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Affirmative Action Transmittal Form
2010– 2012
Riverland Community College

*See electronic submission

Statement of Commitment

Riverland Community College 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. Riverland Community College will not tolerate discrimination on the basis of these protected class categories in accordance with state and federal equal opportunity/affirmative action laws, directives, orders and regulations.

Riverland Community College is committed to implementation of this affirmative action plan and fully supports the State of Minnesota's affirmative action efforts. Riverland Community College will implement and maintain an affirmative action program that takes aggressive measures to eliminate internal barriers to equal opportunity and that strives to remedy the historical under representation in the employment, retention, and promotion of qualified persons with disabilities, persons of color, and women.

Riverland Community College's policy is to pursue actively equal employment practices during the phases of the employment process. In that spirit, Riverland Community College will continue to seek opportunities to maximize the selection and retention of protected group employees by:

- ◆ continuing to recruit protected group applicants actively and aggressively;
- ◆ continuing affirmative action training for employees, with an emphasis on those serving on selection committees; and
- ◆ supporting affirmative measures to retain protected-group employees.

Riverland Community College further believes that the diversity of our college should reflect the diversity of our communities. This affirmative action plan is an opportunity to enhance the fabric of our lives, workplace, and communities. We will strive to uphold this commitment to diversity by participating in and partnering with community organizations specializing in inclusionary cultural issues and activities.

Dr. Terrence Leas
College President

Date

Responsibility for Communication and Implementing the Affirmative Action Plan

College President

As the primary administrator of Riverland Community College, the college president is responsible for overseeing Riverland Community College's equal opportunity and affirmative action policies, procedures, and programs as well as assuring compliance with related state and federal laws, rules, and regulations. Final disposition of all such issues resides with the college president.

1. Responsibilities

- A.** Ensure that adequate staffing and resources are committed to implement the college and the Office of the Chancellor policies in the area of equal opportunity/affirmative action.
- B.** Provide the Office of the Chancellor with an annual summary of the college's accomplishments and progress in meeting goals set during the previous year.
- C.** Ensure that under-utilized class members are included on affirmative action committees and members represent various constituents.
- D.** Ensure that administrative supervisors are held accountable for the achievement of affirmative action goals and objectives and the fulfillment of equal-opportunity requirements established by the college.
- E.** Ensure that the college complies with federal, state, and Office of the Chancellor laws, regulations, and policies pertaining to equal opportunity/affirmative action, including Title IX, 504 legislation, and the Americans with Disabilities Act.

2. Duties

- A.** Appoint an Affirmative Action Officer to assist in carrying out established equal opportunity/affirmative action responsibilities.
- B.** Establish responsibility guidelines that the Human Resources Office will incorporate within the position description of each administrator and supervisor.
- C.** Establish a feedback-and-critique process to evaluate performance.
- D.** Review documents, workforce-analysis report, and other recruiting documentation.

3. Accountability

The college president is directly accountable to the chancellor on matters relating to equal opportunity and affirmative action at Riverland Community College.

Equal Opportunity/Affirmative Action Officer

The Equal Opportunity/Affirmative Action Officer is responsible for the overall implementation and administration of Riverland Community College's equal opportunity and affirmative action programs.

1. Responsibilities

- A.** Oversee and ensure that the college complies with federal, state, and Office of the Chancellor laws, regulations, and policies pertaining to equal opportunity/affirmative action, including Title IX, 504 legislation, and the Americans with Disabilities Act.
- B.** Develop, monitor, implement, and evaluate college equal opportunity/affirmative action programs, plans, and guidelines, in conjunction with the college's Affirmative Action Committee and the college president.
- C.** Ensure that administrative supervisors are held accountable for the achievement of affirmative action goals and objectives and the fulfillment of equal opportunity requirements established by the college.
- D.** Review, investigate, and process complaints of harassment or discrimination of protected class issues (e.g., race, creed, color, sex/gender, national origin, marital status, age, sexual orientation, disability, status with regard to public assistance, religion, membership or activity in a local commission, political opinions or affiliations), and/or lack of equal opportunity in accordance with established guidelines. Serve as the college's primary resource for employees and students on equal opportunity laws, regulations, and procedures.
- E.** Monitor the search and selection process for positions in accordance with established guidelines and procedures for recruitment.
- F.** Direct and oversee the internal and external institutional reports on equal opportunity/affirmative action efforts and accomplishments.

2. Duties

- A.** Create and distribute college policies pertaining to equal opportunity/affirmative action, including Title IX, 504 legislation, and the Americans with Disabilities Act and contact names and locations. Advise the college president of equal opportunity/affirmative action program progress and status in meeting the college's goals and objectives.
- B.** Provide education opportunities for supervisors and administrators.
- C.** Establish a procedure to process complaints and complete investigations.
- D.** Train and advise the chair and interview committee members by providing guidance on the selection and screening processes.

3. Accountability

The Equal Opportunity/Affirmative Action Officer is directly accountable to the college president for the overall implementation and administration of Riverland Community College'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.** Assure that equal opportunity/affirmative action policies, plans, and procedures are complied with and carried out in their respective units.
- B.** Assure that employees within their units are informed of the college's equal opportunity/affirmative action policies, procedures, and practices.
- C.** Assist the Affirmative Action Office in determining annual vacancies and hiring goals.
- D.** Identify factors which may impede the college's pursuit of its equal opportunity/affirmative action goals and objectives.

2. Duties

- A.** Display policies, plans, and procedures, and identify a contact person within the department.
- B.** Assist and promote training activities.
- C.** Include affirmative action opportunities in hiring processes and assist in training for interview committees.
- D.** Notify the Affirmative Action Officer of any circumstances or incidents that may conflict with college equal opportunity/affirmative action policies, procedures, and practices.

3. Accountability

Accountability for administrators/supervisors is reflected in the Riverland Community College's organizational chart.

Vice President of Employee & Public Relations

In addition to the responsibilities and duties described above for the administrators/supervisors, the VP of Employee and Public Relations is also responsible as described below for classified and unclassified positions.

1. Responsibilities

- A.** Monitor the recruitment and selection process of classified positions at Riverland Community College, in accordance with Minnesota Statutes 43.18 and 179.74, Minnesota Management & Budget (MMB), personnel rules, and applicable collective-bargaining agreements.
- B.** Monitor and ensure that the recommendations of supervisors and others involved in the selection process are based on job-related criteria and are consistent with affirmative action goals and objectives.
- C.** Establish the structure of the interview process. Train and advise the chair and interview committee members by providing guidance on the screening and selection processes.

- D. Monitor, analyze, and report on the retention process.
- E. Monitor, analyze, and report on the evaluation process.

2. Duties

- A. Assign department staff to produce reports of the recruitment and selection processes.
- B. Perform job analyses when duties change and make recommendations.
- C. Assign department staff to send out notification of performance-evaluation schedules.

3. Accountability

The VP of Employee and Public Relations is accountable to the college president.

Dissemination of Policy

The following measures will be used to inform Riverland Community College'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

1. The Affirmative Action Plan will be available to the public in the libraries of the Austin and Albert Lea campuses, the director's office of the Owatonna College and University Center, and the offices of the college president and Vice President of Employee and Public Relations.

Employees will be given the college website location to receive a copy of the Affirmative Action Plan upon employment;

2. Training will be provided to managers and supervisors on affirmative action and equal opportunity issues;
3. All recruitment brochures, job announcements and vacancy notices shall identify Riverland Community College as an Equal Opportunity Employer and Educator;
4. Make available copies of the Affirmative Action Plan to employees and students upon request, and;
5. The policy is included within the online Employee Handbook policy section.
6. The policy will be made available on the college's public web site in the diversity section of the *Current Student* site (The emergency management plan has been removed from this posting.).

EXTERNAL DISSEMINATION

1. All job announcements, vacancy notices, website home page, letterhead, and other education or employment-related materials shall identify Riverland Community College as An Equal Opportunity Employer and Educator.

2. Aggressively publicize via a variety of protected-group and non-protected-group media sources Riverland Community College's commitment to the recruitment, employment, promotion, and retention of individuals with disabilities, women, and minorities;
3. Make available copies of the Affirmative Action Plan to all interested parties upon request;
4. Information on Riverland Community College's Affirmative Action Program and Plan shall be available to all external constituents; and
5. The statement on nondiscrimination in Employment and Education Opportunities is published within the Student Handbook.
6. Individuals who receive an application form for employment with Riverland Community College will receive our summary statement describing our commitment to equal employment opportunity and affirmative action, followed by a voluntary request for supplemental affirmative action information from each applicant.

Riverland's Harassment and Discrimination Policy and Procedures

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

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

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

Riverland's complete policy and procedure can be found in MNSCU Board Policy 1B.1 Nondiscrimination in Employment and Education Opportunity, and Procedure 1B.1.1, Report/Complaint of Discrimination, at: <http://www.mnscu.edu/board/policy/1b01.html> and <http://www.mnscu.edu/board/procedure/1b01p1.html>.

Any individual who believes she or he has been, or is being, subjected to conduct prohibited by MNSCU Board Policy 1B.1 Nondiscrimination in Employment and Education Opportunity, Procedure 1B.1.1 Report/Complaint of Discrimination, Harassment /Investigation and Resolution, and Sexual Violence Policy 1B.3 is encouraged to report the incident to the Affirmative Action Officer's designee, Cindy Brimacomb-Whiteaker, Human Resources Office, West Building, Riverland Community College, Austin, Mn., at 507-433-0529 or at: cindy.brimacomb-whiteaker@riverland.edu.

Riverland Community College has appointed these investigators:

1B.1 Investigations (harassment & discrimination)

Ricki Walters, Regional Diversity Trainer and Investigator
507-433-0368 or cell phone: 507-438-0588

Student Code of Conduct Investigations (non-academic student misconduct allegations)

Nel Zellar, Student Affairs Admissions Assistant 507-433-0820

College Personnel Investigations (college employee allegations other than 1B.1)

Celeste Ruble, Vice President of Employee & Public Relations

Academic Affairs Investigations (academic misconduct allegations)

Academic Deans

Riverland Community College has designated the following decision-makers for 1B.1 investigations, academic misconduct, and non-academic misconduct complaints:

Academic Affairs

Ron Langrell, Executive Vice President

Finance, Facilities & MIS

Beth Fondell, Vice President of Finance/Facilities/MIS

RIVERLAND COMMUNITY COLLEGE
Goal and Timetable
2010-2012

EEO Job Group	Women			Minorities			People with Disability		
	Number Under-utilized	Goal	Timetable	Number Under-utilized	Goal	Timetable	Number Under-utilized	Goal	Timetable
Officials and Administrators	0			1	0		0		
Professionals, General	0			0			5	2	6/2011
Professionals, Postsecondary	0			15	3	6/2011	7	1	6/2011
Technicians	1	0		0			0		
Paraprofessionals	0			1	0		1	0	
Office/Clerical	0			2	1	6/2011	2	1	6/2011
Skilled Craft	0			0			0		
Service Maintenance	7	1	6/2012	2	1	6/2012	2	0	

*See electronic submission

Program Objectives

Riverland Community College is committed to providing educational and employment opportunities to persons of diverse cultures and backgrounds toward the achievement of their learning, employment, and citizenship goals. The college is proactive in its attempt to enrich the cultural diversity of its campus environment by employing people from groups which represent the fabric of our communities. In pursuit of our commitment to affirmative action, Riverland Community College will address the following program objectives, which address maintenance and improvement of the Affirmative Action Plan that will identify and foster institutional access and promote success for traditionally underrepresented populations.

