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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 March 25, 2006 and availability data based on the 2000 Census, as required by the Minnesota State Department of 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>Unclassified Positions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President &amp; VPs</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>All Deans</td>
<td></td>
<td></td>
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<tr>
<td>Administration</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Professionals</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
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<tr>
<td>Allied Health &amp; Nursing</td>
<td>X</td>
<td></td>
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<tr>
<td>Arts and Humanities</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Business</td>
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<tr>
<td>Education</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Libraries</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Science, Engineering, Tech</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Professional, Other</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Classified</td>
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<td></td>
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<tr>
<td>Exec, Adm, Mgr</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Professional</td>
<td>X</td>
<td></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>
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</tr>
<tr>
<td>Skilled Craft</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Service/Maintenance</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</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.

______________________________
(Director of Affirmative Action)  (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.

______________________________
(President)  (Date)

This biennial plan meets the rules governing affirmative action, MCAR Chapter 3905.0600 Statutory Authority 43A.04, and contains goals and timetables as well as methods for achieving them which are reasonable and sufficiently aggressive to deal with the identified disparities.

______________________________
(Director of the Office of Diversity and Equal Opportunity,  (Date)
Minnesota State Department of Employee Relations)
II. STATEMENT OF COMMITMENT

The Affirmative Action Program at Minnesota State University, Mankato extends beyond its objective to ensure equal opportunity for those individuals seeking employment. It is a part of the institution’s mission as an educational institution to foster diversity and expose its staff, faculty and students to different backgrounds and perspectives. Minnesota State University, Mankato will undertake continued efforts to assure that affirmative action, diversity and equal opportunity are integral components of the university’s mission, operation and core value structure. All members of the university community share in this responsibility and make affirmative action, diversity and equal opportunity an essential part of the university environment.

Minnesota State University, Mankato is committed to implementation of this affirmative action plan and fully supports the State of Minnesota’s affirmative action efforts. Minnesota State University, Mankato will implement and maintain an affirmative action program that takes aggressive measures to eliminate barriers to equal opportunity and that strives to remedy the historical underrepresentation in the employment, retention and promotion of underrepresented persons.

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. We must take extra measures to ensure access and advancement. We must work to overcome the residual effects of past discrimination. Affirmative Action requires special consideration for those candidates from underrepresented groups who emerge as finalists.

It is important that we at Minnesota State University, Mankato evaluate our commitment to affirmative action and diversity to ensure that our actions are in accord with the spirit of affirmative action and diversity. We must make efforts to eradicate discrimination, oppression and promote equity and justice. Our commitment to affirmative action and diversity requires sincere efforts at all levels as we continue to strive for equal opportunity for all.

For an affirmative action program to be successful each administrator must not just review their practices to ensure that no employee or applicant suffers from discrimination, but also actively work to change and implement practices that are free of discrimination and oppression. I hold each administrator accountable for using good-faith efforts to achieve their goals and to diversify their department.

We are a public institution and must serve the student body which is becoming increasingly more diverse and representative of society. They deserve role models that represent the diversity of our country. The presence of role models enhances the intellectual and personal growth of these students, and thus contributes to the mission of this institution. We must renew our commitment to affirmative action and devoid the environment of discrimination and harassment.

Minnesota State University, Mankato will continue to advance its commitment to affirmative action and diversity. We will develop and actively implement initiatives designed to increase the representation of students, staff and faculty from underrepresented groups. We must continuously re-tool our recruitment practices to increase the pool of applicants from diverse backgrounds. If we are to make Minnesota State University, Mankato a place where the most talented faculty and students from underrepresented groups come together, we must
affirmatively address the issues of recruiting and retaining faculty and students from traditionally underrepresented groups.

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.

In this spirit, Minnesota State University, Mankato will continue to seek opportunities to maximize the selection and retention of protected group employees. Minnesota State Mankato will be known as a university where people expect to go further than they thought possible by combining knowledge and the passion to achieve great things.

The University will foster an actively engaged and inclusive learning community based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment.

The Affirmative Action Director, 507-389-2986, serves as Equal Opportunity Officer and monitors the affirmative action activities. The Affirmative Action Director reports directly to the President to better insure institutional compliance with these important objectives.

______________________________________                    ______________________
Richard Davenport, President     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.

1. Responsibilities:
   A. To oversee Minnesota State University, Mankato’s equal opportunity and affirmative action policies, procedures and programs.

2. Duties:
   A. To insure compliance with all related federal and state laws, rules and regulations

3. Accountability:
   The President of Minnesota State University, Mankato 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.

1. **Responsibilities:**
   A. To develop and monitor Minnesota State Mankato's affirmative action programs ensuring compliance with federal and state laws, rules, regulations and Minnesota State Colleges and Universities mandates regarding equal opportunity and affirmative action.
   B. To insure the implementation of all of the university’s affirmative action and equal opportunity initiatives, programs and policies.

2. **Duties:**
   A. To monitor the recruitment and appointment process for compliance with federal and state laws pertaining to equal opportunity and affirmative action;
   B. To receive and investigate complaints of alleged harassment and/or discrimination based on protected group status;
   C. To assure proper administration of all of the university’s affirmative action and equal opportunity initiatives, programs and policies.

3. **Accountability:**
   The Director of Affirmative Action is directly responsible to the President for the overall implementation and administration of Minnesota State University, Mankato's equal opportunity and affirmative action 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.

1. **Responsibilities:**
   A. To enforce and implement equal opportunity and affirmative action policies, procedures and programs within each administrator's/supervisor's functional areas of responsibility.

2. **Duties:**
   A. To 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. **Accountability:**
   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. Responsibilities:
   A. To enforce and implement equal opportunity and affirmative action policies, procedures and programs with respect to classified hires.

2. Duties:
   A. To insure that recommendations of supervisors and others involved in the hiring process for classified positions are based on job-related criteria and consistent with affirmative action goals and objectives.
   B. To provide accommodation to employees with documented disabilities.

3. Accountability:
   The Director of Human Resources is directly accountable to the President.

IV. DISSEMINATION OF POLICY

The following measures will be used to inform Minnesota State University, Mankato's educational community and the public of our commitment to Affirmative Action and Equal Opportunity 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 commitments in affirmative action: President's Office, offices of all Vice Presidents of the University, all Deans, presidents of various bargaining units, the MSSA/Student Senate, the Affirmative Action Office, the Human Resources Office and the University library. A copy of the plan will be made available in alternative format upon request to the Affirmative Action Office.

In addition:

1. Minnesota State University, Mankato's Director of Affirmative Action conducts workshops for Search Committees detailing the management of the search process with regard to all affirmative action and equal opportunity issues.
2. All recruitment brochures, job announcements and vacancy notices identify Minnesota State University, Mankato as an Affirmative Action/Equal Opportunity Employer and Educator.
3. The plan is also available on the Affirmative Action Office’s website at: 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 Employer and Educator.
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 people of color.
3. The plan is also available on the Affirmative Action Office’s website at: http://www.mnsu.edu/affact/.

V. NONDISCRIMINATION COMPLAINT PROCEDURE

The complaint procedure, MnSCU System Procedure 1B.1.1 for Board Policy 1B.1 (see Appendix A), is designed to process complaints of alleged harassment and discrimination. Minnesota State University, Mankato does and will continue to operate in compliance with MnSCU System Procedure 1B.1.1. Upon disposition of complaints, Minnesota State University, Mankato notifies DOER within 30 days by way of a monthly report.

VI. GOALS AND TIMETABLES

Establishment of hiring goals and timetables

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

Appendix B contains goals and timetables set for all employee groups. Appendix B also contains the Workforce and Utilization Analyses for unclassified and classified employment, which forms the basis for the goals and timetables.

The hiring goals will be effected as searches for unclassified employees are initiated during the 2006-2008 academic years for appointments generally effective Fall Semester 2006 and 2007. Hiring goals for classified employees will be effected as vacancies occur throughout 2006-2008 and consistent with underutilization data.

VII. PROGRAMS AND PROGRAM OBJECTIVES

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. 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.

It is this commitment to equal opportunity and affirmative action that occasions the development of program objectives by each of our divisions, colleges, and administrative units. These unit specific program objectives serve the purpose of reinforcing the need for affirmative action and equal opportunity 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 program objectives are attached as Appendix C.
VIII. METHODS OF AUDITING, EVALUATING AND REPORTING PROGRAM SUCCESS

A report on the action steps from the 2004-2006 affirmative action goals and program objectives has been completed by the program units and is attached as Appendix D. Also filed in the Affirmative Action Office are records of all unclassified hires, notes on specific recruitment activities, complaints filed, etc. All such records are kept on file for three years, as required by the 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:
   a. When a vacancy occurs, the following procedures will be implemented before an offer of employment is made. Please refer to Appendix E for the Pre-Employment Review Procedures entitled, “Search Process Checklist.” These procedures will be updated during the next year as part of the University’s overall commitment to improve our affirmative action efforts.

B. Classified Employees:
   a. In the employment process for classified employees, the Director of Affirmative Action will review relevant documentation, should the individual recommended for appointment not be from a group underrepresented in that particular job unit and qualified individuals from those 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 goals and timetables.

IX. WEATHER EMERGENCIES AND EVACUATION

Minnesota State University, Mankato complies with MnSCU Board Policy 4.4 on Weather/Emergency Closings. In accordance therewith, Minnesota State University, Mankato has developed information that is available on the web page (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 evacuation from buildings during emergencies. In the coming year, members of the university community will be working to develop and disseminate more specific information on the issue of evacuation of persons with disabilities.

In addition there is information available on the web page (at http://www.mnsu.edu/security/emergencies/closings.html) that describes when and how the campus is closed or classes are cancelled due to weather or other emergency conditions.
In addition, each year, the office of University Security disseminates to all members of the campus community specific information relating to the above (see Appendix F).

X. REASONABLE ACCOMMODATION

The MnSCU procedure, “1B.0.1 Reasonable Accommodations in Employment” (Appendix G), sets forth the Minnesota State Colleges and Universities system-wide process to be used for responding to requests for reasonable accommodations in employment based on an applicant’s or employee’s disability.

The Director of Human Resources is responsible for reviewing and responding to requests for reasonable accommodations from employees.

MSU has established an annual budget to fund accommodations for documented disabilities of students, faculty and staff.

XI. RECRUITMENT PLAN

A survey of this component demonstrates the extent to which recruitment plans are decentralized to accommodate the unique and specialized recruitment needs of our various divisions, colleges and academic departments. The recruitment plans are designed and implemented in accordance with all federal and state affirmative action guidelines, goals and objectives.

Advertising

Attached as Appendix H is a report detailing Minnesota State University, Mankato’s advertising efforts. Specific to the report are advertising sources used during the previous two years for unclassified employment positions, expenses incurred and the results of their use measured by the number of respondents.

Based on the data collected from voluntary return forms and sources listed in various recruitment plans, Minnesota State University, Mankato advertises in numerous publications. As a general rule, MSU will continue to utilize the Chronicle of Higher Education, local presses, minority publications and various other sources unique to the individual divisions, colleges and academic departments, for the implementation of our university’s recruitment plans.

