mentoring.

**Action Step:** Develop an orientation booklet to use with existing materials to welcome the new Faculty members to campus with a welcome message from the President and other key personnel.

**Action Step:** Schedule regular, informal meetings with designated people such as the Dean, Chair and other faculty members outside of the department and persons from key offices, at which faculty from diverse backgrounds can share their experiences about the Department and the College of Education.

**Persons Responsible:** Dean, Diversity Committee, Chairs, Faculty & Staff.

**Objective:** To establish the expectation that all faculty and staff in the College of Education are responsible for infusing diversity into their program and courses.

**Action Step:** Review the manner in which diversity is addressed in the curriculum and in courses of all departments.

**Action Step:** Develop incentives and rewards for faculty efforts to promote diversity and cultural competence.

**Action Step:** Continue to participate in the MnTERC study following the diversity experiences of COE graduates as they progress in their teaching careers.

**Action Step:** Use a COE workday to present the findings of the MnTERC study for all departments to use in infusing diversity into their programs and courses.
Persons Responsible: Dean, Diversity Committee, chairs, Faculty and Staff.

Objective: To examine the promotion and tenure criteria on the retention of faculty from diverse backgrounds.

Action Step: Research and report on successful policies for retaining a diverse in a public university.

Action Step: Identify and implement policies and procedures that will ensure retention of a diversity faculty for the College of Education.

Persons Responsible: Dean, Diversity committee, Chairs, Faculty and Staff.

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College of Graduate Studies and Research

Objective: Represent diversity in age, gender, culture, and physical ability in both the content and photographs featured in publications produced by the College of Graduate Studies and Research, including the graduate viewbook, FRONTIERS and TOMORROW magazines, and the GSR website.

Action Step: Work with Integrated Marketing to increase the number of photos depicting graduate students and faculty of color in the University’s image library; ensure that photographs on the GSR website and in all GSR publications reflect diversity.

Action Step: Actively seek out news stories about faculty and students from under-represented groups for inclusion in FRONTIERS and TOMORROW magazines.

Persons Responsible: Dean of Graduate Studies and Research; Director of Graduate Studies; Director of Research and Sponsored Programs; Coordinator of Graduate Student Recruitment.

Objective: Explicitly include commitment to diversity as a criterion for performance review for all Graduate Studies and Research employees.

Action Step: Ensure that all position announcements and position descriptions include explicit statements about the importance of diversity and applicants’ ability to contribute to the diversity of the campus community.
Action Step: Address commitment to diversity in annual performance reviews and provide constructive feedback and opportunities for development or remediation as necessary.

Action Step: Require each unit head within the College of Graduate Studies and Research to establish Affirmative Action and diversity-related goals annually and to provide annual progress reports.

Persons Responsible: Dean of Graduate Studies and Research; all Directors within the College of Graduate Studies and Research.

Library Services

Objective: Library Services will be proactive in recruiting and retaining individuals with diverse backgrounds to fill vacant faculty and staff positions.

Action Step: Develop recruitment plans and vacancy notices that intentionally incorporate language designed to attract a diverse pool of applicants.

Action Step: Target recruitment efforts to media whose circulation includes individuals with diverse backgrounds.

Action Step: Target Library and Information Science programs with the most diverse populations in recruitment efforts.

Persons Responsible: Search committee chair, search coordinator, Dean of Library Services, Office of Human Resources, Office of Affirmative Action.

College of Science, Engineering and Technology

Objective: Seek to broaden the college faculty diversity to be more representative of the population of the future and to bridge faculty diverse groups across disciplines within the college and University.

Action Step: Recruit more intensely for diverse faculty across the college.

Action Step: Strive to have faculty work across department boundaries so as to maximize the association to diverse groups. This would be socially as well as collaboratively within the discipline.
**Persons Responsible:** Dean, Department Chairs, Search Committees, and Department Faculty.

**Report:** To be completed in 2010.

**Objective:** *Schedule College activities that will be supportive of all gender and underrepresented groups and to provide educational opportunities that will enhance the total learning needs and interests of diverse groups.*

**Action Steps:** Host speakers from both inside and outside of the institution to lead college faculty forward in quest for current concepts on campus diversity. The speakers will:

- Lead discussions on improving the cultural environment for faculty, staff and students within the College and University.
- Raise college awareness of affirmative action policies through College-wide workshops.
- Work with industries with common goals in developing increased diversity in the workplace.
- Utilize the Minnesota Center of Engineering and Manufacturing Excellence (MNCEME) to bridge the gap between K-12, industry and higher education.