- Policy and Process Awareness
- Recruitment and Hiring Processes
- Career Development and Growth Opportunities
- Training and Development
- Affirmative Action Resources
- Appreciation and Recognition
- Community Involvement
- Retention and Turnover

MAINTENANCE PROGRAM OBJECTIVES

1. The Affirmative Action Officer makes every effort to keep informed of the Office of the Chancellor's policies and procedures, EEOC guidelines, and other pertinent local, state, and federal information to effectively implement the affirmative action plan at Riverland Community College.

Action Steps:

- Regularly attend training opportunities provided by the Office of the Chancellor on topics of diversity, disability, discrimination, and/or harassment.
- Contact the Office of the Chancellor for Equal Opportunity for assistance with any concerns or questions.
- Review ADA training materials and discuss with the college ADA Coordinator any changes or implementations pertaining to the topic of disability compliance.
- Regularly research topics on diversity, disability, discrimination, and/or harassment for any changes or developments.
- Actively participate with the Office of the Chancellor in the OCR audit process.

Target Completion Date:

Ongoing during 2010-2012

Person(s) Responsible:

College President, Regional Diversity Investigator & Trainer, Affirmative Action Officer, Vice President of Employee & Public Relations, College ADA Coordinator, College Supervisors, Executive Vice President, Vice President of Finance and Facilities.

-
2. Identify and recommend best practices for recruitment, retention, and turnover and foster an environment that promotes a feeling of value and support by management.

Action Steps:

- Continue to refine our recruitment and retention plan with an ongoing analysis of college positions.
- Involve managers/supervisors in developing internal procedures to distinguish between avoidable and unavoidable turnovers in personnel.
- Provide training to managers/supervisors that will assist in improving management and coaching skills.
- Establish goals that were defined in the 2010 Climate Survey, 2010-2012 College Diversity Plan and incorporate into the college's strategic planning process.
- Analyze the decision-making process and identify and resolve any potential barriers within that system.
- Participate in AQIP projects that study continuous improvement in communication efforts, especially those assisting with employee empowerment.
- Review the college's current survey documents to ensure that diversity is included in the surveys, and to determine what these data can tell us about improvement in our recruitment and retention practices.
- Create and consult with a student focus group to assess the college's ability to meet the needs of its diverse students.

Target Completion Date:

Ongoing 2010-2012

Person(s) Responsible:

Affirmative Action Officer/Vice President of Employee & Public Relations, College Administration

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3. Increase employee and customer awareness of the college affirmative action policies and processes and keep stakeholders informed of any updates, training opportunities, or events.

Action Steps:

- Continue to provide and enhance new student/customer online orientations and student-advising sessions that describe what is and is not acceptable behavior. The orientation includes rights, obligations, and the process for reporting inappropriate behaviors that do not promote an environment free of discrimination or equal opportunity. Progress on this goal will be measured by student and employee evaluations.
- Provide information that details any changes in the obligations or the structure of reporting or processes for complaints or investigations. This information can be included in any publication or posters throughout the college, on the college website, distributed at professional development days during each academic year and provided in the Desire2Learn environment.
- Continue to provide and enhance supervisor awareness of the affirmative action plan policies and procedures at specialized supervisor-training sessions.

- Continue to provide information within the internal/external college web pages with local information or links to the Office of the Chancellor or publications, MMB offices or publications that address affirmative action or opportunity topics.
- Continue to provide college notices on the college web site and maintain and promote Global Voices and other diversity information on the web to promote/increase diversity awareness on campus.

Target Completion Date:

Ongoing 2010-2012
 After each new employee hire
 Before each new student/customer begins his/her educational experience
 College publications and web-site enhancements
 Professional development activities
 New student orientation and advising sessions

Person(s) Responsible:

College President, Affirmative Action Officer/ Vice President of Employee & Public Relations, Executive Vice President, Campus Directors, , Vice President of Finance and Facilities, and College Supervisors, Admissions, Counselors

4. Riverland Community College continues to expand career development and growth opportunities within the college community.

- Continue to use Promantek.Com to conduct Performance Appraisals and to develop Individual Growth Plans.
- Arrange for experts to present to college employees at college professional development days or other specialized training options on topics pertaining to discrimination, diversity, workplace violence, disability, and harassment to improve cultural competence each semester to employees at each of our campuses
- Arrange for diversity speakers and events to be presented to students and employees throughout the academic year on topics pertaining to discrimination, diversity, workplace violence, disability, and harassment.
- Develop current educational materials for training supervisors/managers specifically on their responsibilities for affirmative action and equal opportunity.
- Promote Global Voices as an internal resource for cultural information.
- Continue to support the Employee Leadership Development Program every other year to enhance employee satisfaction and develop leadership skills while familiarizing them with key concepts specific to our college culture and the communities we serve.
- Evaluate the statewide staff development survey results and establish goals that will promote value and support established outcomes.

Target Date of Completion:

Evaluation: ongoing
 Presentations:
 Ongoing 2010-2012
 Activities are offered each semester.
 Materials: Annually

Publications: Revise when necessary

Committee Meetings: Monthly

Person(s) Responsible:

Affirmative Action Officer/Vice President of Employee & Public Relations, College Supervisors, Staff Development Committee

5. Riverland Community College promotes and expands appreciation and recognition of the diverse cultures within the college and the communities it serves.

Action Steps:

- Promote leadership and volunteer opportunities within all three communities.
- Sponsor a Spring Fling: Displays of minority art work, music, and other talent on two campuses including community participation.
- Continue to support theatre presentations on social issues.
- Compile and distribute information to help increase understanding of straight and gay alliance groups.
- Provide learning opportunities for students, employees and community members by sponsoring cultural events and speakers on topics of ethnicity, sexual orientation, etc. throughout the year.
- Continue to broaden community and employee involvement by serving on the Inclusion Committee and bringing forth current and relevant issues.
- Collaborate with area public schools when coordinating events that promote appreciation and recognition of diverse cultures.
- Find methods and opportunities to increase attendance and participation in these events throughout the college.

Target Date of Completion:

Ongoing 2010-2012

Some activities are continuous throughout the academic year, provided each semester.

Person(s) Responsible:

- College President, Affirmative Action Officer/Vice President of Employee & Public Relations, Executive Vice President, , Student Activities Director, Awards & Recognition Committee, College Supervisors, Faculty, Staff, Inclusion Advisory Council.

IMPROVEMENT PROGRAM OBJECTIVES

1. The Affirmative Action Officer will review and evaluate the recruiting and hiring practices and documentation to ensure that the college's practices are consistent with the affirmative action pre-employment plan and hiring goals.

Action Steps:

- Refine the Personnel Action Request Packet that will serve as a checklist and also provide convenience in the hiring and recruiting process.
- Use the electronic application process, NeoGov, for recruitment and hiring.
- Distribute the Personnel Action Process to all faculty and staff for review and feedback.
- Arrange orientation meetings with college managers/supervisors and search committees to review hiring data, suggest recruitment methods, and to identify if there is a disparity.
- Work with the Office of the Chancellor, MMB's Office of Diversity and Equal Opportunity to establish other methods to improve recruitment.
- Publish job opportunities electronically, both internally and/or externally, via e-mail and college website.

Target Completion Date:

Ongoing during 2010-2012 to be reviewed semi-annually by the Affirmative Action Officer

Person(s) Responsible:

Affirmative Action Officer/ Vice President of Employee & Public Relations, Human Resources Specialist, College Supervisors

2. Make a good-faith effort to increase faculty, administration, and staff ethnic percentages during budget reductions and reorganization.

Action Steps:

- Promote the tuition waiver procedures for eligible employees' professional development.
- Create a multi-faceted recruitment and marketing plan for minority employees.
- Explore employment barriers and resolve any that surround credentialing requirements.
- Explore recruitment barriers and resolve any that interfere with people with advanced degrees.
- Review workforce analysis for underutilization and determine realistic goals based on data.

Target Completion Date:

Ongoing during 2010-2012 with specific annual review dates of November 30 and June 1.

Person(s) Responsible:

College President, Affirmative Action Officer/ Vice President of Employee & Public Relations, Human Resources Specialist, College Administration, College Supervisors, Inclusion Advisory Committee

3. Provide non-traditional methods for disseminating affirmative action, equal opportunity, and other employee development training needs.

Action Steps:

- Continue to use and review the new-employee orientation to include a training module in the Desire2Learn environment, which can include more comprehensive information. It will continue to be delivered in segments, which will be more conducive to many learning styles. The orientation includes, and is not limited to, the rights, obligations, and the process for reporting inappropriate behaviors that do not promote an environment free of discrimination and equal opportunity.
- Create an internal web page specifically for announcing college training opportunities that may include but are not limited to AAO/EEO, crisis management, drug and alcohol awareness, data privacy practices; website to be ADA compliant.
- Utilize the statewide database to gather training data to survey and analyze employee training needs.
- Evaluate the new online delivery of harassment and discrimination and safety training.
- Monitor and update the Global Voices website semi-annually, or as needed.

Target Completion Date:

Continuous 2010-2012

Person(s) Responsible:

Regional Investigator and Trainer, Affirmative Action Officer/ Vice President of Employee & Public Relations, Director of Communications, Director of Computer Operations, Web Developer

4. Develop and maintain positive community relationships with under-utilized populations to recruit protected-group members actively and to support community appreciation and recognition programs.

Action Steps:

- Attend semi-annual meetings to build relationships with people in three communities and communicate vacancy notices within this population.
- Build relationships with community organizations by administrative staff involvement in civic service organizations specific to protected group members.
- Assist in planning activities with other community organizations promoting and celebrating diversity or other issues related to violence, gender, and discrimination.
- Create and publicize a schedule of diversity events for each academic year; beginning each fall.
- Involvement of the college's Inclusion Advisory Council to assist in evaluating diversity initiatives at the college.