Other Recruitment Methods

Unclassified Employees

An analysis of Minnesota State University, Mankato’s recruitment methods also indicates an efficient use of recruitment methods other than paid print advertising. Electronic media sources have proven to yield excellent recruitment success. MSU continually strives to expand publication of vacancy notices by posting them consistently on the following Internet websites: Minnesota State University, Mankato Academic and Administrative Job Postings; Higher Ed Jobs On-Line; and the Minnesota State Colleges and Universities Human Resources Website. Other job specific websites are used, as appropriate.
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.

**Classified Employees**

Union agreements and the Department of Employee Relations (DOER) 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 at Minnesota State University, Mankato will post the vacancy on the Department of Employee Relations (DOER) website. Once the posting period is up, 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 which qualified candidates 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.

**Projected Hiring Opportunities**

For information regarding projected hiring opportunities please reference the Goals and Timetables component of this plan (Attachment B). Therein is a summary of the goal units/job groups that have disparities and for which protected group(s) those exist. The projected hiring opportunities communicated therein have been determined based on potential turnover and staffing forecasting. Strategies and methods for recruiting for these positions could include, but might not be limited to the following:

- Publishing vacancy notices in publications specifically designed for women, people with disabilities and people of color;
- Use of advertising sources targeted towards women, people with disabilities and people of color;
- Sending employment vacancy notices to organizations serving protected group members;
- Encouraging personal networking opportunities and professional conference attendance to aid current employees in making appropriate referrals; and
- Utilizing recruitment methods, not only specific to protected group members, but also specific to the diverse needs of MSU’s individual departments, colleges and divisions.

**Recruiting and hiring individuals as described in the Department of Employee Relations Internship Administrative Procedures 21E.**

At Minnesota State University, Mankato, an internship is a supervised work experience related to a specific academic program. The general objective of this program 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 affirmative action principles when filling internship positions.
Recruiting persons with disabilities

Minnesota State University, Mankato, has, utilizing suggestions from the Minnesota Department of Employee Relations, identified the following methods to improve recruitment of persons with disabilities:

- Inform the public that MSU provides reasonable accommodation in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.
- When disseminating vacancy announcements, MSU strives to include those organizations and agencies that are utilized by people with disabilities.
- Establish appropriate working relationships with agencies and organizations that are utilized by people with disabilities.
- Include pictures of people with disabilities performing work-related duties on MSU publications and advertisements.

It is our firm belief that Minnesota State University, Mankato actually has many more employees in our workforce who have a qualifying disability. However, since we have to rely only on self-reports, the numbers appear quite small.

Supported Employment

Minnesota State University, Mankato has always offered Supported Employment as an option. However, to date no employee has accessed this option. Minnesota State University, Mankato will continue to offer Supported Employment as an option should it be requested in the future.

XII. RETENTION PLAN

Responsible Individuals

The President of Minnesota State University, Mankato previously designated each of the 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 I.

Separation Analysis

The Separation Analysis (attached as Appendix J) includes data from fiscal years 2003, 2004, 2005 and 2006 for all MSU employees. The analysis charts the percent of African American, Asian, Caucasian, Hispanic and Native American males, females and people with disabilities who separated from MSU 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 people with disabilities and people of color 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 included.
**1B.1 Nondiscrimination in Employment and Education Opportunity**

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, sexual orientation, or membership or activity in a local commission as defined by law.

Harassment of an individual or group on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission has no place in a learning or work environment and is prohibited. Sexual violence has no place in a learning or work environment. Further, the Minnesota State Colleges and Universities shall work to eliminate violence in all its forms. Physical contact by designated system, college, and university staff members may be appropriate if necessary to avoid physical harm to persons or property.

This policy is directed at verbal and 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, MnSCU will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. The system office, colleges and universities shall develop and implement a complaint process to review complaints of discrimination/harassment or sexual violence. This policy supersedes all existing system, college, and university non-discrimination policies.

**RACIAL DISCRIMINATION/HARASSMENT**

**Part 1. Definitions.**

**Subpart A. Racial discrimination** is prohibited by state and federal law. Racial discrimination is defined as conduct that is directed at an individual because of his/ her race, color, or national origin or that of his/ her spouse 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 B. Racial harassment** is a form of race discrimination which is prohibited by state and federal law. Racial harassment is defined as verbal or physical conduct that is directed at an individual because of his/ her race, color, or national origin or that of his/ her spouse and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile
work or educational environment. Racial 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 other persons having business at or visiting the educational environment.

**SEX DISCRIMINATION/HARASSMENT AND VIOLENCE**

**Part 2. Definitions.**

**Subpart A. Sex discrimination** is prohibited by state and federal law. Sex discrimination is defined as conduct that is directed at an individual because of his/her gender or that of his/her spouse and that subjects the individual to different treatment so as to interfere with or limit the ability of the individual to participate in, or benefit from, the services, activities, or privileges provided by the system or colleges and universities or otherwise adversely affects the individual's employment or education.

**Subpart B. Sexual harassment** is a form of sex 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 or effect of threatening an individual's employment; interfering with an individual's work or academic performance; or creating an intimidating, hostile, or offensive work or educational environment.

Sexual harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student to student, employee to employee, and other persons having business with or visiting the educational environment. Sexual harassment may occur when it is directed at members of the opposite gender or when it is directed at members of the same gender. It includes, but is not limited to:

- unwelcome pressure for sexual activity;
- unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact; physical contact may be appropriate, if necessary to restrain individuals to avoid physical harm to persons or property;
- demands for sexual favors or promises of preferential treatment with regard to an individual's employment or educational status accompanied by implied or overt threats concerning an individual's employment or educational status; or
- unwelcome behavior or words of a sexual nature directed at an individual because of gender.

**Subpart C. Sexual violence:** Acts of sexual violence are criminal behaviors and create an environment contrary to the goals and missions of the system and colleges and universities. Acts of sexual violence include:
1. Forcible acts, which include non-consensual sexual contact, and/or sexual contact in which the victim is incapable of giving consent (such as when the complainant is under the influence of alcohol or drugs);
2. Nonforcible sex acts such as incest and statutory rape; and
3. The threat of an act of sexual violence. Sexual violence may include, but is not limited to:
   • touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
   • coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
   • coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
   • threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

Subpart D. 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 M.S. Section 626.556 (reporting of maltreatment of minors) and M.S. 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.

Subpart E. Non-consensual Relationships. Substantial risks are involved even in seemingly consensual romantic/sexual relationships where a power differential exists between the involved parties. The respect and trust accorded a faculty member or other employee by a student, as well as the power exercised by faculty in giving grades, advice, praise, recommendations, opportunities for further study or other forms of advancement may greatly diminish the student’s actual freedom of choice concerning the relationship. Similarly, the authority of the supervisor to hire, fire, evaluate performance, reward, make recommendations, assign and oversee the work activities of employees may interfere with the employee’s ability to choose freely in the relationship. Further, it is inherently risky where age, background, stature, credentials or other characteristics contribute to the perception that a power differential exists between the involved parties which limits the student or employee’s ability to make informed choices about the relationship.

Claims of a consensual romantic/sexual relationship will not protect individuals from sexual harassment charges nor guarantee a successful defense if charges are made. It is the faculty member, supervisor or staff who will bear the burden of accountability because of his/her special power and responsibility, and it may be exceedingly difficult to use mutual consent as a defense. Therefore, all employees should be aware of the risks involved in entering into a romantic/sexual relationship where there is a superior/subordinate relationship.

SEXUAL ORIENTATION DISCRIMINATION/HARASSMENT

Subpart A. Sexual orientation discrimination is prohibited by state law. Sexual orientation discrimination is defined as conduct that is directed at an individual because of his/her sexual orientation 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, colleges and universities or otherwise adversely affects the individual’s employment or education.

**Subpart B. Sexual orientation harassment** is a form of sexual orientation discrimination which is prohibited by state law. Sexual orientation harassment is defined as verbal or physical conduct that is directed at an individual because of his/her sexual orientation and that is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile work or educational environment. Sexual orientation 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 other persons having business at or visiting the educational environment.

**DISABILITY DISCRIMINATION/HARASSMENT**

**Part 4. Definitions.**

**Subpart A. Disability discrimination** is prohibited by state and federal law. Disability discrimination as defined by law is conduct that is directed at an individual because of his/her mental/physical disability or that of his/her spouse and that subjects the individual to different treatment by agents or employees without legitimate non-discriminatory reason 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 B. Disability harassment** is a form of discrimination which is prohibited by state and federal law. Disability harassment is defined as verbal or physical conduct that is directed at an individual because of his/her mental/physical disability or that of his/her spouse and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment. Disability 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 other persons having business at or visiting the educational environment.

Date of Implementation: 09/20/94
Date of Adoption: 09/20/94
Date and Subject of Revision:
6/21/06 – Amended policy to streamline and clarify language. Part 3 was amended to prohibit relations between employees and students or employees over whom the employee exercises direct or significant authority or influence. Amendments do not take effect until November 1, 2006
12/20/95 – Added everything after the first paragraph.
Procedure 1B.1.1 Report/Complaint of Discrimination/ Harassment Investigation and Resolution

Part 1. Procedure objective. This procedure is designed to further implement Minnesota State Colleges and Universities policies relating to non-discrimination by providing a process through which individuals alleging violation of system non-discrimination policies may pursue a complaint. This includes allegations of discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, marital status, status with regard to public assistance or membership or activity in a local commission. This procedure is not applicable to allegations of sexual violence which should be handled under appropriate system and college or university policies and procedures.

A single act of discrimination 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.

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.

Not every act that may be offensive to an individual or group constitutes discrimination or harassment. In determining whether discrimination or harassment has occurred, the totality of the circumstances surrounding the incident must be carefully reviewed and due consideration must be given to the protection of individual rights, freedom of speech, academic freedom and advocacy.

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. Discrimination and harassment are not within the protections of academic freedom.

Part 2. Definitions.

Subpart A. Designated officer. A designated officer is an individual designated by the president or chancellor to be primarily responsible for investigating or coordinating the investigation of reports and complaints of discrimination/harassment in accordance with this procedure. Designated officers may include individuals in the affirmative action or
equity office, the campus security office, the student affairs or student life office, academic or administrative offices of the system office, college, or university. The president or chancellor may designate other individuals to assume the role of the designated officer as deemed necessary.

Designated officers must attend investigator training conducted by the Office of the Chancellor.

Subpart B. Decision-making authority. A decision-maker is an individual designated by the president or chancellor to review investigative reports, to make findings whether the discrimination/harassment policies have been violated based upon the investigation and other measures deemed necessary to reach a decision, and to determine the appropriate action for the institution to take based upon the findings. The decision-maker shall be a top level administrator such as a college or university vice president, dean or provost. At the system office, the decision-maker shall be a top level administrator such as a chancellor, vice chancellor, associate vice chancellor or other appropriate system office personnel. The president or chancellor may designate other individuals to assume the role of the decision-maker as deemed necessary.

Designated decision-makers for complaints under this procedure, including presidents, must attend decision-maker training conducted by the Office of the Chancellor.

Part 3. Reporting incidents of discrimination/harassment

Subpart A. Reporting an incident. The system office, colleges, and universities encourage any individual, including any student, employee, applicant for employment, or person eligible for employment (as defined by Minnesota Statutes section 43A.02), who feels she or he has been or is being subjected to discrimination/harassment to report the incident to the designated officer. Any student, faculty member or employee who knows of, receives information about or receives a complaint of discrimination/ harassment is urged to report the information or complaint to the designated officer of the system office, college, or university.