**Persons Responsible:** Dean’s Office, College Departments, and Center of Excellence personnel.

**Report:** To be completed in 2010.

**Objective:** *Develop faculty team teaching groups with multicultural representation so that retention of culturally diverse views of teaching and learning styles are well rooted in the curriculum.*

**Action Step:** Actively work to increase the working relationships of culturally diverse faculty.

**Action Step:** Promote the inclusion of instructional materials throughout the college curriculum that will promote a better understanding of the needs of culturally diverse populations.

**Persons Responsible:** Dean’s Office and Faculty of individual Departments.

**Report:** To be completed in 2010.

**Objective:** *Recruit students of diverse backgrounds to enhance and enrich the student-faculty relationships so that a diverse faculty can visualize need for their retention.*
**Action Step:** Actively advertise and recruit underrepresented students and women to programs within the college. This will be done by:

- Visiting junior and senior high schools in the Twin Cities and along Highway 60 where underrepresented students exist. The focus will be partnership building with the school and community administrations.
- Encourage students who are involved with Senior Design Projects/Applied Research projects to present to high school students.
- Specifically target schools with high Black and Hispanic populations to learn their culture and needs so that we are better prepared to serve them as students.

**Persons Responsible:** Dean’s Office and College faculty/students of capstone experiences.

**Report:** To be completed in 2010.

**College of Social and Behavioral Sciences**

**Objective:** *CSBS will mentor new faculty members by hosting new faculty events and by encouraging new faculty members to participate in CETL’s mentoring program.*

**Action Step:** CSBS dean and department chairs will encourage new faculty to participate in CETL programs.

**Action Step:** The CSBS Teaching and Learning Committee will host events for new faculty.

**Persons Responsible:** Dean, Teaching and Learning Committee members

**Objective:** *CSBS will continue to improve the campus climate for underrepresented groups of faculty, staff, and students.*

**Action Step:** CSBS will continue previous retention efforts of the College and the CSBS Diversity Committee, such as workshops and seminars on diversity issues.

**Action Step:** CSBS will support and participate in campus wide diversity events, workshops, and seminars.

**Persons Responsible:** Dean, College Diversity Committee members.

**Resources required for SBS Affirmative Action Goals**
Faculty and staff time and talent; in addition to monetary support of goals.

**Resources to fund SBS Affirmative Action Objectives**
Required resources will come from CSBS and department faculty, staff, students and budgets. Individual departments may seek additional funding from the Office of Institutional Diversity.

Finance & Administration Division

Objective: Create a friendly, helpful environment for all employees, especially underrepresented groups.

Action Step: Ensure that new employees receive a complete orientation regarding all aspects of their department, the Finance & Administration Division and the University.

Action Step: Ensure that all employees are encouraged to participate fully in the social activities of their department, the Finance & Administration Division and the University.

Action Step: Provide and encourage employees to participate in training on teamwork, how to achieve a positive working environment, customer service, diversity, supervision (if appropriate) and other pertinent topics.

Persons Responsible: Vice President for Finance & Administration and Division Supervisors.

Objective: The Finance & Administration Division will not tolerate any comments, written or oral, which may be construed as inflammatory, sexist, racist or insensitive to anyone.

Action Step: The Vice President for Finance & Administration will discuss this objective with the members of the Division. Any reported incidents will be reviewed and appropriate action will be taken.

Action Step: Finance & Administration Division supervisors will receive training on leadership and supervision that includes the handling of situations related to diversity, working relationships and other interpersonal issues they may encounter with their staff members.

Action Step: Training opportunities on diversity, working relationships, teamwork and other pertinent topics will be provided to all division staff members during this time period through videos, workshops, and speakers. Staff members will also be encouraged to attend training both off campus and on campus.

Action Step: The division's "Service objectives" will be discussed on a regular basis with supervisors and staff members. To help make the
"Service objectives" become part of everyone's work ethic, they will be posted in each unit and periodic group discussions will be held regarding how putting the objectives into practice can positively affect each of us and the quality of our service and dealings with our co-workers and our customers.

**Persons Responsible:** Vice President for Finance & Administration and Division Supervisors.

**University Advancement**

**Comments:** The Division of University Advancement is the smallest division on the Minnesota State Mankato campus with approximately 50 employees. Therefore, retention activities will be led by the Vice President and/or Associate Vice President.

**Objective:** The Vice President and Associate Vice President are committed to remaining in personal contact with employees from protected groups to assure that the adjustment process to the Division, Minnesota State and the Mankato community is going well.

**Action Step:** Minnesota State’s commitment to diversity will be kept visible by continuing dialog on the value of diversity within the University community. We will continue to use at least one of our Division bimonthly meetings to focus on diversity issues.

**Action Step:** Provide a mentoring program for employees from protected groups.

**Action Step:** Conduct on-campus training to assure that employees from protected groups have the necessary skills to succeed in their positions. We will continue to encourage all Division employees to attend campus workshops and program opportunities on diversity.