Target Completion Date:

Ongoing throughout academic years

Person(s) Responsible:

Affirmative Action Officer/Vice President of Employee & Public Relations, College President, Minority Advisor, International Student Advisor, Executive Vice President, , Director of Communications

5. Evaluate the process in which data is collected for the workforce-analysis information to determine if specific populations have not been included.

Action Steps:

- Consult with the Office of the Chancellor and MMB's Office of Diversity and Equal Opportunity to assist the refinement of the workforce-analysis process.
- Conduct a confidential survey of current employees obtaining additional protected-group information.
- Disseminate new workforce analysis information to the college's Administrative Council and the Inclusion Advisory Council to inform the supervisors of hiring disparities within the job groups.

Target Completion Date: 2010-2012

Person(s) Responsible:

Regional Diversity Investigator & Trainer, Inclusion Advisory Committee, Affirmative Action Officer/Vice President of Employee & Public Relations, Human Resources Specialist.

Methods of Auditing, Evaluating, and Reporting Program Success

PRE-EMPLOYMENT REVIEW

State law governing affirmative action programs requires Riverland Community College to establish methods of auditing, evaluating, and reporting program success. This includes a procedure for pre-employment review of hiring decisions for units where under-utilization currently exists. When such a vacancy occurs, the procedure below will be followed **before** an offer of employment is made for classified and unclassified positions:

The Personnel Action Request packet has been designed to assist in this process outlining the steps below:

1. The Human Resources Office will receive a completed, signed Personnel Action Request form from the supervisor responsible for the hiring process (screening committee chair) that includes a current position description, rationale for filling the position and appropriate cost center information. The Human Resources Office will submit for administrative cabinet approval to fill the position.
2. The Human Resources Office reviews the data, and the representative for the Affirmative Action Office determines whether under-utilization exists for a position vacancy that will be posted.
3. The screening committee chair will form the screening committee. A screening committee is formed that includes the participation of minorities, other under-utilized classes, and both males and females from the appropriate divisions that have the vacancy (when possible). Five to seven members are recommended for faculty/staff searches and seven to ten members for administrative searches for dean and above. The list of the members shall be submitted to the Vice President of Employee & Public Relations for approval. Search committees are required to fill permanent part or full-time openings but are not required if the proposed vacancy is clearly defined as a temporary position.
4. The chair will also meet with the Human Resources office to review the existing position description and affirmative action availability data. The first role is to review the minimum qualifications for the position. Qualifications are more often determined by the state of Minnesota or contract language. The screening committee chair will develop preferred qualifications. To do this effectively, the chair may develop an ideal candidate profile in order to develop preferred qualifications. To help the committee further develop preferred qualifications, the Riverland mission statement will be referenced: Riverland Community College is a regional comprehensive community college inspiring “learning for a living” through a personalized educational environment.
5. The third important issue to be addressed by a screening committee chair is recruiting. Once qualifications are clearly developed, the screening committee chair should advise on where, when, who, and how recruiting should take place. The screening committee chair, in cooperation with Human Resources, drafts advertisements, the formal vacancy notice, and the interview process. (Full-time administrative and faculty positions must be advertised nationally according to college policy.)
6. The Vice President of Employee & Public Relations or designee will facilitate the meeting with the screening committee to review the position description requirements and provide an orientation for the search and interview processes.
7. When applications have been received, the Human Resources Specialist will send each applicant a Supplemental Affirmative Action Data Form, and a stamped, self-addressed envelope for its return to monitor the application pool for equal opportunity progress. The Human Resources Specialist

then examines the initial applicant pool for its composition of women, minorities, and disabled candidates. When this review is completed, the Vice President of Employee & Public Relations approves or disapproves the pool.

8. After the initial screening by the screening committee, the list of semifinalists is submitted. The AAO Office/Vice President of Employee & Public Relations will approve the list of semifinalists; interviews are scheduled and take place. If the AAO/Vice President of Employee & Public Relations disapproves of the list of semifinalists, the committee meets again to revisit the pool of candidates. When the interviews have been completed, the search committee submits a list of strengths and weaknesses of each interviewee. The committee chair has the responsibility for writing a rationale why non-selected finalists were not recommended for hire. The AAO/Vice President of Employee & Public Relations or designee reviews and approves the report and forwards the document to a vice president or the college president as determined at the beginning of the process.
9. If the rationale is not a reasonable expectation of the position, the Affirmative Action Officer/Vice President of Employee & Public Relations notifies the college president and the college president will determine final action.
10. Decisions will be made in writing with the hiring authority's or the college president's approval and signature and will be maintained on file in the Human Resources Office.

PRE-REVIEW PROCEDURE OF LAYOFF DECISIONS

Riverland Community College will make lay-off determinations consistent with applicable collective bargaining agreements and personnel plans. Staffing decisions, faculty or non-instructional personnel, will be reviewed and discussed at the college Administrative Council level prior to any decision of a faculty or staff layoff. A decision will be made to support academic, financial, and affirmative action goals of the college, and criteria will be developed that will support those goals.

Recordkeeping

As a representative for the Affirmative Action Office, the office of Human Resources and its personnel will gather and maintain applicable affirmative action records documenting interview processes and hires, turnovers, and any complaints regarding such hiring and retention activities. A report of this information, without releasing private data, will be given to college administration on a two-year basis.

Evaluation

The Affirmative Action Officer shall evaluate the Affirmative Action Plan by:

- Reviewing monthly statistics reflecting current conditions based on protected classes and availability data.
- Reviewing disciplinary actions taken during the past quarter including review of job classification, bargaining unit, racial/ethnic group, gender, and disability status.
- Reviewing recruitment sources and strategies used and the results of those efforts to help fill future vacancies for which there was under-representation.
- Reviewing formal discrimination complaints filed in the past quarter.

- Reviewing training provided to employees to analyze for upward mobility impact, including job assignment, job progression, promotion, and transfer by job classification, bargaining unit, racial/ethnic group, gender, and disability status.

Audit and Reporting Structure

The Affirmative Action Plan for Riverland Community College will be reviewed by the Office of the Chancellor, Director for Affirmative Action and Equal Opportunity. The college's Affirmative Action Officer will monitor the procedures to evaluate progress and ensure that the nondiscrimination policy is carried out. A summary of the accomplishments for the prior year's affirmative action goals and objectives will be completed and included in the bi-annual Affirmative Action Plan.

The documents or reports that will be maintained, reported and used as an audit guide will include but not be limited to the following documents:

Affirmative Action Plan and workforce analysis data

Underutilization data

Availability data

Recruitment documentation such as advertising sources, amounts spent, specific recruitment activities

Affirmative action/discrimination complaints

ADA complaints

Missed opportunities

Separation and layoff patterns and statistics

Riverland Community College's Reasonable Accommodations Policy and Procedures

Riverland Community College uses the System Procedures for Chapter 1 - System Organization and Administration and Procedure 1B.0.1 Reasonable Accommodations in Employment to determine a person's eligibility for reasonable accommodations. The full policy and procedure can be found at: <http://www.mnscu.edu/board/procedure/1b0p1.html>.

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.

Interested employees and applicants can make requests for accommodations to: Celeste Ruble, Human Resources Office, West Building, Room A140, Austin Mn. 55912. Phone (507) 433-0666.

Students should contact: Mindi Federman Askelson • 1900 8th Avenue NW • West Building, Room A114 • Austin MN 55912 • Phone (507) 433-0569 • TTY 1-800-627-3529

Weather Emergencies, Crisis Management Plan Evacuations

The college has developed a Crisis Management Plan (See Exhibit D) which includes three components:

1. Policy
2. Prevention
3. Procedures/Response

Each of those components is found within the following two areas:

- A. Workplace Violence
- B. Disasters (weather emergencies included)

Emergency procedures are designated to give guidance to those having responsibility for the safety of students, college personnel, and visitors of college facilities.

Administrators of individual buildings or facilities have the primary responsibility for dissemination of emergency procedures to their personnel. In addition, they must set up a designated chain of command so the safety procedures are carried out in the event of their absence from the building.

Additional Information

In case of an emergency all employees and students will receive notification, if at work by the supervisor or designated staff. If an emergency related to weather or any other designated crisis is called after work or college hours, an official notification will be made on television broadcasts on KTTC, KAAL, and/or KIMT television stations and these broadcasts are closed captioned.

As indicated in the college Crisis Management Plan, college personnel will attempt to assist students or other personnel who have special medical and/or physical needs during an emergency evacuation situation. College personnel have a one page summary sheet of practices during an emergency posted at their office locations. Faculty members will inform the Human Resources Office or the ADA Coordinator of any student who may need this assistance at the beginning of each semester. The VP of Employee & Public Relations and the ADA Coordinator will make arrangements with the Crisis Management Team member at each college location of this potential need.

The Safety Committee and the Crisis Management Team members have made arrangements with other agencies within the college facilities such as independent food service and child care vendors of this assistance in case of emergencies. The college performs fire and tornado drills as required by law which gives the personnel the ability to practice the shelter and evacuation plans. The college conducts yearly training sessions for the Crisis Management Team.

The college has sponsored an in-service training program on Crisis Management at various Professional Development Day events, at all new employee orientations, and the plan was disseminated to all personnel and city and county law enforcement agencies.

The full Crisis Management Plan can be found on the Riverland Community College intranet at:
<https://staff.riverland.edu/humanresources/policy.cfm>

Riverland Community College ADA Compliance Procedures

It is the policy of Riverland Community College to comply with the provisions of the Americans with Disabilities Act and the following individuals are the primary contacts that will assist with those compliance issues: ADA Coordinator, Mindi Askelson, and the Vice President of Employee & Public Relations, Celeste Ruble.

Procedure for College Personnel

The policy and procedure established for all employees to request reasonable accommodations may be found in the staff and faculty handbook in hard copy form as well as the college web site within the Human Resource section of the administration pages. The contact person(s) are listed in these documents as well as documented on all posters throughout the college classrooms and offices. With prior notification, this material is available in alternative formats, such as large print, or on tape. Or one may access the TTY number 1-800-627-3529 or call Minnesota Relay Service at 711 and ask them to place a call to Riverland Community College. The procedure for existing staff follows:

- 1) Riverland Community College will inform all employees of this accommodation policy in multiple accessible formats.
- 2) The employee shall inform his/her supervisor of the need for an accommodation.
- 3) Riverland Community College may request documentation of the individual's functional limitations to support the request (Exhibit B.1 - Request for Reasonable Accommodation).
- 4) When a qualified individual with a disability has requested an accommodation, the employer shall, in consultation with the individual.
 - a) Discuss the purpose and essential functions of the particular job involved. Completion of a step-by-step job analysis may be necessary;
 - b) Determine the precise job-related limitation;
 - c) Identify the potential accommodations and assess the effectiveness each would have in allowing the individual to perform the essential functions of the job; and
 - d) Select and implement the accommodation that is the most appropriate for both the individual and the employer. While an individual's preference will be given consideration, the college is free to choose among equally effective accommodations and may choose the one that is less expensive or easier to provide. (Exhibit C – Reasonable Accommodation Agreement)
- 5) Riverland Community College's ADA Coordinator, Mindi Askelson, should work with the supervisor and employee to obtain technical assistance, as needed.
- 6) If the supervisor is unable to make a definitive decision, for whatever reason, about providing the accommodation, the supervisor will forward a written request for accommodation, along with his/her recommendations, to the Affirmative Action Office (AAO), Celeste Ruble, within 5 working days following the employee's request.