Subpart B. Personal resolution. In instances where an individual believes she/he personally has been subjected to behavior prohibited by the 1B.1 Non-discrimination policy, that individual may voluntarily choose to directly address the offensive behavior. In such a situation, she or he should clearly explain to the alleged offender as soon as possible after the incident that the behavior is objectionable and that it stop. Communication with the alleged offender may be in person, on the telephone, or in writing. If the behavior does not stop or if the individual believes some employment or education consequences may result from the discussion, she or he should go to the designated officer to process the complaint. Under no circumstances shall an individual be required to use personal resolution to address prohibited behaviors rather than reporting the behavior to the designated officer.

Subpart C. Duty to report. Unless the matter already has been referred to the designated officer, administrators and supervisors must inquire into allegations or behaviors that they reasonably believe may constitute discrimination or harassment and, when a report/complaint appears to be warranted, refer the matter to the designated officer. The
duty to report shall not be construed to prevent immediate corrective action by an administrator or supervisor when appropriate.

Subpart D. Institutional responsibility.
1. **Colleges and universities.** This procedure applies to all members of the educational community, including students. Reports/complaints against a president of a college or university shall be filed with the system office. 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. Reports and complaints against college or university vice presidents, deans, or provosts are filed at the campus level with the president or the president's designee as decision-maker.

2. **System office.** For reports/complaints which involve allegations against system office employees, the responsibilities identified in this procedure as those of the president are the responsibilities of the chancellor. Reports/complaints which 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 office personnel or outside investigatory assistance may be designated.

Subpart E. Retaliation and reprisal. No retaliation, reprisal or intimidation in conjunction with a complaint of discrimination/harassment shall be tolerated by the system office, colleges, and universities. State law prohibits reprisal by a respondent, employer, labor organization, educational institution, employee, agent of the above and others as specified in statute. (Minnesota Statutes section 363.03). Any individual who retaliates against any person who testifies, assists, or participates in an investigation, proceeding or hearing in relation to a discrimination/harassment complaint shall be subject to disciplinary or other action.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, coercion, discrimination, harassment, or unwanted sexual contact toward a complainant, or the complainant's relatives, friends or associates. Retaliation may occur whether or not there is a power or authority differential between the individuals involved. Reprisal also includes discrimination against an individual because that person is associated with a protected group member. Allegations of retaliation or reprisal shall be reported to the designated officer for appropriate action.

Subpart F. False statements prohibited. Any individual who provides false statements regarding the filing of a discrimination report/complaint or during the investigation of such a report/complaint may be subject to disciplinary or corrective action.

Subpart G. Withdrawn Complaints. If a complainant no longer desires to pursue a complaint, the system office, colleges, and universities reserve the right to investigate and resolve the complaint.
**Part 4. 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 5. Investigation and resolution.** The system office, college or university has an affirmative duty to take timely and appropriate action to stop inappropriate behavior, conduct investigations and facilitate resolutions as appropriate.

**Subpart A. Making a report/complaint.** The designated officer must be contacted in order to initiate a report/complaint. The report/complaint should be brought as soon as possible after an incident occurs. The designated officer shall retain control of the investigatory process and determine whether and/or how to proceed.

**Subpart B. Initial inquiry and review process.** After receiving a report/complaint, the designated officer shall take the steps listed below:

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

2. **Conflicts.** If the designated officer determines that the report/complaint falls within the scope of the institution's nondiscrimination policies and this procedure, the designated officer shall first determine who will conduct the complaint process. The designated officer should identify to the president or chancellor any real or perceived conflict of interest in proceeding as the designated officer for a specific complaint. If the president 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 nondiscrimination policy;
   b.) provide a copy of the policy and the report/complaint procedure to the complainant;
   c.) advise the complainant of other options such as alternative dispute resolution or mediation and that the complainant may also choose to pursue other legal options; and
   d.) determine whether other individuals are permitted to accompany the complainant during investigatory interviews and the extent of their involvement.

4. **Complaint Form.** The designated officer shall insure that the complaint is documented in writing on the complaint form available from system office, college, or university authorities. The complaint form must include:
   a.) a detailed description of the facts upon which the charge is based;
   b.) name(s) of the respondent(s), if known;
   c.) a list of possible witnesses as deemed appropriate by the designated officer; and
   d.) other information pertinent to the complaint.
At the conclusion of the process, the final disposition of the complaint shall be included on the complaint form.

5. **Information provided to the respondent.** At the time initial contact is made with the respondent, the designated officer shall:
   - a.) inform the respondent in writing of the existence and general nature of the complaint and the provisions of the nondiscrimination policy;
   - b.) provide a copy of the policy and the report/complaint procedure to the respondent;
   - c.) advise the respondent of other options such as alternative dispute resolution or mediation;
   - d.) explain to the respondent that in addition to being interviewed by the designated officer, the respondent may provide a written response to the allegations; and
   - e.) determine whether other individuals are permitted to accompany the respondent during investigative interviews and the extent of their involvement.

6. **Processing the complaint.** The designated officer shall:
   - a.) conduct a fact-finding inquiry or investigation into the complaint, including appropriate interviews and meetings;
   - b.) investigate the complaint without identifying the complainant, if in the judgment of the designated officer, this would increase the likelihood of satisfactory resolution of the complaint;
   - c.) inform the complainant, respondent, witnesses and other involved individuals of the prohibition against retaliation and reprisal;
   - d.) create, gather and maintain investigative documentation as appropriate;
   - e.) disclose appropriate information to others only on a need to know basis consistent with state and federal law, and provide a data privacy notice (Tennessen warning) in accordance with state law; and
   - f.) inform the complainant and respondent of the status of the investigation at reasonable times until final disposition of the complaint.

**Subpart C. Initial inquiry and informal resolution.** After conducting an initial inquiry and review, if the designated officer determines that the issue can be resolved without further investigation, the designated officer may use one or more of the following methods to resolve the complaint:

1. suggest counseling or sensitivity training;
2. conduct training for the unit, division, or department, calling attention to the consequences of engaging in such behavior;
3. facilitate meetings between the parties;
4. separate the parties, after consultation with appropriate system office, college or university personnel;
5. prepare a written letter of agreement confirming that the respondent has been informed of the policy and complaint procedure, identifying and documenting the respondent's acceptance of the designated officer's resolution of the complaint, and stating that retaliation is prohibited;
6. other possible outcomes may include explicit agreements about future conduct, a letter of apology to the complainant, changes in workplace assignments, enrollment in a different course or program, or other appropriate action.
Subpart D. Investigation and decision process. If the above methods do not resolve 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.) conduct further investigation as deemed appropriate by the designated officer;
   b.) prepare an investigation report for review by the decision-maker;
   c.) take additional investigative measures as requested by the decision-maker;
   d.) 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; and
   e.) provide the investigation report to the complainant or respondent upon request unless the information is protected under state or federal law.

2. Decision-maker. After receiving the investigation report prepared by the designated officer, the decision-maker shall:
   a.) determine whether additional steps should be taken, at the discretion of the decision-maker, prior to making the decision. Additional steps may include:
      1. a request that the designated officer take additional 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. Other employees may be accompanied by an attorney or other support person at the discretion of the decision-maker;
      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 reach a decision;
   c.) when making the decision, take into account the surrounding circumstances, the nature 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 resource or supervisory personnel to determine appropriate discipline;
   e.) report in writing to the complainant, respondent and the designated officer her or his findings as to whether or not the nondiscrimination policy has been violated. The written answer to the complainant shall be provided within 60 days after a complaint is made unless reasonable cause for delay exists.

Subpart E. Confidentiality. Confidentiality cannot be guaranteed; however, care will be taken to keep investigation discussions sufficiently broad to protect the complainant's identity when appropriate. There may be instances in which the system office, college, or university has a responsibility to act even if the complainant requests that no action be taken.
In such instances, the system office, college or university may investigate and take appropriate action on the basis of the facts or evidence available.

**Subpart F. Investigative data.** Information gathered during the investigation will be handled in accordance with federal and state data privacy laws.

**Subpart G. Other remedies.**
1. **Reassignment or administrative leave.** Under appropriate circumstances, the president or chancellor may 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.

2. **Summary suspension or other action.** Under appropriate circumstances, the president or designee may impose on a student a summary suspension or other temporary measures at any point in time during the report/complaint process. A summary suspension may be imposed when, in the judgment of the president or designee, the accused student's presence on the college or university campus would constitute a threat to the safety and well-being of members of the campus community. Before implementing the summary suspension, the accused student shall be given notice of the intention to impose the summary suspension and, except in an emergency, shall be given an opportunity to present oral or written arguments against the imposition of the suspension. 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 administrator. Other temporary measures may be taken in lieu of summary suspension where the president or designee determines such measures are appropriate.

3. **Alternative dispute resolution and mediation.** The system office, colleges, and universities, in consultation with the system Office of Equal Opportunity and Diversity, may use alternative dispute resolution or mediation services as a method of resolving discrimination/harassment complaints. Alternative dispute resolution and mediation options require the voluntary participation of all parties to the complaint.

**Part 6. System office, college, or university action.** The system office, college, or university shall take the appropriate corrective action based on results of the investigation and shall follow up as appropriate to ensure that the corrective action is effective. Complainants are encouraged to report any recurrences of conduct which were found to violate the system non-discrimination policies.

The decision-maker shall notify the complainant and respondent in writing of the final disposition of the complaint. Written notice to parties relating to discipline, resolutions, and/or final dispositions resulting from the report/complaint process is deemed to be official correspondence from the system office, college or university.
Part 7. Appeal.

Subpart A. Filing an appeal. The complainant and the respondent may appeal the decision of the decision-maker. An appeal must be filed in writing with the president or designee within ten (10) business days after notification of the decision. The appeal must state specific reasons why the complainant or respondent believes the decision was improper. In a complaint against a president or other official who reports directly to the chancellor, an appeal may be considered by the chancellor whether or not the chancellor served as the 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 provided and determine whether the complaint is substantiated or not substantiated. 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 will be made within a reasonable time and the complainant, respondent and designated officer shall be notified in writing of the decision. The decision on appeal exhausts the complainant's and respondent's administrative remedies under this procedure except as provided herein.

Part 8. Education and training. The system office, colleges and universities shall provide education and training programs to promote awareness and prevent discrimination/harassment, such as education seminars, peer-to-peer counseling, operation of hotlines, self-defense courses, and informational material development and distribution. Education and training programs should include education about the system office, colleges and universities non-discrimination policies as well as conducting investigations, management and implementation of this procedure.

Part 9. Dissemination of report/complaint procedure. Information regarding this procedure and the system office, college or university non-discrimination policies must be provided to each student during student registration and each employee on acceptance of employment. Copies of the policies shall be conspicuously posted at appropriate locations at the system office and on college and university campuses at all times and shall include the designated officers’ names, locations and telephone numbers.

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

Part 10. Maintenance of report/complaint procedure documentation. During and upon the completion of the complaint process, the complaint file shall be repositioned in a secure location in the office of the designated officer for the system office, college or university. 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.

Designated officers are required to report investigative data concerning investigations under Board policy 1B.1 to the Office of the Chancellor on a quarterly basis.

