

Equal Opportunity/Affirmative Action

Policies and Procedures

Plan Requirements

In accordance with Wisconsin Technical College System Board (WTCSB) policy and the Office for Civil Rights Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Wisconsin Technical College System (WTCS) districts are required to develop plans and programs to ensure equal opportunity, affirmative action, and non-discrimination for students and employees. The plans will promote the establishment of programs and activities to address the needs of under-served populations, respect student and staff dignity and embrace diversity as specified in the WTCS Board's Strategic Directions and Vision statements. A five-year plan is to be completed by all districts.

General Planning Information

Planning Period

The Affirmative Action Plan is to be established for a five-year period, commencing July 1 and ending on June 30.

Due Date

Districts are to submit one copy of their Five-Year EO/AA Plan to the WTCS Office. The WTCS Office staff will review the plans and recommend modifications if necessary.

Plan Content

The Five-Year Plan must include, at a minimum, a cover page, table of contents, introduction page, EO/AA Policy statement, the Affirmative Action Compliance reports, goals and all other sections and parts specified by the Department of Labor, Office of Federal Contract Compliance Programs. The Five-Year Plan must be signed by the District President. The WTCS Office will provide a plan template to the Districts that is compliant with the Americans With Disabilities Act (ADA) for website posting. Districts are not required to use this template however, their plans should be ADA compliant for website posting.

Technical Assistance

Upon request, WTCS Office staff will provide technical assistance to facilitate Five-Year EO/AA Plan implementation.

Annual Reports

Districts are required to submit annual progress reports to the WTCS Office and the progress report format will be provided to the Districts by the WTCS Office. Annual Progress reports will be due on October 1 of the calendar year following the previous fiscal (school) year close.

Summary Reports

Districts must submit to the WTCS Board's designee a report summarizing student discrimination and/or harassment complaints in January of each calendar year. The report should contain: Month / Year filed, Nature of Complaint, and Resolution summaries.

Policy Statement Requirements

Each Equal Opportunity/Affirmative Action Five-Year Plan must include an updated EO / AA policy statement. The following elements, at a minimum, must be included in the statement:

- A. The identification of specific EEO / AA laws and executive orders that apply to the district. For example, Titles VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments Act of 1972, Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Wisconsin Fair Employment Law, other appropriate laws and executive orders including the Office for Civil Rights Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Programs (34 CFR, Part 100, Appendix B).
- B. A statement that equal opportunity, as required in Chapter 38 and the Wisconsin Fair Employment Law (Sec. 111.31-111.395, Wis. Stats.), is for all persons regardless of age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, arrest or conviction record, service in the armed forces, genetic testing and the use or non-use of lawful products off the employer's premises during non-working hours.
- C. Affirmative Action is required for women, racial / ethnic groups and persons with disabilities throughout the district in educational programs and employment. The purpose of the statement is to identify areas of concern and to establish measures to overcome the effects of past discrimination and balance the work force.
- D. Affirmative action will be implemented in all employment practices including but not limited to: recruitment, hiring, transfers, promotions, training, layoffs, terminations, retention, testing and committee appointments.
- E. Responsibility for the District Equal Opportunity/Affirmative Action Program is assigned to a district executive. District managers and staff share Affirmative Action program responsibility and the District performance systems or standards include an Equal Opportunity/Affirmative Action component.
- F. Harassment by employees or students on the basis of race, color, sex, national origin, age, disability or other protected status is an unlawful practice and is prohibited.
- G. A procedure to process discrimination/harassment complaints, including the title, telephone contact number and address of the appropriate district staff person(s) with whom to file the complaint and where copies of the procedures are available or can be obtained.

- H. A statement that reasonable accommodations for persons with disabilities will be made to assure access to programs and employment. In addition, the district must state that it will ensure physical accessibility to programs and facilities.
- I. The District's commitment to providing all services to students in a non-discriminatory manner so that the educational climate will be conducive to and supportive of cultural and ethnic diversity.
- J. The District will provide reasonable accommodations to employees for religious observances and practices.
- K. The District certifies that vendors and suppliers of services do not discriminate and that it is the policy of the district to encourage purchase of services and/or products from women, minority and disabled businesses.
- L. Designate the person or persons responsible for monitoring and evaluating the EO / AA five-year plan and provide an indication that a violation of the policy will result in appropriate corrective action.
- M. The District Equal Opportunity/Affirmative Action Officer reports to a top executive or the District President to assure plan implementation. The telephone number and address of the Equal Opportunity/Affirmative Action Officer is included in the policy and in all public notification statements.
- N. The policy should be adopted by the District Board, dated and signed by the District President.

The Affirmative Action Compliance Report is effective for FY 2016-17 and beyond. Data is cumulative from July 1 to June 30 of the fiscal year. The report should be included with the Affirmative Action plans that are due every 5 years and may be included with the Affirmative Action Annual Update due October 1.