- 7) If the Affirmative Action Office is unable to make a definitive decision, for whatever reason, about providing the accommodation, the ADA Coordinator will forward a written request for accommodation, along with his/her recommendations, to the college president within 10 working days following the employee's request.
- 8) The college president will provide a decision in writing to the ADA Coordinator and employee within 10 working days of receiving the ADA Coordinator's recommendation.
- 9) If an accommodation cannot overcome the existing barriers or if the accommodation would cause an undue hardship on the operation of the business, the employee and the Affirmative Action Officer shall work together to determine whether reassignment may be an appropriate accommodation. The Affirmative Action Officer shall first look for a vacant position in Riverland Community College equivalent to the one presently held by the employee in terms of pay and other job status. If the individual with the disability is not qualified, with or without reasonable accommodation, for a vacant position (or position Riverland Community College knows will become vacant within a reasonable period of time), Riverland Community College may reassign the individual as a reasonable accommodation to a lower graded vacant position for which the employee is qualified. If this occurs, Riverland Community College is not required to maintain the individual's salary at the previous level. Riverland Community College will consider promotion or transfer opportunities, mobility opportunities, appointment opportunities, noncompetitive, and competitive opportunities (Minnesota Statute 43A). Riverland Community College is not required to create a new job or to bump another employee from a job in order to provide a reassignment as a reasonable accommodation.
- 10) If a request for accommodation is not approved, the college president shall inform the employee of the reason(s) for non-approval, in writing, within 3 working days of the decision.

Procedure for Job Applicants

- 1) Riverland Community College shall notify all applicants of this accommodation policy using accessible formats.
- 2) When a request for accommodations is received from an applicant, the Affirmative Action Officer will discuss the needed accommodation and discuss possible alternatives.
- 3) The Affirmative Action Officer will make a decision regarding the request for accommodation and, if approved, take the necessary steps to see that the accommodation is provided.
- 4) If the Affirmative Action Officer is unable to make a definitive decision, for whatever reason, about providing the accommodation; the Affirmative Action Officer will forward a written request for accommodation, along with his/her recommendations to the college president within 3 days following the applicant's request.
- 5) If approved, the ADA Coordinator shall take the necessary steps to see that the accommodation is provided. If the accommodation is not approved, the Affirmative Action Officer will inform the applicant of the reason for non-approval in writing within 3 working days of the decision.

Reasonable Accommodation Procedures for College Services

Riverland Community College will provide equal access to qualified students with disabilities in all programs, services, and activities. Compliance issues should be directed to the ADA Coordinator, Mindi Askelson, or Celeste Ruble, Affirmative Action Officer.

The policy established for all students or customers to request reasonable accommodations may be found in the student handbook and registration guides in hard copy form as well as the college web site within the Student Affairs section of the college pages. The contact person(s) are listed in these documents as well as documented on posters classrooms and offices in throughout the college. With prior notification, this material is available in alternative formats, like large print or on tape, or one may access the TTY number 1-800-627-3529 or call Minnesota Relay Service at (612) 297-5353 and ask them to place a call to Riverland Community College. The procedure for students is listed below:

- 1) Riverland Community College will inform all students of this accommodation policy in accessible formats.
- 2) The student shall inform the ADA Coordinator and his/her instructor of the need for an accommodation.
- 3) Riverland Community College may request documentation of the individual's functional limitations to support the request. This would include documentation based upon a recent psychological or medical evaluation. The student must give two-week advanced notice of the need for such accommodation. This form may be obtained from the web site or Student Affairs Service Center (Exhibit B.2- Form for Student Request) or by contacting the Student Success Center.
- 4) When a qualified individual with a disability has requested an accommodation, the ADA Coordinator shall, in consultation with the individual
 - A. Discuss the academic requirements that are essential to a program of study or to meet licensing prerequisites;
 - B. Determine the precise limitation;
 - C. Identify the potential accommodations and assess the effectiveness each would have in allowing the individual to access or participate in all programs, services, or activities; and
 - D. Select and implement the accommodation that is the most appropriate for both the individual and the college. While an individual's preference will be given consideration, the college is free to choose among equally effective accommodations and may choose the one that is less expensive or easier to provide.
- 5) Riverland Community College's ADA Coordinator should work with the faculty member and student to obtain technical assistance, as needed.
- 6) If the faculty member is unable to make a definitive decision, for whatever reason, about providing the accommodation, the faculty member will forward a written request for accommodation, along with his/her recommendations, to the Affirmative Action Office (AAO), within 5 working days following the students' request.

- 7) If the Affirmative Action Office is unable to make a definitive decision, for whatever reason, about providing the accommodation, the ADA Coordinator will forward a written request for accommodation, along with his/her recommendations, to the college president within 10 working days following the employee's request.
- 8) The college president will provide a decision in writing to the ADA Coordinator and student within 10 working days of making the decision.
- 9) If an accommodation cannot overcome the existing barriers or if the accommodation would cause an undue hardship on the operation of the business, the student and the Affirmative Action Officer shall work together to determine an appropriate accommodation.
- 10) If a request for accommodation is not approved, the college president shall inform the student of the reason(s) for non-approval, in writing, within 3 working days of the decision.
- 11) If the student wishes to appeal this decision, he or she may contact the Minnesota Management & Budget, Office of Diversity and Equal Opportunity at 651-297-1184 or TTY number 651-282-2699.

Recruitment Plan and Report

Riverland Community College will actively recruit talent from diverse backgrounds for all positions in the agency. Recruitment for agency positions is the responsibility of every supervisor and administrator who has authority to make hiring decisions. The Human Resources Office will partner with college supervisors and provide them with guidance and assistance as needed. The Affirmative Action Officer along with senior administration will lead the agency's recruitment efforts by establishing meaningful relationships with diverse communities and provide technical support as needed.

Since the last Affirmative Action Plan, Riverland Community College has filled new positions and existing vacancies with new recruits or promotional or transfer opportunities (see Retention Plan and Report for the statistics). The recruitment effort increased the number of women hired in the technical category, and the number of minorities hired in the Postsecondary Professional and the Office/Clerical categories, resulting in lowered underutilization scores; however, the numbers for underutilization for minorities in the Officials/Administrators and Postsecondary Professionals, and for people with disabilities in the General Professional and Postsecondary Professional categories increased resulting in an increased underutilization from the previous report. During the 2008-2010 hiring period, the college reached the goal of hiring one woman in the Technical category, one minority person in the General Professional Category, and one minority person in the Office/Clerical category.

ADVERTISING REPORT & RESULTS

Attached to this plan (Exhibit E) are the advertising expenses and sources for the 2008-2010 academic years.

The college continued to use electronic advertising to increase the candidate pools during the 2008-2010 reporting period, with 32% of the 510 applicants reporting that they were made aware of employment opportunities by Internet postings. 5% of the applicants reported that they heard about the employment opportunity because they were an employee or knew an employee, 1% reported that they heard about openings via newspapers or trade journals, and less than 1% reported that word-of-mouth was how they learned about the opening. 62% of the applicants came in through Resumex, where there was no opportunity for them to indicate how they had heard about the opening.

Some other methods we have used in the past reporting period include:

- 1) The electronic publications of *Higher Education Jobs* data indicate that we receive a large amount of exposure, and the pools have been much more diversified than secured during previous advertising efforts.
- 2) Increase in personal contact through memberships and other affiliations.
- 3) Online/state-sponsored recruiting sites.
- 4) The Regional Diversity Investigator and Trainer will continue to support the goal to establish a college environment of cultural awareness for employees.

- 5) Inclusion Committee commitment to identify and foster institutional access and promote success for traditionally underrepresented populations; establish a work plan with opportunities and strategies.
- 6) Monitor and update on-line training for sexual harassment and expansion to diversity and other related issues.
- 7) Development of training programs to build awareness of cultural values and beliefs and promoting a number of campus and community-wide diversity events.

Other Methods of Recruiting

- Continue to improve internal communications that promote new positions or vacancies at the college. Improvements in college communications will be determined by climate survey results and the AQIP process.
- Continue to improve external communications that promote new positions or vacancies at the college, including marketing documents that promote the college's mission, vision, and value statements.
- Collaborations with other city and county agencies and offices within the three communities of Albert Lea, Austin, and Owatonna are necessary to understand the needs of the communities and work as partners to provide services or support.
- Seek out increased or alternate funding resources for recruitment and retention of highly-qualified diverse employees.
- Review past strategies for recruiting and embrace best practices.
- Review survey data collected and compiled by Institutional Research to assist with developing best practices in recruitment and retention of employees.

Supported Employment

Riverland Community College has employed individuals under the Supported Work Program in the past; however, there are no individuals currently employed under the supported work program. The Human Resources Office is developing a comprehensive policy and plan to identify positions within the college that could be used for supported employment. In the meantime, we continue to follow the state policy and plan regarding supported employment. We have supported Austin Public Schools Special Education Program students by providing limited work experience for them in the general maintenance areas of the college. In addition, we will work with MN DRS to recruit more supported employees.

Internship Employment

Internship opportunities are directly related to a specific academic program of the educational institution. When possible, student interns will be provided an opportunity to earn academic credit and/or work experience while performing a valuable service to the department and college. The supervisor seeking a student intern will establish a mentoring relationship with the student and will work with the Human Resources Office to formalize and implement specific internship arrangements. This is a valuable tool in assessing work skills and often leads to future employment with the college on a permanent basis. The request for

applications for internship opportunities were posted each year with no request from administrative or academic areas. We will continue to pursue opportunities in this area.

Recruitment of Persons with Disabilities

We are currently complying with the requirements of the Americans with Disabilities Act in our recruitment activities by making materials available in alternative formats and making the search-and-interview process accessible through prior notification to applicants via correspondence.

The college will continue to look for other publications and resources to use as advertising resources.