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

Date and Subject of Revision: 04/02/03 - amended portions of the policy - Part 1. - added second paragraph, Part 2, Subpart A - added second paragraph, Part 2, Subpart B - added second paragraph, Part 3, Subpart D, 1, 2. - slight modifications, Part 5, Subpart G, 3. - slight modification, Part 6 - deleted last sentence, Part 7, Subpart A - deleted a sentence, Part 7, Subpart C - slight addition, Part 10 - added second paragraph, December 18, 2000 - amended the entire policy
GOALS AND TIMETABLES for UNCLASSIFIED and CLASSIFIED EMPLOYMENT
MINNESOTA STATE UNIVERSITY, MANKATO
Data as of March 25, 2004

*Includes 2 & 4 Year Fixed Term Appointments

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# Workforce Utilization Analysis
Data as of March 25, 2004

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## GOALS AND TIMETABLES for UNCLASSIFIED and CLASSIFIED EMPLOYMENT

**MINNESOTA STATE UNIVERSITY, MANKATO**

Data as of March 25, 2006

### Unclassified Positions

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<th>JOB GROUP</th>
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Data as of March 25, 2006

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AFFIRMATIVE ACTION / RECRUITMENT PLANS
2006 – 2008

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.

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.

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

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 Affirmative Action Office 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 activities.

Affirmative Action Office

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 semi-annual Roundtable Discussions on Affirmative Action.

**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.

**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.

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

**Action Step:** Actively solicit input from users to ensured 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.

**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.

**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.

**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.

**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.
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: 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: 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: Vice President for Academic Affairs

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.
Person Responsible: Cultural Diversity Committee, Leadership Team, Interim 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 College Advisory Boards.
Action Step: Identify perspective 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.

Person Responsible: Chair(s) of Unit(s), Interim Associate Dean, Dean

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 position descriptions and search committee composition that is inviting to individuals of diversity.

Person Responsible: Search Committee, Chair(s) of Unit(s), Interim Associate Dean, and Dean

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

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, the values and strategic priorities listed below help focus our attention to issues of diversity. See: http://cob.mnsu.edu/college/strategicplan.html.

- We value diversity in people, perspectives, and opinions.
- We include diverse stakeholder groups in college planning.
- We strive to increase both regional and international partnerships.
- We strive to increase opportunities and participation in international study and travel.

Objective 1: 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: Pursue a Pre-doctoral Fellow to join the College of Business (expected cost $6,000).

Person(s) Responsible: Departmental Chairpersons and the Dean

Objective 2: The College of Business will recruit students of color and international students.
Action Step: Recruit prospective students at technical colleges and community colleges with high student of color populations (expected cost $1,500).
Action Step: Offer a reception for international exchange students coming to the College of Business from partner institutions.

Person(s) Responsible: Student Relations Coordinator, Advising Office
Objective 3: The College will invite women and business leaders of color for participation in the COB Executive Lecture Series, the Cultural Diversity activities, and the E-Mentoring Program.

Action Step: To actively seek out women and business leaders of color for participation in the College of Business Executive Lecture Series, Cultural Diversity activities, and the E-Mentoring Program.

Action Step: Create a Women in Business conference/workshop in Mankato (expected cost: $2,000).

Person(s) Responsible: Director of Development, Dean

Objective 4: The College will continue to seek diversity on the Advisory Council.

Action Step: Recruit two additional women to serve on the College of Business Advisory Council.

Action Step: Recruit a person of color to serve on the College of Business Advisory Council.

Person(s) Responsible: Director of Development, Dean

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

Person 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. Write job descriptions that intentionally incorporate language in the requirements section 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:** 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

**Person Responsible:** Dean, Diversity Committee, Chairs, Faculty and Staff

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**College of Science, Engineering & Technology**

**Objective A:** *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 Steps:**
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.

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

**Report:** To be completed in 2008.

**Objective B:** *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:

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 to bridge the gap between K-12, industry and higher education.

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

**Report:** To be completed in 2008.

**Objective C:** *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:
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.

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

 Report:  To be completed in 2008

**College of Social and Behavioral Sciences**

**Statement of Objective**

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

**What is to be accomplished?**

**A. Recruitment Goals**

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

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

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

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

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

**Person Responsible:**  Dean, search chairs, department members

**Objective:**  *SBS 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.

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

**Person Responsible:**  Dean and department chairs

**B. Resources required for SBS Affirmative Action Goals**

Faculty and staff time and talent; in addition to monetary support of goals

**C. Resources to fund SBS Affirmative Action Objectives**

Required resources will come from the SBS college and department faculty, staff, students, and budgets. Individual departments may seek additional funding from the Office of Institutional Diversity.
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.

Person Responsible: Search committee chair, Search Coordinator, Dean of Library Services

Completion Date: This is an ongoing objective

Evaluation: Hiring will be consistent with affirmative action/EEO goals.

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: Representatives from Library faculty and staff attend Diversity Training Workshop sponsored by Region 9 Development Commission collaborating with MSU, Mankato and SCTC.

Action Step: Organize several workshops and other activities on topics related to diversity and have discussion 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.

Action Step: Provide an annual Library Services report on training and education sessions including details of attendance and ideas generated.

Person Responsible: Dean’s office

Completion Date: End of fall semester, 2006

Evaluation: Workshop attendance

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 by Julie Snow, Director of Disability Services, during fall semester, 2006.

Action Step: Purchase, install and maintain adjustable tables, chair and computer software.

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.

Person Responsible: ADA Coordinator

Completion Date: This is an ongoing objective

Evaluation: Accessible workstations available, Workshops offered for 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 cultures 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.

Person Responsible: Library faculty with Collection Development responsibilities.

Completion Date: This is an ongoing objective.

Evaluation: Addition of relevant resources to the collection and displays.

Finance and 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.

Person 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: 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, 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 assistant 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.

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

University Advancement Division

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.

Persons Responsible: Director of Alumni Relations & Special Events

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, Assistant Vice President of Integrated Marketing & Communications

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 Communications

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, Assistant Vice President of Integrated Marketing & Communications, Director of Alumni Relations & Special Events

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 Alumni Relations & Special Events

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 Communications

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 Communications, Director of Alumni Relations, Assistant Director of Marketing & Communications

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: Assistant Director of Marketing & Communications

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 Communications

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
REPORT ON ACTION STEPS FOR 2004-2006

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 President’s Office will review the plan of the strategic task force and after consultation, implement the plan.

Outcome: The President approved and implemented the diversity Plan of the strategic task force.

Action Step: The plan will be 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 will incorporate 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. Additionally, annual reports of the diversity commission document progress. The President appointed the Dean of Institutional Diversity as his Special Assistant for Multi-Cultural Relations and appointed him to the President’s Cabinet. The Special Assistant to the President for Multi-Cultural Relations meets regularly with the President.

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 senior leaders to develop training opportunities. One such event was held by the Student Affairs Division in April 2006 and included a national consultant who provided development activities for that division—although others were encouraged to attend.

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 Affirmative Action Office in working with committees to include members who offer diverse experiences.

Outcome: The President’s Office provided assistance and support as requested from the Affirmative Action Office 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.

**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 2004-05 and 2005-06 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.

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

**Action Step:** Complete review of the diversity plan submitted by the Diversity Task Force.

**Outcome:** The diversity plan was reviewed and approved.

**Action Step:** Implement the plan and monitor the progress.

**Outcome:** The plan was implemented and progress monitored through periodic meetings of the co-chairs of the Diversity Commission and the President. Additionally, strategic priority funding was provided for several diversity initiatives.

**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.

**Outcome:** There were multiple opportunities for involvement in programs during the last two years including the annual Pan African Leadership Conference, Eliminate Hate Week, Diversity-International Week, Asian Pacific American Conference, Chicano-Latino conference and the Native Nations Conference. Additionally international students brought the richness of their cultures to the campus through many celebrations.

**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).
Outcome: The President encouraged senior leaders to develop training opportunities. One such event was held by the Student Affairs Division in April 2006 and included a national consultant who provided development activities for that division—although others were encouraged to attend.

Action Step: Meet periodically with employees from diverse backgrounds to listen and respond to concerns.

Outcome: The President met regularly with employees individually and in groups to listen and respond to concerns.

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


Outcome: The University supported through membership fees the work of the Diversity Council and provided release time for an employee to work ½ time with the Diversity Council. Additionally, many University employees, including senior leaders, were active with committees and otherwise involved with the work of the Diversity Council.

Affirmative Action Office

Objective: Monitor effectiveness of existing approaches to campus hiring.

Action Step: Increase diversity of Search Committees.

Action Step: Assess effectiveness of ad placements.

Action Step: Document strategies of successful search committees.

Action Step: Share successful strategies with all search committees.

Outcome: The Affirmative Action Office worked with VPs, Deans and search committee chairs to develop strategies to improve the representation of persons of color in their applicant pools. The Office assists search committee with ad placement and maintains data on advertising sources and results in this plan.

Objective: Educate the campus on research-based practices designed to increase diversity of faculty and staff.

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

Action Step: Disseminate research findings to departments.

Action Step: Assist departments in finding research within their disciplines on diversity hiring.

Outcome: The Affirmative Action Office conducts training on affirmative action for search committees, staff and faculty and gives classroom presentations on the value of diversity. The Affirmative Action Officer was a member of the Diversity commission.

Objective: Maintain information on diversity.

Action Step: Monitor changes in diversity in general population locally, regionally, and statewide.

Action Step: Track changes in campus diversity.

Action Step: Disseminate data on campus in efforts to promote diversity hiring.
Outcome: The Office maintains information on affirmative action, diversity and harassment including workforce data to monitor progress to goals.

Objective: Be involved in campus initiatives promoting diversity.
Action Step: Become a member of the President's Diversity Task Force.
Action Step: Become a member of President's Commission on the Status of Women.
Action Step: Join other groups as opportunity avails.
Outcome: The Affirmative Action Officer was a member of the Diversity Commission, the Commission on the Status of Women, Pan African Alliance, the National Forum for Black Public Administrators and the Kiwanis Diversity Club.

Objective: Make the Affirmative Action Office a campus resource for educational materials on affirmative action topics.
Action Step: Facilitate the borrowing of office videos and books.
Action Step: Guest lecture to classes.
Action Step: Create and distribute websites for those seeking additional information.
Outcome: The Office provides resource material to students, staff and faculty and regularly participated in classroom lectures.

Objective: Actively promote and develop training on Affirmative Action issues.
Action Step: Establish a campus-wide training committee.
Action Step: Develop a comprehensive training program that addresses affirmative action, discrimination, harassment, and diversity.
Outcomes: The office provided staff development training and participated in numerous activities related to affirmative action. The Office will establish a campus-wide training committee in 2006-2007.

Academic Affairs Division

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 faculty member(s) of color to present a mini workshop at the Fall or Spring General College Meeting.
Action Step: Invite outside well known speaker to present to faculty and staff on diversity and diversifying faculty and students.
Person Responsible: Cultural Diversity Committee, Leadership Team, Dean
Outcomes:
- Faculty and students in the College participated in the Third Annual Cultural Diversity Gathering held by the College in Spring 2005.
- Faculty and students from across the College planned, implemented, and participated in the Developing Countries Dinner (Typical meals from Africa, Asia, Middle East, North America, and South America) on March 6, 2006. Over 100 students and numerous faculty attended this event on issues of world hunger. Cita Kent, originally from the Philippines, presented on her experiences with hunger as a child in the Philippines and her experiences now in higher education.
The dinner was followed by a brief informational video entitled: A Multicultural Feast.