Please use the Affirmative Action Compliance Report in Excel provided to your district by the System Office (example below). Fields that must be filled in by your district are highlighted in yellow. The System Office will update the workforce populations annually for each position classification, as well as for all staff. All calculations and compliance indicators will be activated when the district counts are input.



Fiscal Year:
District:

[illegible]

- (1) Full-Time Staff Count Or Employee Count
- (2) District 16-64 Work Force value from 3-year ACS
- (3) =(Staff Count Or Employee Count % - District Work Force %)
- (4) =(Staff Count Or Employee Count % / District Work Force %)
- (5) =(Total District Employees * Female Percent of District Work Force - Female Count of District Employees)
- (6) =(Total District Employees * Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)

This report includes only Full-Time staff at the district.

Full-Time: any individual who is employed in any capacity by the district for an amount that equals or exceeds 50% of a full-time contract is to be reported as a full-time employee of that district. Each district uses its own definition of a full-time contract.

Include a count of employees by position classification for each data element. Employees should only be counted in one position classification. Employees in multiple position classifications should only be reported in one position classification using the following hierarchy.

Position classification with the highest:

- a) Workload hours
- b) If equal workload hours, use Remuneration
- c) If equal remuneration, use Fringe Benefits

**The position classifications, along with position classification codes and definitions, are included at the end of this document. There is also a crosswalk of position classification codes to the position classifications required for the Affirmative Action Compliance Report.

- Report the total count of full-time staff at the district by position classification.
- Report the total count of female staff at the district by position classification.
- Report the total count of disabled staff at the district by position classification.
Disabled is reported for employees who have physical or mental impairment, e.g., mentally retarded, hard-of-hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf/blind, multi-handicapped, etc.
- Report the total count of Race/Ethnic staff at the district by position classification.
*Staff identifying under one or more ethnicities/races, except White or Unknown, should be counted here. If staff identify as a single ethnicity/race or as multiple ethnicities/races, the individual should be counted here. Staff counted here will include those also reported in the American Indian, Asian American, Black, Hispanic, Pacific Islander and Multi Racial categories.

White refers to:

- Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Unknown refers to:

- Persons declining to identify ethnicity/race.

- Report the total count of American Indian staff at the district by position classification.
* All individuals counted here will also be reported in the Race/Ethnic category.

American Indian refers to:

- A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
- There are more than 500 federally recognized and non-recognized tribes residing in the continental U.S. This category refers to the following groups:
 - American Indians
 - Aleuts
 - Alaska Eskimos (Inuits)
- Aleuts and Alaska Eskimos are commonly referred to as Alaska Natives. The term "Native American" has been used recently to represent the same group of individuals designated here. However, for the present time, the heading "American Indian or Alaska Native" is being used.

- Report the total count of Asian American staff at the district by position classification.
* All individuals counted here will also be reported in the Race/Ethnic category.

Asian American refers to:

- A person having origin in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, including, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Persons from the following backgrounds:
 - Chinese
 - Vietnamese

- Pakistani
- Filipino
- Cambodian
- Thai
- Japanese
- Hmong
- East Indian
- Korean
- Laotian
- Bangladeshi
- Other Asians
- Indonesian
- Sri Lankan
- Other Southeast Asians

➤ Report the total count of Black staff at the district by position classification.

* All individuals counted here will also be reported in the Race/Ethnic category.

Black refers to:

- A person having origins in any of the black racial groups of Africa. Including:
 - Native-born Black Americans
 - Africans
 - Haitians
 - Residents of non-Spanish speaking Caribbean Islands of African descent
- The terms Black and African American are both used to refer to individuals from this background.

➤ Report the total count of Hispanic staff at the district by position classification.

* All individuals counted here will also be reported in the Race/Ethnic category.

Hispanic refers to:

- A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- People born in North, Central, and South America, and in the Caribbean whose language is Spanish. This definition excludes people born in Europe whose language is Spanish or Portuguese, and non-Spanish speaking people born in Brazil, Belize, French Guyana, Guyana (former British Guyana), and Surinam (former Dutch Guyana) and other non-Spanish speaking territories.
- In the United States today the largest groups within the Hispanic community are:
 - Mexican Americans
 - Puerto Ricans
 - Cuban Americans
 - Central Americans

The terms Hispanic and Latino are both used to refer to individuals from this group.

*If an individual identifies as Hispanic, they can only be reported as Hispanic, regardless if they identify under other ethnicities/races. If identified as Hispanic, the individual cannot be

reported as Multi Racial. However, all individuals counted as Hispanic will also be reported in the Race/Ethnic category.

- Report the total count of Pacific Islander staff at the district by position classification.

* All individuals counted here will also be reported in the Race/Ethnic category.