PROJECTED HIRING OPPORTUNITIES AND STRATEGIES

Due to the budget forecast, we will have limited new hires during 2010-2012. We may be filling vacant positions, or using other methods such as restructuring, to fill personnel gaps. The college anticipates the following vacancies in the 2010-2012 reporting period; this analysis is based upon projected retirements or college initiatives in the following areas:

Faculty positions: liberal arts & career programs

Administrative positions: none

Staff positions: limited

We plan to implement the following recruitment plan to fill these vacancies:

- We will advertise faculty positions within the *Higher Ed Jobs*, *Chronicle of Higher Education*, the *Minneapolis Star and Tribune*, *Austin Herald*, *Albert Lea Tribune*, MnSCU Employment Opportunities, MN Career Opportunities (in print and on-line), RCC-web site, NeoGov, HERC and other related trade journals as appropriate.
- Utilize the new statewide hiring toolbox of the “Vacancy Builder” and “Resumex” computer software systems to reach more qualified candidates.
- Utilize the new electronic application process: NeoGov.
- Build relationships with community organizations specific to protected group members to aid in our recruitment efforts.
- Recruit internship opportunities internally and post the openings by April 1 of each year.
- Schedule recruiting earlier in the academic year, if possible.
- Work with MN DRS to recruit more supported employees.
- Focus on and using resources (radio, newspaper, public television, and on-line sites) that have a history of being successful in attracting diverse applicants.
- Attend specialized job fairs in Southern Minnesota and Northern Iowa.

Retention Plan and Report

Riverland Community College will strive to create an environment that promotes the retention of a diverse workforce. The goal of these initiatives is to create a work culture that fosters a feeling of being valued and supported by management and to guide both existing and new employees toward opportunities that support individual growth within the college. The responsibility for these retention efforts ultimately lies with each and every employee at the college. However, primary responsibility lies with the Vice President of Employee & Public Relations, college administration, and supervisors. Our retention plan will be a diagnostic approach coordinated through the Human Resources Office, with the Vice President of Employee Public Relations organizing and facilitating the process.

The following chart describes the employee changes during 2008-2010 with some historical data from 2007-2008:

Description of Position Change	2007-2008 (March 08)	2008-2009	2009-2010 May 17, 2010
Promotion	1-Admin 1-Faculty 1-MAPE	1 – Admin 2 – Faculty 2 – MAPE 1 – MMA 1 – AFSCME 1 – Commissioner’s	2 – AFSCME 1 – Faculty 1 – MAPE
Temporary Mobility	1-Admin 1-MMA 1-MAPE	1 – MAPE 1 – AFSCME	
Reallocation	4-MAPE 1-AFSCME	1 – AFSCME 1 – Admin 1 – AFSCME	3 - Commissioner
Annuitant Retirement	1-Faculty		
Phased Retirement	3-Faculty		
Retirement	4-Faculty	4 – AFSCME 1 – MAPE 2 – Faculty	2 – Faculty 1 – AFSCME
Resignation	2-Admin 3-MAPE	1 – MMA 2 – MAPE 1 – Faculty	2 – MAPE
Death		1 – AFSCME	1 – MSCF

Layoff		7 – AFSCME 2 – Faculty: 1 – MAPE	1 – Faculty
Transfer	1-Admin 1-MAPE	1 – Faculty	
Non-renewal	1-Faculty		
Hires	3-Faculty 3-AFSCME 5-MAPE	3 – MAPE 4 – AFSCME 10 – Faculty	4 – MAPE 1 – Admin 1 – AFSCME
Temporary Hires	2-Faculty	2 – MAPE 4 – AFSCME	2 – Faculty
Hold on Hires	4-Faculty 1-AFSCME		

SUMMARY

The college has established better documentation and recording methods to measure and analyze the employment patterns of its employees. This assessment program has helped determine the degree to which the programs and retention plans are working and are beneficial. We are continuing to track our improvement targets and determine the gaps; however, it appears that they are making a difference by the new career endeavors within the organization. Valuable information has also been obtained in the climate survey that will assist in this process. The college will continue the retention plans that are in practice and determine which plans are effective and which need to be modified or replaced.

The college anticipates that establishing the following methods for a formal retention plan, some that are new goals and some that are brought forward from previous years, will enable the college to retain new employees and support employees with long-term employment or who have been promoted to new positions within the college.

METHODS TO RETAIN EMPLOYEES

Objectives

- Review past strategies for recruiting and embrace best practices.
- Discuss with faculty how to create a “best-practices” model for teaching underrepresented students.
- Establish a social support network for underrepresented employees.

- Complete analysis of the staffing assessment survey by department and provide specific data to the vice presidents during the scheduled spring retreat.
- Develop a training program to begin addressing the needs identified by the assessment survey and other relevant data.
- Provide more communication to employees on the college's continuous improvement efforts.
- Analyze the *Faculty CTL Report* for faculty development input.

Continuing Best Practices

- Continue to develop and analyze ongoing retention plans and processes.
- Continue the exit-interview process and reporting documentation.
- Involve supervisors with developing internal mechanisms to distinguish between avoidable and unavoidable turnovers.
- Provide training to managers/supervisors that will assist in lower turnover rates.
- Analyze the decision-making process and the potential barriers within that system.
- Utilize the climate survey analysis to study employee values and morale.
- The new employee orientation program has been redesigned and will be evaluated in 2009.
- Continue to use Desire2Learn as a tool for the employee educational experience.
- Conduct an evaluation of the Performance Feedback and Professional Development Plan to assess its effectiveness with the involvement in the web-based pilot project.
- Continue to promote EAP and other mediation services to resolve internal and external conflicts.
- Analyze the current flexible and telecommuting schedules to determine effectiveness.
- Examine the wellness activities at the college and support that programming throughout the year.
- Provide tracking methods to survey and analyze employee training and recognition needs.
- Incorporate the statewide Staff Development Survey recommendations within college planning.
- Implement the plan for formal mentoring and coaching programs.
- Continue to support and expand the awards and recognition program.
- Continue the support for the Employee Leadership Development Program and analyze the recommendations from the participants.
- Continue to actively support the Inclusion Committee with community and college division membership, including student representation.

2010 Staff Development Survey Results for Riverland Community College

- 98% of Riverland's survey respondents reported attending one or more professional/staff development activities in the past year. (This compares to 79% in the system survey).
- 94% of Riverland's survey respondents said that the activity they attended was on Riverland's campus (This compares to 88% in the system survey.)

- 80% of Riverland's survey respondents received a performance evaluation in the last 12 months. (This compares to 71% in the system survey.)
- 63% of Riverland's survey respondents said that they have an individual development plan that they have discussed with a supervisor. (This compares to 47% in the system survey.)
- An area of opportunity is to focus efforts again on performance management, as there was a 16% decline in respondents who reported receiving a performance evaluation in the last 12 months: 80% in 2010, as opposed to 96% in the 2007 survey.

Policy Statements and Forms

- Riverland Community College Complaint Intake Form
- Employee Request for Reasonable Accommodations
- Student Request for Reasonable Accommodation-Disability Service
- Reasonable Accommodation Agreement
- Crisis Management Plan
- Recruitment Expenses

Exhibit A

Riverland Community College Complaint Intake Form

Date: _____

Person Making Initial Contact: _____

Name of Complainant: _____				
Address: _____				
City: _____	State: _____	Zip: _____		
Sex:	<input type="checkbox"/> Male	<input type="checkbox"/> Female		
Status:	<input type="checkbox"/> Student	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Admin

Description of alleged incident:

Name of Respondent #1: _____				
Address: _____				
City: _____	State: _____	Zip: _____		
Sex:	<input type="checkbox"/> Male	<input type="checkbox"/> Female		
Status:	<input type="checkbox"/> Student	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Admin

Name of Respondent #2: _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Sex: ___ **Male** ___ **Female**

Status: ___ **Student** ___ **Faculty** ___ **Staff** ___ **Admin**

Name of Respondent #3: _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Sex: ___ **Male** ___ **Female**

Status: ___ **Student** ___ **Faculty** ___ **Staff** ___ **Admin**

Type of Complaint: ___ **Discrimination** ___ **Harassment** ___ **Retaliation**
 ___ **Academic Grievance**

Basis of Complaint:

- | | | |
|--|----------------------------|--------------------|
| ___ Race | ___ Age | ___ Welfare |
| ___ Sex | ___ National Origin | ___ Sexual |
| ___ Orientation | | |
| ___ Color | ___ Disability | ___ Creed |
| ___ Marital Status | ___ Religion | |
| ___ Membership/Activity in Local Commission | | |

Disposition:

Referred to:

- ___ **MnSCU Equal Opportunity/Diversity Office**
- ___ **Attorney General**
- ___ **Equal Employment Opportunity Commission**
- ___ **Department of Human Rights**

_____ Other

Resolution:

_____ Advice Only

_____ Resolved by Agreement of Parties

_____ Dispute Resolution/Mediation Process

_____ Informal Institutional Resolution

_____ Other

_____ Formal Institutional Resolution

_____ Decision by College Decisionmaker

The decision was:

_____ Appeal Decision by College President

The decision was:

Sanction:

_____ Oral Reprimand

_____ Written Reprimand

_____ Suspension

_____ Termination

_____ Other (describe)

Signature of Statement Giver: _____

Signature of Investigator: _____

Signature of Affirmative Action Officer: _____

INVESTIGATION NOTES/INTERVIEWS:

Exhibit B.1



Employee Request for Reasonable Accommodation

Employee/Student Name:	Classification:	Date of Request:
Division:	*Statement of Limitations related to disability (Attach medical statement if requested by manager)	
*Attach additional sheets for questions below if necessary.		
1. Type of accommodation requested to perform essential function(s).		
2. Which essential function(s) of your job will the requested accommodation allow you to perform?		
3. Why is the requested accommodation necessary to perform the essential job function(s)?		
4. How will the requested accommodation be effective in allowing performance of the essential job function(s)?		
Signature of Employee:	Date:	
Signature of Supervisor:	Date:	
Signature of Administrator:	Date:	
Additional Comments:		
*Information of this form shall be confidential with the exceptions according to the Rehabilitation Act of 1973, Section 504, Subd. 84.14, and the Americans with Disabilities Act of 1990, Subd. P.L. 101-336, Sec. 102.C.		

Exhibit B.2

Student Request for Reasonable Accommodation-Disability Services

Student Name: _____ Date: _____

Major/Program of Study: _____

Statement of Disability*:

*Documentation of disability must be on record with Disability Services before accommodations or equipment can be provided.

Type of accommodation or services requested and for which classes is it needed: (Services typically include alternative taped text, tutors, note takers, planning, referral)

NOTE:

When a student and Disability Services have agreed to a plan, the student acknowledges that:

- Equipment and services are provided for one semester
- Attendance is required in classes where a note taker is provided. In addition, student must attend tutoring and test sessions. Services may be terminated after two unexcused absences. Excessive tardiness may count as an absence.