- Faculty and students from across the College planned and participated in Korean Movie Night on March 8, 2006.
- Kenneth White, Affirmative Action Director, spoke at the Spring Semester 2006 General College Meeting on diversifying faculty and the search process.
- Each unit in the College has a faculty representative to the College Diversity Committee (several members are persons of color) including two students of color.

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

**Action Step:** Develop ongoing contact with at least one minority organization by each unit.

**Action Step:** Identify and mentor a minimum of two graduate students of color for potential future faculty positions and/or involvement in the hiring process.

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

**Action Step:** Develop a networking system of at least two individuals in each unit who might refer or nominate potential candidates of color in a search process.

**Action Step:** Invite faculty of color already in our College to provide suggestions and participate in the recruitment and retention process.

**Person Responsible:** Chair/Associate Dean of unit

**Outcomes:**
- All units within the College have ongoing faculty/student contact and experiences with numerous organizations that serve underserved culturally-diverse populations including Open Door Health Center, 9-county Head Start Programs, Madelia Project, Minnesota Dental Association’s annual “Give Kids a Smile”, and others. Each year the number of contacts by all units in the College increases.
- Health Science graduate student, Dermi Jarso was identified and mentored for doctoral education and future faculty position; due to family reasons she was unable to further her education at this point in time.
- Rehabilitation Counseling currently has an alumnus of color who serves on their program advisory board. The program normally has a board member on hiring committees.
- Recreation, Parks, and Leisure Services Department has in place, a network of individuals who might potentially nominate a person of color for a faculty position.
- Faculty of color in Health Science, Human Performance, and Family Consumer Science serve on search committees and provide suggestions regarding recruitment and retention process.

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

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

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

**Person Responsible:** Search Committee, Chair/Associate Dean, Dean

**Outcomes:**
- Each unit in the College has developed and included statements within position descriptions that invite diversity (refer to program vacancy notices).
A comprehensive recruitment plan that includes recruitment strategies using the internet, print, networking through colleagues and participation in professional organizations and conferences was developed and implemented. Several disciplines in the College are working with their national professional organizations in the development of national recruitment strategy to identify and recruit individuals of diversity. The applicant pool and the ultimate hiring of faculty of color and others representative of diversity increased across the College (specifically in Health Science and Human Performance).

Objective: Explore and develop strategies directed toward retention of faculty of color.
Action Step: Create customized orientation for new employees of color
Action Step: Develop a peer mentoring program across the College
Action Step: Develop a link with employees of color across campus
Person Responsible: Cultural Diversity Committee, Leadership Team, Interim Associate Dean, and Dean

Outcomes:
- Chairpersons in each unit and or their designee conducted a culturally sensitive orientation of new employees.
- Interim Associate Dean met informally during 2005-2006 to provide additional support of new faculty within the College.
- In conjunction with the Center for Excellence and Teaching a peer mentoring program is available to new faculty.
- Faculties of color across the College serve as a primary link for new employees.
- All units within the College maintain a close working relationship with Dr. Fagin and the Office of Cultural Diversity. This relationship led to the recruiting of students of color for Rehabilitation Counseling Program and exchange of program information between CDIS and potential “feeder” program in the New Orleans (Xavier). In 2004-2005, Rehabilitation counseling students of color participated in recruiting trips to New Orleans.

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 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 ongoing 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.

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.

Person 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.

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**College of Business**

**Objective 1:** *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.

**Person(s) Responsible:** Departmental Chairpersons and the Dean

**Outcomes:**

- One female Chinese faculty and one male Chinese faculty were hired by the Marketing Department in Fall 2005.
- One male Korean faculty was hired by the Accounting and Business Law Department in Fall 2005.
- The College of Business is continuing its relationship with the Ph.D. Project whose mission is to increase the diversity of business school faculty by attracting African-Americans, Hispanic-Americans, and Native Americans to business doctoral programs, and providing a network of peer support throughout the programs.

**Objective 2:** *The College of Business will recruit students of color and international students.*

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

**Person(s) Responsible:** Advising Office

**Outcome:**

- The Advising Office recruited at technical and community colleges throughout Minnesota and at the College Fair in Minneapolis Fall Semester 2005.
- The College of Business added two additional international partner universities during 2005-2006: Arnhem Business School in The Netherlands, IMC Fachhochschule Krems in Krems, Austria. These international partners continue to send exchange students that add to the diversity of students on campus.
• The College of Business hosted a pizza party luncheon to encourage our students to become interested in study abroad opportunities. As the number of our students going abroad increases, this also provides added spaces for foreign students to study at Minnesota State Mankato thus adding to overall diversity.

Objective 3: The College of Business will retain students of color and international students.

Action Step: Once a student of color is admitted to the College, we will continue our commitment to maintain communication with students of color and international students.

Outcome:
• Admitted an African American student from a Historically Black College and University (HBCU) upon the recommendation of Dr. Michael Fagin to the MBA Program.
• The College of Business co-sponsored the Collegiate Cricket Tournament, Spring Semester 2006.
• A Vietnamese student from our Netherlands exchange program was admitted to the College of Business on a full-time basis, thus adding to the diversity of the student body.
• The College of Business Advising Office hired Mr. Damien Parks as a full-time Graduate Assistant student adviser.

Objective 4: The College will invite women and business leaders of color for participation in the COB Executive Lecture Series, the Cultural Diversity activities, and the E-Mentoring Program.

Action Step: To actively seek out women and business leaders of color for participation in the College of Business Executive Lecture Series, Cultural Diversity activities, and the E-Mentoring Program.

Person(s) Responsible: The Dean

Outcome:
• The number of female students and the number of women business executives participating in the E-Mentoring Program increased over the past year. In addition, the numbers of international students participating in the E-Mentoring Program increased during the past year.
• The College of Business did not hold the diversity reception during the past year due to low participation the previous year. We are now rethinking the best approach to garner greater involvement from students, staff, faculty, and the community.

Objective 5: The College will continue to seek diversity on the Advisory Council.

Action Step: Recruit women and persons of color to be on the College of Business Advisory Council.

Person(s) Responsible: The Dean

Outcome:
• Jennifer Thompson, CFO, Winland Electronics joined the College of Business Advisory Council 2005-2006.
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.

Person Responsible: Dean, Diversity Committee, Chairs, Faculty and Staff

Outcomes: Conducted search committee training for all chairs, search committees and interested college faculty and staff in Fall 2005. Conducted a series of trainings and forums (department planning, Delgado forum, and culturally responsive practice training). Diversity Committee and college reports written fall 2006 and shared broadly. Invitation and encouragement messages sent from dean and committee. Attendance noted and praised.

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. Write job descriptions that intentionally incorporate language in the requirements section 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: 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.

Person Responsible: Dean, Diversity Committee, Chairs, Faculty and Staff

Outcomes: Search training completed. Language of postings identified and required of all listings. Diversity priorities reviewed at chair meetings – whole and 1-on-1. All listings sent to Tribune, Chronicle, and the three primary diversity journals, as well as other list serves, etc. Antiracism training included within search committee training.
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: Develop a 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 and implement 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.

Person Responsible: Dean, Diversity Committee, Chairs, Faculty and Staff

Outcomes: On-going work to model and support workplace respect and civility. Climate assessed through conversation and workshop interactions. Two faculty members sent to “intercultural assessment” training in early summer 2006 to be able to more formally and completely assess individual and collective development. This training seems to be a model that will help us to accomplish these goals well. College funds used and faculty with formal assessment training selected. Workshops and forums held under the direction of the COE Diversity Committee. COE formal evaluation outside PDP process not yet implemented.

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 or CD/DVD 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 College of Education.

Action Step: Organize regular social gatherings for new faculty members and their mentors for the purpose of providing shared experiences through the Diversity Committee and perhaps the Center for Excellence in Teaching and Learning.

Action Step: Develop and distribute a policy that explicitly state a commitment to retaining faculty from diverse backgrounds.

Person Responsible: Dean, Diversity Committee, Chairs, Faculty and Staff
Outcomes: Reading and proposal regarding retention strategies implemented by the dean. Leadership training, extra development funds, mentoring and advocacy regarding teaching, scholarship, and adjustment offered through chairs, dean, and others. Advancement of this advocacy and support as a responsibility of chairs. Informal discussions implemented. Social gatherings implemented, but not yet focused on committee and CETL interactions. Policy consideration initiated at 4-18-06 Chairs meeting [Policy consideration: 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 of multicultural competency for all faculty and staff in the College of Education.

Action Step: Develop a College of Education vision statement that emphasizes the expectation of multicultural competency for all faculty and staff

Action Step: Distribute policies that clearly state a commitment to retaining faculty from diverse backgrounds

Person Responsible: Dean, Chairs, Diversity Committee, Faculty and Staff

Outcomes: Expectation stated at multiple full college events and venues. Policy consideration initiated at 4-18-06 Chairs meeting [Policy consideration: 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 multicultural competence.

Person Responsible: Dean, Diversity Committee, Chairs, Faculty and Staff

Outcomes: Expectation stated within standards and program approval processes. Expectation stated at chairs and full college events. Workshops implemented for department, program, and individual course/faculty inclusion of culturally responsive curriculum and teaching. Funds provided to all departments for retreats to infuse and make coherent the diversity learning within and across courses. Individual praise and leadership opportunities provided to those clearly implementing exemplary practice.
Objective: To examine the promotion and tenure criteria in the College of Education to analyze their impact 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 incorporates the additional unwritten responsibilities of faculty from diverse backgrounds.

Person Responsible: Dean, Diversity Committee, Chairs, Faculty and Staff

Outcomes: Review completed by the dean.

**College of Science, Engineering & Technology**

Objective A: Seek to broaden the college faculty diversity so that all faculty of diverse groups have greater depth of collaboration.

Action Step: Recruit more intensely for diverse faculty across the college.

Action Step: 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, and department faculty

Outcome: The College supported the Hispanic Engineering Day for Middle School Students; the Black Engineering Club was provided college support to allow eight members to attend the National Conference for Black Engineers. Two faculty members were funded by the Commission on the Status of Women to do a study on Women in Computer Science. The Women in Science Learning Community had another successful year.

The College advertised positions in Black Issues, Hispanic Outlook, and Women in Higher Education and designed position descriptions friendly to underrepresented and women candidates. The College provided all candidates greater Mankato literature to make the community more enticing. The College also extended the number of candidates to be interviewed to assure that more women and underrepresented candidates could be included.

The recruitment during the 2005-06 year included more women and underrepresented candidates that in past years. At present, the women hired are Luda Carrison, Lois Anderson for faculty positions as well as Patti Kramlinger as development director and Judith Evans as Marketing Communications director for the Center of Excellence. In addition several underrepresented include InJae Kim, Sanjel Deepak, Vincent Zhang, Jin Park, and Nuri Kayansayan as faculty and Dr. Kuma Takamura as Director of MNCEME.

Dr. Becky Bates submitted a grant proposal in 2006 to NSF designed to enhance scholarships for women and underrepresented students in the areas of science, mathematics, and engineering. Dr. Patrick Tebbe in Mechanical Engineering participated in the CETL on active learning, practiced it in his teaching, and later was success in an NSF grant on active learning. This will be important in getting diverse groups engaged in engineering.
Objective B: Schedule College activities that will be supportive of all gender and representative groups as well as educational so that each learns of the 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.