**Action Step:** All employees, especially those of diverse backgrounds, will be encouraged to enroll in the University’s Leadership Institute.

**Student Affairs**

**Objective:** Retain a Diverse Workforce of Faculty, Staff, Students and Administration.

**Action Step:** Continue the Student Affairs Diversity Read Program established in 2006-2007.
Action Step: Explore expansion of Student Affairs Diversity Read Program mission to move beyond understanding of self, others and difference to dialogue regarding the implications for practice.

Action Step: Student Affairs Employee Diversity Committee charged with promoting and supporting diversity within the Division of Student Affairs at Minnesota State University, Mankato. The committee, under the direction of the Vice President for Student Affairs, is charged with assisting the division, in consultation with the Student Affairs Council, in developing and implementing programs and services that support the recruitment and retention of a diverse workforce of faculty, staff, administration and graduate students within the Division of Student Affairs.

Action Step: Sponsor a New Employee Reception at the beginning of fall 2008.

Action Step: Continue utilization of the Division of Student Affairs Diversity Framework to support communication and guide future planning.

The framework consists of the following components:

A PLURALISTIC LEARNING COMMUNITY
- Recruiting and Retaining a Diverse Workforce of Faculty, Staff, Students and Administration
- Recruiting and Retaining a Diverse Student Body
- Diverse Culture and Welcoming Climate

THE STUDENT LEARNING ENVIRONMENT
- Teaching, Learning and Life-Long Learning Experiences
- Campus and Community Life

FULLY INTEGRATED CULTURE
- Communication and Meaningful Linkages
- Intentional Integration of Diversity into the University Experience with Accountability and Integrity

Action Step: Continue required diversity component/standard within Department Comprehensive Program Reviews.

Action Step: Continue addition of a demonstrated commitment to diversity and ability to work with diverse faculty, staff and students as applicable within position qualifications for unclassified and excluded positions as reviewed within the Division.

Persons Responsible: Vice President for Student Affairs, Student Affairs Directors and Student Affairs Employee Diversity Committee

Institutional Diversity
Objective: To maintain four ethnic annual conferences reflecting the history and culture of the African American, Asian American, Latino American and American Indian. Two of the four conferences are given fall term and two are given spring term.

Action Step: Program leaders in the Office of Multicultural Affairs will organize planning committees by July of each year. Specific conference dates set by August of the preceding year.

Persons Responsible: Assistant Directors of African Indian, Asian American and Latino American and American Indian affairs in the Office of Multicultural Affairs and Vice President for Institutional Diversity.

Objective: To maintain the Annual Diversity and International Education Week sponsored by the Division of Institutional Diversity working in collaboration with the International Center.

Action Step: Organize a campus-wide committee annually by the end of the spring term. Involve the Greater Mankato Growth Organization in the planning and implementation of the annual Diversity and International Education Week.

Persons Responsible: Assistant to the Vice President for Institutional Diversity and the Director of the International Center.

Objective: To provide an annual campus/community Black History Month program during the month of February which compliments and is integrated into the annual Pan African Student Leadership Conference given the last weekend in February.

Action Step: Develop a planning committee each year by the close of spring term consisting of faculty, staff, students and community representatives. Assistant Director of African American Affairs motivates students to register for Pan African Student Leadership Conference.

Person Responsible: Assistant Director of African American Affairs.

Objective: To produce an annual diversity events calendar which lists all programs sponsored and co-sponsored by the Division of Institutional Diversity.

Action Step: Develop a program brochure by August and disseminate to faculty and staff during the first week of classes fall term annually.
Person Responsible: Assistant to the Vice President for Institutional Diversity.

Objective: To maintain the MSU College Access Program recruiting annually 40-60 new entering students who successfully complete the four-week summer bridge program. To also maintain a junior class of 40-60 accepted College Access Program students.

Action Step: Accept and admit 40-60 new entering students through the College Access Program each year. Maintain contact with 40-60 high school juniors in the MSU College Access Program, working in collaboration with community non-profit organizations and public schools to identify at-risk students with high potential for studies in post secondary education.

Persons Responsible: Assistant to the Vice President for Institutional Diversity and Director of the College Access Program.

Objective: To maintain the University-wide M&E supported diversity activities funding sub-committee and the Ethnic Student Activities Committee funded by the Student Allocations Committee.

Action Step: Bargaining units are asked to provide representatives to the diversity funding sub-committee by the beginning of fall term each year; the committee meets three times during the academic year. Organize the Ethnic Student Activities Committee by the beginning of September each year.

Persons Responsible: Assistant to the Vice President for Institutional Diversity and the Recruitment/Retention Specialist.