Signature of Student: _____ Date: _____

Signature of Disabled Student Services: _____ Date: _____

Information on this form shall be confidential with the exceptions according to the Rehabilitation Act of 1973, Section 508.14 and the Americans with Disabilities Act of 1990, Subd. P.L. 101-336, Sec. 102.C.

Exhibit C

Reasonable Accommodation Agreement

This form is to be completed by the ADA Coordinator after the reasonable accommodation decision has been made. The signatures on the bottom of this form indicate an agreement between the employee and the Department Supervisor to the specific accommodation.

Name of Employee/Student	Name of Division Supervisor:
The request for reasonable accommodation to the needs of the above named employee with a disability was: <input type="checkbox"/> ACCEPTED <input type="checkbox"/> DENIED Justification for the decision (indicate specific factors considered)	
If reasonable accommodation was approved, was the employee's suggestion accepted? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PARTIALLY REASON: DESCRIBE specific accommodations to be made:	
COST ESTIMATE:	
I have read the employee request for reasonable accommodation. I understand that all tangible accommodations purchased by the Department, will become the Property of the State of Minnesota.	
Signature of Employee	Date
Signature of Commissioner	Date
Signature of ADA Coordinator	Date

Exhibit D

Crisis Management Plan

INTRODUCTION

It is imperative that students, staff, and the public be protected in case of emergency; and that the educational process of the college be carried out with the least amount of disruption.

There are three components of this Crisis Management Plan:

- 1) Policy
- 2) Prevention
- 3) Procedures/Response

Each of these components is found within the following two areas:

- A. Workplace Violence
- B. Disasters

Common sense should dictate the reaction of college personnel to emergency situations. All situations CANNOT BE neatly defined into a category for which hard and fast guidelines can be drawn. Individual judgment will need to be exercised in given situations. Continuing the meaningful efforts to prevent incidents that lead to emergency situations should be the area of greatest concern.

Emergency procedures are designed to give guidance to those having responsibility for the safety of students, college personnel, and visitors of college facilities.

Administrators of individual buildings or facilities have the primary responsibility for dissemination of emergency procedures to their personnel. In addition, they must set up a designated chain of command so the safety procedures are carried out in the event of their absence from the building.

Workplace Violence

POLICY

Statement of Commitment:

Riverland Community College is committed to promoting an educational and employment environment that is free of violence. Violent behavior has no place in a college where students and college personnel are expected to learn and work to their full potential. Workplace violence that impedes that potential is not acceptable and will not be tolerated within the college. The college will respond promptly, positively, and proactively to deal with threats or acts of violence. Responses will include timely involvement of law enforcement agencies when appropriate.

Goals:

1. It is the goal of Riverland Community College to attempt to achieve a workplace environment, which is free from threats and acts of violence.
2. The college will promote a safe workplace for all college personnel, students, customers, and visitors to the college.
3. Each individual with whom we come into contact in our work will be treated with respect and dignity.
4. We will attempt to reduce the negative consequences of violence for those college personnel or students who are victims of violence.

Authority:

Minnesota Statute 15.86 Chapter 452; (SF #1985) - (April 10, 1992) (Zero Tolerance of Workplace Violence); MS 609.66 (Dangerous Weapons) Governor's Directive; January 1, 1993. Requires each state agency to create and implement a Workplace Violence Policy and Plan. Compliance responsibility delegated to the Minnesota Management & Budget in 1995.

Definition:

Violence is the abusive or unjust exercise of power, intimidation, harassment and/or the threatened or actual use of force which results in or has a high likelihood of causing fear, hurt, suffering or death.

Workplace Violence generally falls into three categories:

- A violent act or threat (perceived or real) by a current or former employee, supervisor or manager, or someone who has some involvement with a current or former employee.
- A violent act or threat (perceived or real) by a student or someone else visiting the college.
- A violent act by someone totally unrelated to the work/learning environment. The purpose of the visit is to commit a criminal act.

Consequences:

Acts of work related violence are unacceptable. Such acts will be investigated and where substantiated, may be cause for disciplinary action, including dismissal of personnel or students. The college will support criminal prosecution of those who threaten or commit work-related violence against its personnel, students, guests and contractors. This policy applies to any threats made or violent acts occurring on Riverland Community College property and at Riverland Community College sponsored events.

Recourse:

Any individual who believes that he/she has been, or may be, a target of violence, as defined on page 1, shall contact either the Director of Human Resources (433-0666) or local law enforcement (911).

Non-Retaliation/False Charges:

Any individual, acting in good faith, who reports threats of real or implied violent behavior will not be subject to retaliation or harassment. Retaliation or harassment will not be tolerated and perpetrators of such actions may be subject to discipline. An individual report of violence which is found to be false and not reported in good faith will be subject to college disciplinary action or prosecution.

Restrictions:

Possession, use or threat of use of a deadly weapon is not permitted at work or in any college building, unless such weapon is a necessary and approved requirement of the person's position. The following examples apply:

- Legal rifles, pistols, shotguns and knives with blades in excess of three inches (3”), may be stored in a secured area under the permission of college administration.
- Equipment, including but not limited to foils, epees, sabers, machetes, martial arts weapons, and unsharpened practice swords may be possessed on campus while participating in clubs or classes recognized and approved by the college administration. When not being used at a club or class activity, the equipment must be kept locked up in the classroom, club storage area or the advisor's office.
- Knives with blades exceeding three inches may be possessed on campus when required to perform course work. When not being used in class, the knives must be kept in a locked storage area or left off campus.
- Employees and organizations contracting with the college and required to use knives with blades greater than three inches to perform their job duties may do so. Those knives must be kept in a limited access area when not in use.
- Firearms use for theatrical purposes must be disabled and stored with the faculty advisor/director when not being used in practice or during a production.
- Swords, daggers and other knifelike theatrical props may be used for theatrical presentations. Any props with cutting surfaces must have all those surfaces dulled and be stored with the faculty advisor/director when not being used in practice or during a presentation.
- On the infrequent occasions where a presentation or display involves dangerous weapons, the prior approval of the Director of Human Resources must be obtained.

PREVENTION PLAN

Purpose:

The purpose of this plan is to outline a workplace violence prevention program for Riverland Community College personnel, students, guests and organizations contracting with the college. This plan outlines a response to workplace violence and recovery support to be used in instances where violence has occurred despite college efforts to prevent it.

Prevention Program:

Riverland Community College's Program to prevent or respond to violence in the workplace has three major components: Prevention of violence, response to incidents of violence, and recovery and support from critical incidents.

Responsibilities:

All students and college personnel are expected to refrain from violence and are responsible for prompt reporting of incidents of violence. However, the following groups have specific responsibilities for implementation of the prevention plan:

1) Health and Safety Committee

The Riverland Community College President will appoint an administrator to serve on the Health and Safety Committee. From that committee a Workplace Violence Prevention Sub-committee will be formed. The members of these teams include the Vice President of Finance & Facilities, Vice President of Employee & Public Relations, Executive Vice President, Dean of Students, and other faculty and staff with expertise to advise the teams. The Workplace Violence Prevention Sub-committee will be responsible for conducting periodic workplace reviews related to violence and will determine specific responsibilities during a crisis where advanced planning is possible. This team will also be responsible for conducting a review after a violent incident has occurred.

These committees will also provide recommendations on training programs, education and awareness efforts, and other actions the college could take to prevent workplace violence.

2) Human Resources Office:

The Human Resources office will receive all initial complaints. Employees of that office will promptly notify designated personnel to investigate these complaints and maintain records on all incidents of violence. The Vice President of Employee & Public Relations is authorized to act independently of the Workplace Violence Prevention Sub-committee to respond to reports of incidents of violence.

The Vice President of Employee & Public Relations is responsible for the referral of complaints regarding staff and students to the appropriate representative on campus. The Vice

President of Employee & Public Relations will serve as a member of the Workplace Violence Prevention Sub-committee as well as on the Health and Safety Committee.

The Human Resources Office is responsible for implementing actions which promote safety for employees, students and others through addressing security concerns of the facilities, and, in conjunction with the Workplace Violence Prevention Sub-committee, providing training to staff and students on the prevention of violence.

The Human Resources Office will provide training to supervisors on topics such as discipline, motivation and teamwork, and conflict management skills. The Vice President of Employee & Public Relations will also serve on the Workplace Violence Prevention Sub-committee.

The Vice President of Employee & Public Relations will be responsible for the investigation into complaints of alleged employee violence and will ensure that in cases of employee misconduct and discipline, collective bargaining agreement provisions are followed.

3) Office of Academic Affairs and Student Affairs:

The Academic Affairs and Student Affairs Offices will address issues affecting potential violence in the classroom or between students and college personnel in the academic setting.

Nel Zellar, Admissions Assistant, will be responsible for investigation and any subsequent action taken in response to a complaint of violence against a student. The Executive Vice President will be responsible for investigation and any subsequent action taken in response to a complaint of violence against a faculty member. The Executive Vice President will also serve as a member of the Workplace Violence Prevention Sub-committee.

4) Supervisors:

Supervisors play a key role in ensuring a safe work environment. Supervisors will ensure that the Human Resources Office is notified immediately when a threat is made or a violent incident occurs. They will also ensure that appropriate disciplinary action is taken when appropriate, in compliance with provisions of collective bargaining agreements. They are responsible for the attendance of employees in their areas at training sessions and conducting follow-up meetings to review and implement policies that are developed and shared during training sessions.

5) Employee Assistance:

Riverland Community College will utilize the Employee Assistance Program (EAP) to provide employee assistance when the need arises. Additionally, EAP may make appropriate recommendations for protecting college personnel, students, guests and property.

Implementation:

1) Training:

The Human Resources Office in conjunction with the Health and Safety Committee will coordinate training programs for management, supervisors and employees. Bargaining units and the Employee Assistance Program will be invited to co-sponsor training that may include:

Importance of identifying and reporting individuals engaging in violent behavior
De-escalation techniques of hostile situations
Conflict resolution
Successfully dealing with anger
Active listening and problem solving
Implementation of progressive discipline
Employee Assistance Program benefits

2) Education and Awareness:

Riverland Community College will assist in the education of the campus community by including articles on violence prevention, tolerance and non-violent resolution of problems in campus publications electronically and during professional development training.

Riverland Community College also distributes a Campus Security Report quarterly to all students and college personnel which addresses personal safety and violence prevention as well as the procedure for reporting threats or acts of violence on campus.

Procedures and Response to Reports of Incidents of Violence:

All incidents of violent or threatening situations should be reported to the Vice President of Employee & Public Relations immediately. In case of life threatening or dangerous situations, local law enforcement will be contacted immediately.