Persons Responsible: Dean’s Office and College Departments

Outcome: This goal was not achieved as it should have been. However, the College did have open meetings with the chairs on the importance of having a diverse hiring practice. Representatives of the college, particularly the engineering faculty, have been working with specific companies to establish better connections so that diverse student populations can be addressed. Ann Goebel developed online courses in manufacturing engineering technology to assist the incumbent workers, women, and underrepresented enter into this important field. Four faculty members have signed up to attend Project Lead the Way workshops so that they can participate in the teaching of engineering in the junior and high schools. The College supported professional development of faculty who work in areas with difficult people. Departments had several colloquia with women and people of diverse groups speak to our students. The College Advising Center hired an African American peer advisor to work with students and faculty. The college provided financial and attendance support for the Philosophy Department speaker (Peter Singer) on Ethics of Globalization as well as MLK daughter speak to the university campus community. The college also assisted female faculty member in a stop off for maternity leave. In addition the college was a supporter of the Pan African conference. The College hosted Alberto Alonzo from Mexico for three months as he participated in several classes, talked to Hispanic students on the importance of Mathematics and networked with the computer science faculty.

Objective C: Develop a 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: Actively work to increase the working relationships of cultural 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
Objective D: 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.

Outcome: Hispanic recruitment day for the College of Science, Engineering and Technology; Black Engineering Club and its ability to recruit and attend regional and national meetings. Several faculty continued their support of the youth through the Library readings by faculty to enlighten K-8 students. Faculty and the Mexican visitor visited with young students on the value of science and mathematics in engineering. These items are only representative of the many other items of similar nature that have occurred in the college this past year.

College of Social and Behavioral Sciences

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

What is to be accomplished?

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

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

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

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

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

Person Responsible: Dean, search chairs, department members

Outcome: SBS advertises faculty positions in Black Issues, Hispanic Outlook, and Women in Higher Education. Searches were conducted following all of our action steps. SBS candidates are given the IFO Benefits package information found on the HR website and Appendix G, “Guidelines for Evaluation” from the IFO contract.
Objective:  *SBS 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.

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

**Person Responsible:** Dean and department chairs

**Outcome:** As of May 1, of the 10 new SBS probationary and fixed term faculty hires, 3 are women and 2 are persons of color. In the previous year new hires 5 of 15 were women and 5 of 15 were persons of color

Objective:  *SBS 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:** SBS dean and department chairs will encourage new faculty to participate in CETL programs.

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

**Person Responsible:** Dean, Teaching and Learning Committee members

**Outcome:** The Teaching and Learning Committee hosted a new faculty reception and an end of the semester get-together. The committee also organized “Let’s Do Lunch” activities for SBS faculty to discuss teaching issues over lunch. SBS faculty members also participated in CETL mentoring and other activities: Faculty Teaching Certificate Program (FTCP I): 9 members, Faculty Teaching Certificate Program II (FTCP II): 3 members, Mentoring Program: 5 mentors, 6 mentees, Chairs Learning Community: 7 members

Objective:  *SBS 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 SBS Diversity Committee, such as workshops and seminars on diversity issues.

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

**Person Responsible:** Dean, College Diversity Committee members

**Outcome:** The SBS Diversity Committee organized as a standing committee this year and the members developed their charge and goals. The SBS Diversity Committee hosted a Diversity Potluck for college faculty and staff and their family 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, two women employees were promoted to MnSCU Administrators, three women employees were promoted to MMA positions, a person of Hispanic heritage was hired for an MMA position, two women were hired for MSUAASF positions and three individuals were hired from the protected class.

**Person 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. A speaker has been hired to give a presentation at the May 23, 2006 all-division staff meeting on topics that include: "Refuse to Hate", "Choose to Help Others", Focus on What Is Right" and "The Strength of Caring People".

**Person 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.

Person Responsible: Vice President for Finance & Administration and Division Supervisors

Student Affairs Division

Objective: Recruit and retain a diverse employee work force.

Action Step: Create divisional recruiting teams.
Action Step: Create welcoming teams.
Action Step: Create a divisional mentoring program.
Action Step: Create on-going divisional Affirmative Action Committee.
Action Step: Establish diversity goals within each department of the Division.
Action Step: Create divisional publicity advertising the University’s and Division’s commitment to diversity.

Persons Responsible: Vice President for Student Affairs, Department Directors and Student Affairs Employee Diversity Committee.
Outcome: The following outcomes have been achieved:

- Recruiting materials designed highlighting diverse employees and allies within the Division and resources within the campus and local community.
- Development of a web page highlighting diverse employees and allies within the Division and resources within the campus and local community initiated.
- Welcoming Teams established to make contact, offer resources and arrange custom information opportunities during on-campus interviews for all unclassified, excluded, classified and graduate assistant finalist applicants.
- Divisional mentoring program implementation established for fall 2006.
- The Student Affairs Employee Diversity Committee was established with the following charge: The Student Affairs Employee Diversity Committee is dedicated to 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.
- Divisional Goal for 2005-2006: Develop, Promote and Enhance Diversity and International Program and Services. Each department within the division submitted goals and action items supporting the Division's priority.
- A Student Affairs Council Diversity Retreat was held on November 30, 2005 to discuss division and campus initiatives regarding diversity.
- The following professional development opportunities were provided for all staff, including graduate assistants, within the division: Divisional Fall Welcome, Fall Semester Celebration, Divisional Convocation, Professional speakers Vernon Wall and Audrey Nelson, and an End-of-Year Divisional Social.
- All MSUAA SF position descriptions submitted for classification review or search were reviewed for position qualifications regarding diversity. All position descriptions contained or added qualification of demonstrated ability to work with a diversity population of students, faculty and staff.
- A Diversity Framework for the Division of Student Affairs was established to support communication and guide planning for the future. 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
Objective: Increase the numbers of graduate students from diverse backgrounds and reduce feelings of isolation once employed.

Action Step: Explore ways to “grow our own” hires for graduate assistant positions and entry level people.
Action Step: Funding to support hiring diverse graduate assistants.
Action Step: Provide opportunities for graduate assistants within the Division to interact.

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

Outcome: The following outcomes have been achieved:
- Implementation of the National Association of Student Personnel Administrators Undergraduate Fellows Program developed for Fall 2006.
- Strategic Priority Funding Request submitted as a part of the Institutional Strategic Priority Funding process to support a Pre-Doctoral Fellow.
- Funding to the support the hiring of diverse Graduate Assistants provided to the Women’s Center and Student Rights and Responsibilities.
- The following professional development opportunities were provided for all staff, including graduate assistants, within the division: Divisional Fall Welcome, Fall Semester Celebration, Divisional Convocation, Professional speaker: Vernon Wall, and End-of-Year Divisional Social.

University Advancement Division

Objective: To include alumni of color or from other underrepresented groups in the development of our “Famous Alumni” program. “Famous Alumni” is an initiative to highlight, through print, displays and through the web, exceptional MSU alumni who have distinguished themselves in their careers or personal lives in a truly unique or groundbreaking manner.

Action Step: To be conscious of profiling alumni of color or from other underrepresented groups when selecting our “Famous Alumni.”

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

Outcome: The Famous Alumni project did not materialize as it had been planned.

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.

Persons Responsible: Director of Alumni Relations & Special Events
Outcome: Students of color or from other underrepresented groups are visible components of many events overseen by the Alumni Relations and Special Events office. 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. Student marshals at commencement are comprised of a range of student groups that already reflect a diverse composition: the student ambassadors, annual fund callers and work-study help with our division. At the Foundation Gala, the presidential scholars were invited to serve as student hosts.

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, Assistant Vice President of Integrated Marketing & Communications

Outcome: Ann Rosenquist-Fee has met with both Dean Fagin and Affirmative Action Officer White. In addition, the Integrated Marketing Team recently formulated a marketing plan for Institutional Diversity that the team is helping ID execute.

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 Communications

Outcome: The Annual Report for the Foundation reflects diversity of many kinds, as does the Campus E-newsletter edited by Mike Cooper. In addition, Advancement was one of the lead divisions supporting the President’s presentation on our university at the January meeting of the MnSCU Board of Trustees, and that presentation featured one of two students from underrepresented groups.

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, Assistant Vice President of Integrated Marketing & Communications, Director of Alumni Relations & Special Events
Outcome: Alumni Relations and Special Events worked with two vendors from underrepresented populations for the 2005 Taste of Mankato. The featured speaker at the 2005 Wood Scholarship Dinner was Native American leader Clyde Bellecourt. In 2006, of the seven distinguished alumni recipients, two are from diverse ethnic backgrounds: Mexican-American and Hmong. The recipient of the Foundation’s Volunteer of the Year Award is an octogenarian known for her work in organizing and communicating with seniors within the MSU community. The tradition of having alumni speak at commencement has been shifted to a student focus. In all ceremonies, at least one student speaker is from a diverse background. The last alumni who served as a guest speaker is an Iranian-American.

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 Communications

Outcome: Ann Rosenquist-Fee always keeps diversity in mind as she assigns writing and photography for Today magazine. Some recent examples are stories on a donor of color and the new tech-rec center.

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 Communications

Outcome: Ann Rosenquist-Fee hired an African-American freelance writer for Today magazine this past year.

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 Communications, Director of Alumni Relations, Assistant Director of Marketing & Communications

Outcome: On all communications (electronic and print) that originate from University Advancement, every effort has been made to ensure that the affirmative action/equal opportunity/special needs statement is included on at least one piece or page. Designers working in the print shop work closely with internal clients to ensure compliance.

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:** Assistant Director of Marketing & Communications

**Outcome:** Mike Cooper does pitch stories and write releases on many diversity events and the students involved in underrepresented groups. In addition, KMSU has reserved Saturdays for Hispanic programming, which helps show the community that diversity is welcome on our campus.

**Objective:** Maintain a campus image bank, or photo library, that depicts a multicultural 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 Communications

**Outcome:** In addition to the diversity photos already in the new online image library, more are being shot this spring of underrepresented faculty, staff and students.

**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 Director of Alumni Relations conducted a work session with the Office of Institutional Diversity, seeking input on creation of a list of alumni who would be defined as “engaged” as logical recruits for the Alumni Association or Foundation Board of Directors. Names on that list continue to be researched. Also, an effort was made to further fortify the alumni database with the coded field that denotes ethnic diversity. Recruitment of these individuals continues, to either board continues. Currently, on college advisory boards, there are a number of candidates from diverse or underrepresented backgrounds who, when their advisory board terms expire, are likely to be recruited to one of the campus-wide boards.

The Alumni Association Board has one of 27 members from diverse groups and 12 members are women.

The MSU Foundation Board currently counts three of 34 members from diverse groups. Seven of the Board members are women.

**Comments:** The Division of University Advancement is the smallest division on the MSU campus with approximately 50 employees. Therefore, retention activities will be led by the Vice President and/or Associate Vice President.
1. *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, MSU and the Mankato community is going well.*

**Outcome:** No new diverse employees hired during this period.

2. *MSU’s commitment to diversity will be kept visible by continuing dialog on the value of diversity within the University community.*

**Outcome:** At least one bimonthly divisional meeting each year has included a special presentation on the value of diversity.