Pacific Islander refers to:

- Persons having origins in any of the original peoples of the Hawaiian Islands or the Pacific Islands.
- Native Hawaiian refers to a person having origins in any of the peoples of the Hawaiian Islands. Pacific Islander refers to a person having origins in any of the peoples of the Pacific Islands. Including:
 - Guamanians
 - Samoans
 - Fijians
 - Polynesians
 - Tongans
 - Micronesians
 - Tahitians
 - Marshallese
 - Melanesians
 - Other Pacific Islanders
 - Native Hawaiians
- This category does **NOT** include a person of another race who is a “native” of Hawaii solely because they were born there.

- Report the total count of Multi Racial staff at the district by position classification.

*Staff identifying under more than one ethnicity/race should be counted here and not in the other ethnicity/race categories, except Hispanic. If one of the ethnicities/races identified is Hispanic, the individual must be reported only as Hispanic and not Multi Racial. All individuals counted here will also be reported in the Race/Ethnic category.

- Report the total count of Unknown Race staff at the district by position classification.

POSITION CLASSIFICATIONS

The Position Classification identifies the work function and job duties reported for each employee.

01 Instructional Administrator. Include persons who are designated as administrators by the district who manage, supervise or evaluate instructional staff and exercise overall supervisory responsibility for the delivery, development or design of instruction. Included within this category would be those professional non-instructional staff that supervise personnel. The District President shall be reported under this category.

02 Instructional Related Administrator. Include persons employed by a district to manage, supervise or evaluate instructional related supervisors or counselors and exercise overall supervisory responsibility for matters affecting student services and other areas, without the responsibility for the delivery, development, or design of instruction.

03 Instructional Related Supervisor. Include persons employed by the district who, under the direction of an administrator, supervise student services staff, including counselors or other instructional related staff, act as liaison with business and industry and the secondary schools within the district, without the responsibility of delivery, development, or design of instruction.

04 Instructional Supervisor. Include persons employed by the district who, under the direction of an instructional administrator, manage one or more instructional programs and supervise staff who deliver, develop or design instruction.

06 Counselor. Include persons who counsel students on vocational/career and personal concerns through the use of interview, test and other techniques based on modern psychological principles.

08 Librarian. Include persons who are responsible for the operation and management of a library and the library services program.

10 Instructional Specialist. Include persons employed by the district to advise and assist instructional staff in the development and use of various curriculum materials, instructional devices and presentation techniques including audio-visual equipment, television, computers and equipment used to provide distance learning.

91 Administrative & Managerial. Include persons whose assignments require major responsibility for management of the institution or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment and to direct the work of others.

92 Professional Non-Faculty. Include persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring

specialized professional training who are not reportable under Code 91 Administrative & Managerial or any of the four “non-professional” categories of activities.

93 Clerical/Secretarial. Include persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications; recording and retrieval of data (other than computer programmers) and/or information and other paper work required in an office such as accounting assistants, payroll and benefits assistants/specialists/coordinators, executive staff assistants, administrative assistants, office assistants, office support specialists, staff support specialists, web design specialists, program specialists, and library clerks who are not recognized as librarians; and area agents for adult and continuing education.

94 Non-Instructional Supervisor/Coordinator. Include persons who have responsibilities for supervising professional non-faculty, paraprofessional, technical, clerical, craft and service/maintenance staff.

95 Technical/Paraprofessional. Include persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aids, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupational activity categories but which are institutionally defined as technical assignments. Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status such as proctors, tutors, and teacher aides.

96 Skilled Crafts. Include persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors and typesetters.

97 Service/Maintenance. Include persons whose assignments require limited degrees of previously acquired skills and knowledge, and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers and security personnel.

98 Instructor. Include persons employed as instructors. This includes anyone instructing (Instructor Type 1, 2 or 3) an aid code 10, 20, 30, 31, 32, 50 or 7x course when the Work Load Hours are greater than 15.

The Position Classification code is used for the Affirmative Action reporting. The table below identifies the various Position Classification codes and provides a crosswalk to the Affirmative Action Compliance Report. We request that you exercise special care in assigning the Position Classification codes.

Position Classification Crosswalk

<u>Position Classification</u>	<u>Affirmative Action Compliance Report</u>
01 Instructional Administrator	Administrative
02 Instructional Related Administrator	Administrative
03 Instructional Related Supervisor	Administrative
04 Instructional Supervisor	Administrative
06 Counselor	Professional Non-Faculty
08 Librarian	Professional Non-Faculty
10 Instructional Specialist	Professional Non-Faculty
91 Administrative & Managerial	Administrative
92 Professional Non-Faculty	Professional Non-Faculty
93 Clerical/Secretarial	Clerical/Secretarial
94 Non-Instructional Supervisor/Coordinator	Administrative
95 Technical/Paraprofessional	Technical/Paraprofessional
96 Skilled Crafts	Skilled Crafts
97 Service/Maintenance	Service/Maintenance
98 Instructor	Faculty

Direct questions regarding this manual and data submission to:

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