Recovery from Critical Incidents:

- The following types of incidents are defined as critical incidents:
- Any incident which results in death or significant bodily harm to an employee, student or member of the public.
- Any incident in which deadly force, as defined in M.S. 609.066, Subd. 1, is used by an employee or against an employee.
- Any incident deemed serious enough by the circumstances to warrant investigation and review, such as hostage situations, suicides, death or injury of a person or extremely hostile encounters.
- The college will follow one or more of the following plans in response to a critical incident:

- When appropriate, crisis intervention will begin immediately following an incident, and may include group counseling sessions, individual counseling sessions, post-trauma awareness counseling for supervisors and co-workers of traumatized employees.
- The Workplace Violence Prevention Sub-committee will conduct a post-incident interview and analysis to provide recommendations for changes to this policy and plan upon completion of a full investigation by the Vice President of Employee & Public Relations.
- The Human Resources Office will evaluate each situation and take steps to prevent any immediate or recurring threat to physical safety.

Assault/Fight

- The ultimate goal is the safety of students and staff first.
- Notify police/administrator. Call 911 (9-911 on campus), if necessary.
- Defuse situation, if possible. Control the scene and demand that the combatants stop. Clear onlookers.
- Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Management Team Members section).
- Notify an administrator. The administrator assembles Crisis Management Team Members.
- Seal off area where assault took place
- The administrator notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing).
- The administrator notifies President.
- Document all activities. The administrator obtains statements from combatants and witnesses and deals with situation according to district discipline policy.
- Assess counseling needs of victim(s) or witness(es). Implement post-crisis procedures.

Bomb Threat

EMPLOYEE RECEIVING THE CALL

- The person receiving the call should try to attract someone else's attention (without tipping off the caller) in an attempt to have the call traced. (Office staff are most likely to receive such a call and should be familiar with the process for tracing calls.)
- Obtain as much information as possible:
 - Location of the bomb—if possible, the specific area within the exact building.
 - When is it set to go off?
 - The type of the bomb and what does it look like?
 - Why was it placed in the college?
 - Was the bomb mailed or carried into the college?
- Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.
- Immediately notify the appropriate college administrator (see Crisis Management Team listing). A decision will be made on whether or not to evacuate the building. It is recommended that college evacuation be made in all cases; however, circumstances will vary with each incident.
- If the building is to be evacuated in response to a bomb threat:
 - A. Notify the police department immediately. Notify the custodians and engineers (Note - #B. below).
 - B. Evacuate the building immediately with everyone at least 500 feet from the building (175 paces). Classes should not be canceled or the students sent home.
 - C. Faculty will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police. **DO NOT TOUCH ANYTHING SUSPICIOUS!**
 - D. Faculty will be responsible for persons in rooms at time of evacuation.
 - E. Faculty will take their class roll once evacuated. Instructors who do not have classes should make certain everyone is at least 500 feet from the building.
 - F. Do not re-enter the building or an area of the building unless cleared by the police department.

Bomb Threat Phone Report

1. When is the bomb going to explode?
2. Where is it right now?

3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THE THREAT

Caller Identification Checklist

Sex of caller: _____ Race: _____ Age: _____

Length of call: _____

Number at which the call is received: _____

Time: _____ Date: _____

CALLER'S VOICE:

Calm	Angry	Excited	Slow	Rapid
Soft	Loud	Laughter	Crying	Normal
Distinct	Slurred	Nasal	Stutter	Lisp
Raspy	Deep	Ragged	Disguised	Accent
Familiar	Whispered	Cracking	Clearing	Deep
Voice	Throat	Breathing		

If the voice is familiar, whom did it sound like?

BACKGROUND SOUNDS:

Street noises	Factory machinery	Crockery	Animal noises
Voices	PA System	Music	House noises

Motor Office machinery Clear Static
Local Long Distance Booth
Other:

THREAT LANGUAGE:

Well spoken Incoherent Foul
Educated Taped Irrational
Message read by threat maker

REMARKS:

REPORT CALL IMMEDIATELY TO:

Vice President of Employee & Public Relations or other Human Resources personnel

Phone number: 433-0666

Demonstration or Disturbance

Prevention of possible disturbances and open lines of communication with students, college personnel, and the surrounding communities, and should be the primary concern of the entire community.

Administrator:

- Ask demonstrators to disperse.
- Notify police, if necessary.
- The ultimate goal is the safety of students and college personnel first.
- Contain unrest. Seal off area of disturbance.
- The administrator notifies the President.
- Warn college personnel. An administrator may initiate lock-down procedures (see Lock-Down Procedures section).
- Contact administrators at other campus locations if necessary.
- Shut off alarms if applicable.
- Document incidents and take detailed notes.

Faculty or other college personnel:

- Keep students informed of situation through normal channel of communication.
- Lock classroom doors if necessary.
- Suggest that students not leave the building until an all-clear signal from administration.
- Check student attendance roster for accuracy.
- Document all incidents.

Intruder/Hostage

Intruder- an unauthorized person who enters college property:

- Ask another staff person to accompany you before approaching intruder.
- Notify security or police and an administrator of an intruder. Give police full description of intruder.
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located on campus, whether he/she is carrying a weapon or package, etc).
- The administrator may issue lock-down procedures (see Lock-Down Procedures section).

Witness to hostage situation:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 (9-911 on campus) immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
- Seal off area near hostage scene.
- Notify an administrator. (The administrator may wish to evacuate the rest of building, if possible.)
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

Serious Injury/Death

If incident occurred on campus:

- Call 911 (9-911 on campus). Do not leave the victim unattended.
- Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Management Team Members section).
- If possible, isolate affected student/staff member.
- Initiate first aid if trained.
- Do not move victim except if evacuation is absolutely necessary.
- Notify an administrator.
- The administrator notifies President.
- Activate Crisis Management Team. Designate staff person to accompany injured/ill person to hospital.
- The administrator notifies parent(s)/guardian(s) or family member of affected student, staff or faculty.
- Direct witnesses to a college counselor.
- Determine method of notifying students, staff faculty or family member.

- Refer media to Director of Communications, 507-433-0611.

If incident occurred outside of college:

- Activate Crisis Management Team, as needed.
- Notify college personnel if before normal operation hours.
- Determine method of notifying students and family member(s). Announce availability of counseling services for those who need assistance.
- Refer media to Director of Communications, 507-433-0611.

Post-crisis intervention:

- Meet with college counseling staff.
- Determine level of intervention for staff/faculty and students.
- Designate rooms as private counseling areas.
- Escort affected student's siblings and close friends and other "highly stressed" individuals to counselors.
- Assess stress level of college personnel. Recommend counseling to overly stressed personnel.
- Follow-up with students who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

Shooting

If a person threatens with a firearm or begins shooting:

College Personnel and Students:

- *If you are outside-* go inside the building as soon as possible. If you cannot get inside, make yourself as compact as possible: put something between yourself and the shooter: do not gather in groups.
- *If you are inside-* turn off the lights; lock all doors and windows: shut curtains, if it is safe to do so.
- Students, college personnel, staff and visitors should crouch under desks without talking and remain there until an all clear is given by the administrator or designee.
- Check the halls for wandering students and bring them immediately into your classroom, even if they are from another classroom.
- Faculty take roll and immediately notify the administrator of any missing students or college personnel when it is safe to do so.

Building Administrator/College Personnel:

- Assess the situation as to:
 - the shooter's location
 - any injuries

- potential for additional shootings
- Call **911 (9-911 on campus)** and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Assist students and college personnel in evacuation from immediate danger to a safe area.
- Care for the injured as carefully as possible until law enforcement and paramedics arrive.
- The administrator refers media to Director of Communications per media procedures.
- The administrator and President prepare information to release to media.
- Notify family members.
- Hold information meeting with all college personnel.
- Initiate a grief counseling plan.

Suicide

Suicide Attempt in College

- Intervene prior to attempted suicide, as appropriate.
- Verify information
- Try to isolate suicidal person from other students. Prevent others from witnessing a traumatic event if possible.
- **Call 911 (9-911 on campus)**, if person requires medical attention, has a weapon or needs to be restrained.
- Notify counselor, an administrator and appropriate crisis intervention/mental health hotline number (see Emergency Numbers). The administrator activates Crisis Management Team members.
- Calm suicidal person.
- Stay with person until counselor/suicide intervention arrives. Do not leave suicidal person alone.
- The administrator calls President and family member.
- Determine method of notifying college personnel. Initiate grief counseling plan as appropriate.

If attempt results in death/serious injury:

- **Call 911 (9-911 on campus)**. Do not leave victim unattended.
- Notify CPR/first aid certified person in school building of medical emergency (names listed in Crisis Management Team section).
- Isolate victim if possible.
- Notify an administrator.
- The administrator notifies President.
- Activate college Crisis Management Team. Designate staff person to accompany victim to hospital.
- Refer direct witnesses to counselor.
- Determine method of notifying college personnel and family members.
- Refer media to Director of Communications, 507-433-0611.
- Implement grief counseling plan as appropriate.

Weapons

Personnel or student who is aware of a weapon brought to campus:

- Immediately notify an administrator.

- Tell an administrator or any college personnel the name of the suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.
- If faculty suspects that a weapon is in the classroom, he/she should confidentially notify a neighboring faculty person.

Building administrator:

- Call police if a weapon is suspected, as viewed by personnel or student, to be in the college.
- Ask another administrator to join you in questioning suspected student or college personnel.
- Isolate student from weapon, if possible. If the suspect threatens you with the weapon, do not try to disarm him/her. Back away with your arms raised. Stay calm.
- Accompany suspect to private office to wait for police.
- Inform suspect of his/her rights and why you are conducting search.
- Keep detailed notes of all events and why search was conducted.
- Document the incident, per reporting requirements established in college policies.

DANGEROUS WEAPONS

For the purpose of this Policy/Plan, the following items are considered to be dangerous weapons:

- Any weapon which, per applicable law, is illegal to possess
- Any firearms, loaded or unloaded, assembled or disassembles, including pellet, “BB”, and stun guns (electronic incapacitation devices)
- Replicate firearms, as defined in Minnesota Statute 609.713
- Knives (and other similar instruments) with a blade length of more than three inches, other than those present in the workplace for the specific purpose of food preparation and service
- Any switchblade knives
- Brass knuckles, metal knuckles, and similar weapons
- Bows, cross-bows and arrows
- Explosives and explosive devices, including fireworks and incendiary devices
- Throwing stars, numchucks, clubs, saps, and any other item commonly used as, or primarily intended for use as a weapon
- Any object that has been modified to serve as, or has been employed as, a dangerous weapon

Disaster Safety

POLICY

Statement of Commitment:

Riverland Community College is committed to providing for the health and safety of its college personnel by promoting safe working conditions, safe work areas, and safe work methods. In the application of this policy, goals will be established to fulfill this commitment.