3. *Provide a mentoring program for employees from protected groups.*

**Outcome:** Both the vice president and associate vice president provide mentoring and career encouragement to diverse staff in the division.

4. *Conduct on-campus training to assure that employees from protected groups have the necessary skills to succeed in their positions.*

**Outcome:** We have encouraged all division employees, whether of diverse background or not, to attend all offered workshops and training opportunities in the area of diversity.
## 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>
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<th>√ Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Fill out the necessary position origination documents according to the <a href="#">Hiring Process Guidelines</a>.</td>
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<tr>
<td>2.</td>
<td>Establish the <a href="#">Search Committee</a> and obtain search training through the Affirmative Action Office (AAO) <em>(training mandatory if there is a hiring goal--see Affirmative Action Plan)</em>. AAO Director will establish a hiring goal at search training.</td>
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| 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 [Screening Forms](#), *[Reference Check Questions](#)* *(if available)* *(see other forms & samples)*  
   Dean/VP will review and forward to Affirmative Action Office. |
| 4. | AAO 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 AAO & Dean/VP.)* *(Note: AAO will format final notice of vacancy, obtain approval from Human Resources, provide print-ready copy to Search Chair, and then post on university web page, MnSCU web page, and HigherEdJobs.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 [MSU Application for Unclassified Employment](#) form *(if none submitted)*. |
| 6. | Conduct prior review of any internal fixed term IFO candidates pursuant to [IFO Letter of Understanding](#).  
   a. If internal fixed term is recommended for hire, proceed to step 18.  
   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. |
| 7. | Screen out applications not meeting qualifications. *(Can be done by search chair or designated members of search committee.)* [Notify applicants](#) they do not meet qualifications. *(Review confidentiality guidelines.)* |
| 8. | Fill out [Pool Review Form](#) and send to AAO Director *(after application deadline or priority consideration date)*. Submit list of applicants and recruitment activities. *(AAO Director will send recommendation to Dean/VP.)* |
| 9. | Dean/VP will notify Search Chair when okay to proceed with screening. |
| 10. | Screen qualified applications using consistent, equal opportunity, and job related criteria for all candidates. Determine potential finalists. *(Can notify some candidates if no longer being considered.)* |
11. Notify potential finalists by phone. (Inquire re: continued interest, reference checks, if okay to contact additional references, any references not to contact at this time.)

12. Conduct reference checks. (Use standard questions; record data.)
   a. Ask potential interviewees to submit official transcripts of highest degree, if not submitted previously.

13. Fill out Initial Review section of Finalist Review and Approval Form and send to HR Director (attach Notice of Vacancy, Resume for each potential finalist, and Selection Decision Reports for all other applicants). Dean/VP will give final approval to proceed.

14. Arrange interviews. (Comply with travel regulations.) (See also Expense Reimbursement for Finalists.)

15. Interview finalists using consistent, equal opportunity and job related criteria for all candidates. (Candidates must fill out Work Experience Summary (IF01(MSU/AASF) 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.

16. If no candidate is recommended for hire, fill out Notice of Failed Search Form. After recommendation is official, send notice of failed search letter. Proceed to step 23.

17. If a candidate is recommended, provide strengths/weaknesses to Dean/VP for consideration.

18. Complete Final Approval section of Finalist Review and Approval Form and obtain approval of successful candidate from AAO Director prior to an offer being made. Fill out Selection Decision Report (SDR) for each finalist.

19. Hiring official should review and sign the Work Experience Summary that was completed by the applicant (step 15) and forward to the Human Resources Office with official transcript of highest degree and MSU Application for Unclassified Employment.

   NOTE: No salary offer can be made before Human Resources reviews the Work Experience Summary, reviews the official transcript, 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.

20. Appropriate Vice President extends the offer, Human Resources will review the Offer Letter and Appointment Summary before it is sent. The candidate accepts in writing.

21. Notify remaining candidates not hired that they are no longer being considered.

22. The VP’s Office will submit the necessary appointment documents to Human Resources according to Hiring Process Guidelines.

23. Submit all other search materials to Affirmative Action Office (include applicant files, screening forms, and Selection Decision Reports). (Refer to Documenting a Search.)

Last Rev. 3/21/06
DATE: April 2006

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, KXLP 93.3, 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

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<tr>
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<td>Dr. Doran Hunter</td>
<td>Mary Lou Getta</td>
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<tr>
<td>Gail Orcutt</td>
<td>Connie Derner-Hulke</td>
<td>Jean Willaert</td>
</tr>
<tr>
<td>2691</td>
<td>6412</td>
<td>6383/6998</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</td>
<td>Dr. Paul Hustoles</td>
<td>Dudley Berger</td>
</tr>
<tr>
<td>1216</td>
<td>2118</td>
<td>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</td>
<td>Suzanne Dugan</td>
</tr>
<tr>
<td></td>
<td>1011</td>
<td>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</td>
<td>Scott Hagebak</td>
<td>Leah Krause</td>
</tr>
<tr>
<td>2500/6215</td>
<td>2223</td>
<td>2009</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</td>
<td>Laura Henry</td>
<td>David Haglin</td>
</tr>
<tr>
<td>2290</td>
<td>1822</td>
<td>2968</td>
</tr>
</tbody>
</table>

To have specific questions related to this information, please contact Security.

MSU is an Affirmative Action/Equal Opportunity University. This document is available in alternative format to individuals with disabilities by calling the Security Department at (507) 389-2111 (TTY).
### 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 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</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 Commons basement.</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>Highland Complex</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</td>
</tr>
<tr>
<td>McElroy Complex (Residence Hall)</td>
<td>McElroy laundry rooms, basement corridor to H and I wings and McElroy service tunnel (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</td>
</tr>
<tr>
<td></td>
<td>Conkling occupants should use Nelson Hall shelters</td>
</tr>
<tr>
<td>Pennington Hall</td>
<td>Restrooms</td>
</tr>
<tr>
<td>Performing Arts and Andreas Theater</td>
<td>Basement north and south corridors, restrooms and SW practice rooms #125-142 and Andreas Theater basement</td>
</tr>
</tbody>
</table>
| Student Union and Addition             | Basement includes bowling alley, billiards, table tennis, game room.*Student Leadership Area*  
                                          |  
                                          | Secondary shelter for after hours is the NW corner stairwell                 |
| Taylor Center                          | Basement, corridors and stairwells                                           |
| Trafton Center                         | First floor corridor and center lecture hall rooms’ #C121-C124. Away from the windows.  |
| Trafton East                           | First floor corridor south wall outside rooms’ #E120-E123 and restrooms     |
| Utility Plant                          | Restroom                                                                     |
| Wiecking Center                        | Basement mechanical room                                                    |
| Wigley Administration Center           | Restrooms                                                                    |
|                                          | additional location in Student Union                                        |
|                                          | SU Basement includes bowling alley, billiards, table tennis, game room and restrooms |
| Wissink Hall                           | ACC classrooms #115-116 and #125-125A and restrooms (266)                    |
|                                          | additional location in TR first floor corridor and center lecture halls     |
**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.
Emergency Evacuation

It always is prudent to have a plan in place in the event of an emergency. This memo will address what to do in the event of an emergency necessitating an evacuation of a building.

All employees and students are to evacuate a building when the fire alarm system is activated or when directed to do so by emergency personnel (security personnel, law enforcement personnel etc.). Everyone should go immediately to a location a safe distance away from the building and wait there for further instructions. Security personnel will respond to the emergency and, if it determined that the evacuation is of short term nature, you may be directed to return to the building.

If it is determined by emergency personnel that the evacuation will be long term, you will be instructed to report to the Emergency Assembly area (EAA). The EAA on this campus is the Taylor Center, Bresnan Arena. Should the Taylor Center be the building being evacuated, the Centennial Student Union Ballroom is the alternate EAA location.

For your safety and well being - evacuation of buildings in emergency situations is not discretionary; evacuation of all non-emergency personnel is mandatory.

Individuals with disabilities who require assistance in evacuating shall go to the closest stairwell. They should tell a faculty or staff member, co-worker or student who is exiting the building to notify emergency personnel in which stairwell they are located. Emergency personnel will respond and assist that individual in evacuating the building.

If time allows, remember to take with you any personal belongings, e.g., vehicle keys, house keys, medications, etc. This is particularly important should the evacuation prove to be long-term.

At the EAA a representative from the Human Resources Office, Security Department and/or other emergency personnel will provide updates and further instructions regarding the evacuation.

Please do not leave the EAA because you may have information that might be valuable to ensuring the safety and health of fellow staff and students.

Note that this procedure pertains only to emergencies within a building and does not replace procedures already in place and communicated to you by the Security Department regarding weather emergencies.

Faculty members are asked to make their students aware of the building evacuation process.
4.4 Weather / Emergency Closings

Part 1. Cancellation of Classes due to Weather or Other Emergencies. The authority to cancel classes due to weather conditions or other emergencies resides with the college or university president or the president’s designee. 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 Emergency. The authority to close college or university campuses when a weather or other emergency exists resides with the president or the president’s designee. 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. 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.

3. Methods of notification of campus closings appropriate to employees, students and the public.

Subpart B. A copy of the written procedures shall be filed with the Chancellor.

Subpart C. 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.** When a campus closing is declared, college or university employees are excused from work with pay. 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.** The declaration of a campus closure shall, whenever possible, clearly identify the timeframe when employees are excused from work.

**Subpart F.** 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.


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**Date of Implementation:** 10/16/96  
**Date of Adoption:** 10/16/96  
**Date and Subject of Revision:**  
12/18/02 – Part 2, Subpart F, Amended from System Office to Office of the Chancellor  
02/17/99 - part 2, states Governor’s power to change work schedule in case of natural disaster, subp. B, deletes date by which written procedures must be filed.
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:
   a. The function may be essential because the reason the position exists is to perform that function;
   b. The function may be essential because of the limited number of employees available among whom the performance of that job function can be distributed; and/or
   c. The function may be highly specialized so that the incumbent in the position is hired for his or her expertise or ability to perform the particular function.

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

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

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

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

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

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

**Part 6. Providing Reasonable Accommodations.**

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

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

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

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

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

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

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

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

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

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

A pproval D ate: 05/24/00,
E ffective D ate: 05/24/00,
D ate and Subject of R evision:
The data on recruitment methods, costs and responses was compiled as follows:

- Advertising sources and costs were taken from individual recruitment plans;
- Responses from applicants on gender, ethnicity, disability, and sources for learning about each vacancy were voluntary using the Supplemental Personnel Data form.