Objective: To establish a task force to examine the gap between underrepresented groups and white students regarding the 4-year, 5-year and 6-year graduation rates. This committee will develop and recommend a plan of action to reduce the gap between underrepresented groups and white students.

Action Step: Have bargaining units provide representatives to serve on the task force to be established by July of 2008. Submit a preliminary plan by May of 2009.

Persons Responsible: Assistant Director of African American Affairs and the Recruitment/Retention Specialist.
Objective: To maintain the Intercultural Student Center and satellite computer stations for underrepresented students and others open 14 hours, Monday – Friday.

Action Step: Intercultural Student Center to be staffed by a Recruitment/Retention Specialist and Director of Intercultural Student Center, Assistant to the Recruitment/Retention Specialist and Director of Intercultural Student Center, clerical staff and student workers; all hired by fall of 2008.

Persons Responsible: Recruitment/Retention Specialist and Director of Intercultural Student Center.

Objective: To establish a MSU student and employee exchange program that allows MSU to have exchange programs with historically Black serving institutions, historically Hispanic serving institutions and tribal colleges.

Action Step: Establish the pilot program between MSU and Jackson State University in Jackson, Mississippi by spring term 2009.

Persons Responsible: Vice President for Institutional Diversity and Assistant to the Vice President for Institutional Diversity.
# Appendix K

## Separation Analysis

Fiscal Year 2008

### Table: % PER CATEGORY

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>*NON RENEWED</th>
<th>RESIGNED</th>
<th>TERMINATED</th>
<th>RETIRED</th>
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<tbody>
<tr>
<td>African American</td>
<td>2.2%</td>
<td>1.4%</td>
<td>1.8%</td>
<td>8.3%</td>
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<tr>
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<td>7.7%</td>
<td>3.4%</td>
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<td>7.1%</td>
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<tr>
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<td>0.7%</td>
<td>0.4%</td>
<td></td>
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</table>

| % Total Per Category | 100.0% | 100.0% | 100.0% | 100.0% |
| % of Total Employees | 49.5%  | 50.5%  | 100.0% | 1.8%   |

### Table: Non Renewed, Resigned, Terminated, Retired

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<th>ETHNICITY</th>
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<th>Female</th>
<th>Totals</th>
<th>Ttl Dis.</th>
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<th>F</th>
<th>D</th>
<th>M</th>
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<th>M</th>
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Note: Separation data only includes those with Employment Condition Code = 11 (Full Time Unlimited) and counts on the employee records that have a separation code entered into the system on the demo screens.
Supplemental Personnel Data for Affirmative Action Recruitment

Minnesota State University, Mankato is committed to the policies and principles of affirmative action and nondiscrimination in its recruitment process. To advance the implementation of these policies, determine the effectiveness of our recruitment efforts, and to assist the Office of the Chancellor in responding to valid inquiries by federal and state agencies relative to nondiscrimination and affirmative action, we ask that you complete and return this form. Submission of this information is voluntary and failure to return this form will not disqualify you from present or future employment. Thank you for your assistance!

*This information will be kept separate from your applicant file and will not be provided to anyone involved in the selection process or hiring decision.*

Name: ____________________________________________ Application Date: ____________________________

(optional) Position Applied For (PRF#): _____________________________________________________________

Department: __________________________ Sex: ______ Female ______ Male

Race and ethnic background (Select all that apply)

___ American Indian or Alaskan Native – A person having origins in any of the original peoples of North, Central or South America and who maintains tribal affiliation or community attachment.

___ Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent.

___ Black or African American – A person having origins in any of the black racial groups of Africa.

___ Hispanic or Latino – A person of Cuban, Mexican, Chicano, Puerto Rican, South or Central American, or other Spanish culture regardless of race.

___ Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

___ White – A person having origins in any of the original peoples of Europe, the Middle East or North Africa.

___ Two or more races – All persons who identify with more than one of the above six races/ethnic backgrounds.

How did you learn about this vacancy? (Select all that apply)

___ Minnesota State University, Mankato website (mnsu.edu) ___ Minnesotaiversity.com

___ HigherEdJobs.com ___ MnSCU.edu ___ Chronicle of Higher Education ___ Chronicle.com ___ Professional Organization/Conference (please specify)

____________________ University/College Employment or Alumni Office (please specify) ____________________________ Internet (please specify list or source)

________________________ Journal, newspaper, or other publication (please specify) ____________________________ Word of mouth from: _____ University employee

___ Other ____________________ Invited to apply by: _____ University employee _____

___ Other ____________________ Other

(please specify)

This form is available in alternative format, such as large print, upon request to 507-389-2986 (V), 800-627-3529 or 711 (MRS/TTY).

A member of the Minnesota State Colleges and Universities System. Minnesota State Mankato is an Affirmative Action/Equal Opportunity University.