Goals:

- Prevention of accidents.
- Creation and maintenance of clean, sanitary, and healthful facilities.
- Each student and college personnel will be responsible to use all provided safety equipment and procedures in their daily work or class assignments.
- All students and college personnel shall cooperate in all safety and accident prevention programs and training as they pertain to their area of study or work.
- Establishment of a college safety committee.
- College personnel will report all incidents by filing an incident report with the Human Resources office.
- Participate in work site safety audits and required inspections.

Consequences:

College personnel or students who fail to use all provided safety equipment and procedures in their daily work or who neglect to participate in mandatory safety training programs may result in disciplinary action.

Fire Procedures

On discovery of a fire, proceed according to the following plan:

- Sound the fire alarm, i.e., using pull switch in hall.
- Evacuate the building to at least 150 feet.
- For all campuses call the Fire Department, 911 (9-911 on campus).
- Call Vice President of Facilities & Finance or Physical Plant Director
- Call Building Maintenance:
 - Albert Lea – Ext. 3365
 - Austin West - Ext. 0507 or 0636
 - Austin East – Ext. 0806
 - Owatonna – Ext. 2153
- Vice President of Facilities & Finance or Physical Plant Director will establish communication in the immediate area by using local police radio or telephone numbers.

Severe Weather

Tornado/Severe Thunderstorm/Flooding

Tornado/Severe Thunderstorm Watch has been issued in an area near campus:

- Monitor Emergency Alert Stations (see EAS section of NOAA Weather Radio (National Weather Service))

- Bring all persons inside building(s).
- Close windows and blinds.
- Review tornado drill procedures and location of safe areas.
Tornado safe areas are in interior hallways or rooms away from exterior walls and windows, and away from large rooms with high span ceilings. Get under a table, if possible.

Tornado/Severe Thunderstorm Warning has been issued in an area near campus, or tornado has been spotted near school:

- Move students and staff to safe areas.
- Close classroom doors.
- Remind faculty to take class rosters.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal. (Attach building diagram showing safe areas. Post diagrams in each classroom showing routes to areas.)

Flood Watch has been issued in an area that includes your campus:

- If advised by emergency responders to evacuate, do so immediately.
- Faculty take class rosters.
- Move students to designated relocation center quickly.
- Turn off utilities in school and lock doors.
- Faculty take roll upon arriving at relocation center. Report missing students to building administrator.

Hazardous Materials

Incident occurred on campus:

- Notify an administrator.
- Call 911 (9-911 on campus). If identity and/or location of hazardous material is known, report information to 911.
- Evacuate to an upwind location, taking class roster.
- Seal off area of leak/spill. Close doors.
- Secure/contain area until fire personnel arrive.
- Fire officer in charge may recommend additional shelter or evacuation actions.
- Consider shutting off heating, cooling and ventilation systems in contaminated area to reduce the spread of contamination.
- Follow procedures for sheltering or evacuation.
- The administrator notifies President
- Resume normal operations after consulting with fire officials.

Incident occurred near college property:

- Fire or Police will notify college administrators.

- Consider need for closing outside air intake, evacuation of students to a safe area or sheltering students in the building until transportation arrives.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation
- If evacuated, take class roster.
- Resume normal operations after consulting with fire officials

Lock-Down Procedures

One means of securing the college is to implement lock-down procedures. Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside college buildings.

- An administrator will issue lock-down procedures by announcing warning over the PA system or using a designated system(s).
- Direct all students, college personnel and visitors into classrooms or other enclosed rooms.
- Lock classroom doors.
- Cover windows if possible.
- Move all persons away from windows and doors.
- Allow no one outside of classrooms until all-clear signal is given by an administrator.

Sheltering Procedures

Sheltering provides refuge for students, college personnel, and the public within the college buildings during an emergency. Shelters or safe areas are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- Identify safe areas in each college building.
- An administrator warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Faculty should take class roster.
- Close all exterior doors and windows, if appropriate.
- Turn off any ventilation leading outdoors, if appropriate.
- Cover up food not in containers or put it in the refrigerator, if appropriate and time permitting.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Faculty should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by an administrator or emergency responders.

Evacuation/Relocation Centers

Evacuation:

- Call 911 (9-911 on campus), if necessary.
- Notify an administrator.
- The administrator issues evacuation procedures.

- The administrator determines if students and personnel should be evacuated outside of building or to relocation centers. Vice President of Finance & Facilities or Physical Plant Director will coordinate transportation if students or college personnel are evacuated to a relocation center.
- Direct students or college personnel to follow emergency procedures.
- Turn off lights, electrical equipment, gas, water faucets or anything you have authority to disconnect in your work area.
- Close doors.
- Faculty should take class rosters.

Psychological Distress Incident

- Notify administration and/or police. Call **911 (9-911 on campus)** if necessary.
- Ensure the safety of students and staff
- Evacuate the classroom or lab area if you feel harm may come to students and staff.
- Defuse the situation if possible.
- Document all details of the incident and refer the matter to the Executive Vice President or his designee. .
- Notify college counselor.
- Assess the counseling needs of witnesses to the incident and implement post-crisis intervention if needed.

Media Procedures

All college personnel must refer media to designated spokesperson. The college administration and MnSCU assumes responsibility for issuing public statements during an emergency.

- The President serves as the college spokesperson unless he/she designates a spokesperson if the President is unavailable.
- The Director of Communications assists the President with coordinating media communications.
- If the President and the Director of Communications are unavailable, an alternate will assume the responsibilities.

During an emergency, adhere to the following procedures:

- An administrator relays all factual information to President
- Establish a media information center away from affected building/campus.
- Update media regularly. Do not say “No comment.”
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to inquiries.

Media statement:

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and college personnel first.
- Briefly describe college plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family member(s). Do not release names to media.

Refrain from exaggerating or sensationalizing crisis.

Crisis Management Plan Protocols

Contagious Disease Exposure Response

- a.) Notify Campus Administrator or designee that students and faculty may have been exposed to a contagion
- b.) Campus Administrator or designee will notify faculty of the other classes that the infected student attended and the college counselors
- c.) Letters will be sent to students of impacted classes that they may have been exposed to a contagion. Medical precautions will be offered.
- d.) If exposure is widespread, all students attending the college will be notified.

Student on Campus under the Influence

- a.) Escort the student to a counselor's office and notify the Campus Administrator or designee
- b.) Call (9) 9-1-1 to provide medical assistance
- c.) Notify the parents of dependent students

Student is a Threat to Self or Others

- a.) Escort the student to a counselor's office and notify the Campus Administrator or designee or a counselor
- b.) Consult with faculty and staff
- c.) The counselor will make a referral to an appropriate agency (law enforcement and/or social services)
- d.) Follow-up with referring faculty/staff

Crisis Management Team

It is always Riverland Community College's intent to be forthright and timely in its communications with the college community, the media and the public at large.

Decisions regarding this communication will be guided by due concern for the right to privacy, personal security, legal liability and the public's legitimate right to be informed.

All media and public inquiries will be referred to the President's Office. Only the official spokesperson (President) and the alternative (as named by the President) will articulate the college's position upon the authorization of, and as directed by, the President or his designee.

***Ambulance * Fire * Police 9- 911**

All area codes are 507 unless noted

Austin	Campus Office	Home	Cell Phone
Terry Leas	433-0607	377-0817	402-1046
Ronald Langrell	433-0525	433-9750	219-8074
Beth Fondell	396-0410	451-5787	456-8707
Celeste Ruble	433-0666	434-0801	434-0801
Kari Busch	379-3335	377-2350	320-2205
Jan Waller	433-0627	433-4605	440-2930
Mike Brossart	433-0621	651/472-3256	651/472-3256
James Douglass	433-0611	251-1127	440-5112
Marijo Alexander	433-0606	437-7218	
Judy Enright	433- 0636	440-3326	438-3952
Shawn O'Connor	433-0564	433-1929	440-5609
Scott Brechtel	433-0699	437-8946	438-7130
Howard Oldenkamp	433-0663	437-4742	460-0237
Tom Andrist	433-0810	384-1997	384-1997

Police: 437-9400
Austin Utilities: 433-8886

Albert Lea Campus	Office	Home	Cell Phone
Steve Bowron	433-0695	377-3423	318-0124
Darwin Peterson	379-3365	852-2040	383-4157

Police: 377-5210
Alliant Energy: 1-800-255-4268

Owatonna College & University Center

Office	Home	Cell Phone	
David Hietala	455-5881, ext 2250	363-3087	363-3087
John Cosgrove	451-5881 ext. 2153	437-6967	438-3340

Police: 444-3800
Utilities: 451-2480

Chancellor's Office

Linda Kohl - 651/201-1801

Distribution of Policy/Prevention/Procedures/Responses:

This plan will be included or referenced in the following publications:

Personnel Handbook
Student Handbook
Annual Security Report
Affirmative Action Plan

Complementary/Related Programs & Policies:

Collective Bargaining Agreements
Student Code of Conduct
Sexual Harassment and Violence Policy
Students Rights and Responsibilities
Student Grievance Policy

Exhibit E

Recruitment Expenses

2010

Austin & Albert Lea	Owatonna	Rochester	Mpls		Free		
Herald / Tribune	People's Press	Bulletin	Tribune	Chronicle	Press	OTHER	Total
\$144.78	\$241.21	\$239.23					\$625.22
\$99.36	\$141.73	\$166.85					\$407.94
\$263.24	\$431.36	\$517.40					\$1,212.00
\$87.21	\$64.84	\$168.50					\$320.55
\$90.18	\$131.23	\$169.00					\$390.41
\$90.18	\$136.48						\$226.66
\$100.16	\$165.22	\$233.63					\$499.01
\$875.11	\$1,312.07	\$1,494.61					\$3,681.79

2009

Austin & Albert Lea	Owatonna	Rochester	Mpls		Free		
Herald / Tribune	People's Press	Bulletin	Tribune	Chronicle	Press	OTHER	Total
\$118.46	\$214.96						\$333.42
	\$175.22	\$138.60					\$313.82
\$81.42	\$161.22						\$242.64
\$102.48	\$393.50	\$156.04			\$216.84		\$868.86
\$86.40	\$130.73	\$84.60					\$301.73
\$92.64	\$145.97						\$238.61
\$85.08	\$138.23						\$223.31
\$94.68	\$149.72						\$244.40
						\$1,895.00	\$1,895.00
	\$158.47	\$142.85	\$569.43	\$2,936.00			\$3,806.75
\$94.86	\$163.47					\$142.80	\$401.13
\$92.01	\$141.98						\$233.99
\$94.98	\$179.22						\$274.20
\$91.85	\$152.22						244.07
\$91.71	\$139.73						
\$1,126.57	\$2,304.91	522.09	569.43	2936	\$216.84	2037.8	\$9,621.93