### SUMMARY OF 2004-2006 RECRUITMENT COSTS AND RESPONSES

<table>
<thead>
<tr>
<th>Advertising Methods</th>
<th>Costs (%)</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>$129,043</td>
<td>826 (38.1)</td>
<td>359 (46.8)</td>
<td>321 (36.9)</td>
<td>12 (52.2)</td>
</tr>
<tr>
<td>Electronic Media</td>
<td>$18,423</td>
<td>1,145 (52.8)</td>
<td>348 (45.4)</td>
<td>463 (53.2)</td>
<td>8 (34.8)</td>
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<tr>
<td>Mailings</td>
<td>$8,312</td>
<td>20 (.9)</td>
<td>6 (.8)</td>
<td>5 (.6)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Personal Networking</td>
<td>$0</td>
<td>85 (3.9)</td>
<td>20 (2.6)</td>
<td>45 (6.2)</td>
<td>2 (8.7)</td>
</tr>
<tr>
<td>Conferences/Prof Meetings</td>
<td>$345</td>
<td>14 (.7)</td>
<td>4 (.3)</td>
<td>3 (.3)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>No Indication/Unknown</td>
<td>$0</td>
<td>68 (3.1)</td>
<td>26 (3.4)</td>
<td>24 (2.8)</td>
<td>1 (4.3)</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$156,663</strong></td>
<td><strong>2,167 (100%)</strong></td>
<td><strong>767 (100%)</strong></td>
<td><strong>870 (100%)</strong></td>
<td><strong>23 (100%)</strong></td>
</tr>
</tbody>
</table>

### BREAKDOWN OF 2004-2006 ADVERTISING METHODS, COSTS AND RESPONSES

<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>5,653</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Minneapolis Star Tribune</td>
<td>26,152</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>St. Paul Pioneer Press</td>
<td>772</td>
<td>0</td>
</tr>
<tr>
<td>Publications – general</td>
<td>Chronicle of Higher Education &amp; website</td>
<td>38,343</td>
<td>302</td>
</tr>
<tr>
<td>Publications – job specific</td>
<td>AAG (Assn American Geographers)</td>
<td>286</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>AMS (American Mathematical Society)</td>
<td>720</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>ASA (American Sociological Assn)</td>
<td>156</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>ASEE Prism (American Society for Engineering Education)</td>
<td>3,406</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Chemistry and Engineering News</td>
<td>3,334</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Collegiate Art Association</td>
<td>-</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Jobs for Philosophers</td>
<td>134</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>MLA / JIL (Modern Language Assn/Jobs in Literature)</td>
<td>258</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>NCAA (National Collegiate Athletic Association)</td>
<td>1,230</td>
<td>74</td>
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<tr>
<td></td>
<td>Science Journal</td>
<td>4,895</td>
<td>9</td>
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<tr>
<td>Publications</td>
<td>Miscellaneous</td>
<td>36,846</td>
<td>145</td>
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<tr>
<td>Electronic Media - general</td>
<td>Career Chronicles (Chronicle of Higher Education) – see publications</td>
<td>7,815</td>
<td>313</td>
</tr>
<tr>
<td></td>
<td>HigherEdJobs.com</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>MNSCU Employment Opportunities website &amp; bulletin</td>
<td>-</td>
<td>215</td>
</tr>
<tr>
<td></td>
<td>MSU “Employment at MSU”</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Electronic Media – job specific</td>
<td>AAAL job link (American Assn Applied Linguistics)</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>AEA (American Economic Association)</td>
<td>-</td>
<td>37</td>
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<td></td>
<td>AMS (American Mathematical Society)</td>
<td>285</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>CAA website (College Art Association)</td>
<td>-</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>FMA (Financial Mgmt Assn)</td>
<td>1,035</td>
<td>64</td>
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<td></td>
<td>H-net (History website)</td>
<td>100</td>
<td>24</td>
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<tr>
<td></td>
<td>JOE (Jobs for Economists)</td>
<td>1,100</td>
<td>214</td>
</tr>
<tr>
<td></td>
<td>MLA / JIL (Modern Language Assn/Jobs in Literature)</td>
<td>956</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>SPRENET (Society of Park &amp; Recreation Educators) listserv</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>WOST listserv (Women’s Studies)</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Electronic Media</td>
<td>Miscellaneous</td>
<td>7,082</td>
<td>131</td>
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</tbody>
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## RECRUITMENT OF UNCLASSIFIED STAFF
### ADVERTISING SOURCES, COSTS, & RESPONSES
**Minnesota State University, Mankato**
**7/1/04 – 6/30/06**

<table>
<thead>
<tr>
<th>Source</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mailings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority institutions – estimated postage</td>
<td>2,712</td>
<td>Unknown</td>
</tr>
<tr>
<td>Cost of vacancy notices</td>
<td>3,080</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous (all costs not submitted)</td>
<td>2,520</td>
<td>20</td>
</tr>
<tr>
<td><strong>Personal Networking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous (all costs not submitted)</td>
<td>Unknown</td>
<td>85</td>
</tr>
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<td><strong>Conferences/ Professional Meetings</strong></td>
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NOTE: 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.

Affirmative Action Office

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.

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
organization to assist in welcoming persons of color to the community.

**Academic Affairs Division**

**College of Allied Health and Nursing**

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

**Action Step:** Implement a customized orientation for new employees of color.

**Action Step:** Implement a peer mentoring program across the College.

**Action Step:** Develop an ongoing link with employees of color across campus.

**Person Responsible:** Cultural Diversity Committee, Leadership Team, Interim 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 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 but not overwhelm them.

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

**Person 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 receive 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.

**Person 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.

Person Responsible: Department Chairs

College of Business

Objective: The College of Business will retain students of color and international students.

Action Step: Once a student of color is admitted to the College, we will continue our commitment to maintain communication with students of color and international students.

Action Step: Offer a reception for international students and students of color in the College of Business (expected cost: $1,000).

Person(s) Responsible: Departmental Chairs, Dean

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: Prize and use 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.

Person 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: 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 College of Education.

**Action Step:** Organize regular social gatherings for new faculty members and their mentors for the purpose of providing shared experiences through the Diversity Committee and perhaps the Center for Excellence in Teaching and Learning.

**Action Step:** Distribute and use a policy that explicitly state 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.

**Person Responsible:** Dean, Diversity Committee, Chairs, Faculty and Staff

**Objective:** To establish the expectation of cultural competence for all faculty and staff in the College of Education.

**Action Step:** Develop a College of Education vision statement that emphasizes the expectation of multicultural competency for all faculty and staff.

**Action Step:** Distribute policies that clearly state a commitment to retaining faculty from diverse backgrounds.

**Action Step:** Implement immersions, travel opportunities, workshops, and assessments that advance cultural competence.

**Person Responsible:** Dean, Chairs, Diversity Committee, Faculty and 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.

**Person Responsible:** Dean, Diversity Committee, Chairs, Faculty and Staff

**Objective:** To examine the promotion and tenure criteria in the College of Education to analyze their impact 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 incorporates the additional unwritten responsibilities of faculty from diverse backgrounds.

**Person Responsible:** Dean, Diversity Committee, Chairs, Departmental Personnel committees, Faculty and Staff

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**College Of Science, Engineering and Technology**

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

**Action Steps:**
1. Actively work to increase the working relationships of cultural 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
Report: To be completed in 2008

College of Social and Behavioral Sciences

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

What is to be accomplished?

A. Retention Goals
Objective: SBS 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: SBS dean and department chairs will encourage new faculty to participate in CETL programs.
Action Step: Teaching and Learning Committee will host events for new faculty.
Person Responsible: Dean, Teaching and Learning Committee members

B. Learning Environment and an Engaged Campus
Objective: SBS 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 SBS Diversity Committee, such as workshops and seminars on diversity issues.
Action Step: We will support and participate in campus wide diversity events, workshops, and seminars.
Person Responsible: Dean, College Diversity Committee members

Finance and 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.
Person 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.

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

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**Student Affairs Division**

**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, 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:** Provide a Brown Bag Lunch professional development series for faculty, staff and graduate assistants within the Division.

**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.

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

University Advancement Division

Comments: The Division of University Advancement is the smallest division on the MSU campus with approximately 50 employees. Therefore, retention activities will be led by the Vice President and/or Associate Vice President.

1. 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, MSU and the Mankato community is going well.

2. MSU’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.

3. Provide a mentoring program for employees from protected groups.

4. 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.

5. All employees, especially those of diverse backgrounds, will be encouraged to enroll in the University’s Leadership Institute.
# Separation Analysis
## Fiscal Year 2003

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<th>Male</th>
<th>Female</th>
<th>Totals</th>
<th>Ttl Dis.</th>
<th>M</th>
<th>F</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
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<td>10</td>
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</tr>
<tr>
<td>A/PI</td>
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<td>35</td>
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<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NA</td>
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<td>2</td>
<td>4</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>509</td>
<td>486</td>
<td>995</td>
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</table>
## Fiscal Year 2005

### % PER CATEGORY

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Disability</th>
<th>Non Renewed</th>
<th>Resigned</th>
<th>Terminated</th>
<th>Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>African Amercian</td>
<td>1.7%</td>
<td>1.2%</td>
<td>1.5%</td>
<td></td>
<td>11.1%</td>
<td></td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>5.4%</td>
<td>2.0%</td>
<td>3.8%</td>
<td></td>
<td>6.9%</td>
<td>10.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>89.7%</td>
<td>95.6%</td>
<td>92.5%</td>
<td>100%</td>
<td>2.3%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.8%</td>
<td>0.8%</td>
<td>1.8%</td>
<td></td>
<td>6.7%</td>
<td>25.0%</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Total Per Category</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Total Employees</td>
<td>51.7%</td>
<td>48.3%</td>
<td>100.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Non Renewed

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>Male</th>
<th>Female</th>
<th>Totals</th>
<th>Ttl Dis.</th>
<th>M</th>
<th>F</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>9</td>
<td>6</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A/PI</td>
<td>29</td>
<td>10</td>
<td>39</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>478</td>
<td>476</td>
<td>954</td>
<td>20</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>H</td>
<td>15</td>
<td>4</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NA</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>533</td>
<td>498</td>
<td>1031</td>
<td>2</td>
<td>15</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

Deceased Total = 3  (1 = Female Asian, 2 = Male Caucasian)

Note: Separation data only includes those with Employment Condition Code = 11 (Full Time Unlimited) and counts only the employee records that have a separation code entered into the system on the demo screens.
## Separation Analysis
### Fiscal Year 2006

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1.9%</td>
<td>1.3%</td>
<td>1.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>5.8%</td>
<td>2.3%</td>
<td>4.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>89.4%</td>
<td>94.8%</td>
<td>92.1%</td>
<td>100.0%</td>
<td>0.2%</td>
<td>8.3%</td>
<td></td>
<td>1.1%</td>
<td>1.6%</td>
<td>0.0%</td>
<td>0.4%</td>
<td>1.8%</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.6%</td>
<td>1.0%</td>
<td>1.8%</td>
<td></td>
<td>7.1%</td>
<td>20.0%</td>
<td></td>
<td>0.0%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>0.2%</td>
<td>0.6%</td>
<td>0.4%</td>
<td></td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% Total Per Category: 100.0% 100.0% 100.0% 100.0%

% of Total Employees: 50.5% 49.5% 100.0% 0.0%

---

### Non Renewed

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>Male</th>
<th>Female</th>
<th>Totals</th>
<th>Ttl Dis.</th>
<th>M</th>
<th>F</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
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<td>7</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A/PI</td>
<td>31</td>
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<td>43</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>C</td>
<td>474</td>
<td>493</td>
<td>967</td>
<td>20</td>
<td>1</td>
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<td>0</td>
</tr>
<tr>
<td>H</td>
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<td>5</td>
<td>19</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NA</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Totals: 530 520 1050

Non Renewed: 1 0 0 7 10 0 0 0 4 9 0

### Resigned

### Terminated

### Retired

---

Note: Separation data only includes those with Employment Condition Code = 11 (Full Time Unlimited) and counts only the employee records that have a separation code entered into the system on the demo screens.