Western Technical College

WTCS Affirmative Action

5 Year Plan

July 2024 – June 2029

Prepared by: Amanda Misch

Employment Coordinator

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Introduction

The College is committed to the concept and practice of equal opportunity and affirmative action in all aspects of employment and education. This Affirmative Action Plan is designed to satisfy the College's Equal Employment Opportunity/Affirmative Action responsibilities under Executive Order 11246, as amended, Title VII of the Civil Rights Act of 1964, Section 503 of the Rehabilitation Act of 1973, Section 4212 of the Vietnam Veterans Readjustment Assistance Act of 1974, various state of Wisconsin statues and codes and various other related rules and regulations.

In developing and implementing this plan, the College has undertaken an analysis of its policies and practices with a view toward enhancing equal employment opportunity without regard to sex, race, national origin, religion, color, sexual orientation, marital status, age, disability, or special disabled veteran, Vietnam era or other covered veteran status. This plan is adopted in reliance on the Equal Employment Opportunity Commission's Affirmative Action Guidelines as well as those of the Office of Federal Contract and Compliance Programs. This Affirmative Action Plan does not create any rights for any person or entity and is not developed nor intended to be used as a vehicle to sanction the unlawful discriminatory treatment of any group or individual.

President Signature: _____ Date: 7/2/2024

Section I: Equal Opportunity/Affirmative Action Policy Statement

Affirmative Action Policy
Western Technical College, in compliance with state and federal law and district policy, will provide equal opportunity in all of its employment practices to all persons regardless of their political affiliation, age, race, religion, color, disability, marital status, sex, national origin, ancestry, sexual orientation, pregnancy, arrest or conviction record, membership in any reserve component of the armed forces, genetic testing, or use or non-use of lawful products off the college's premises during non-working hours, except when the characteristic or activity is a bona-fide job qualification.

In specific compliance with the American Disabilities Act of 1990, the college will provide reasonable accommodations to qualified people with disabilities.

The college will maintain a learning and work environment free of illegal discrimination, including illegal harassment, for students and employees. Illegal discrimination/harassment is prohibited in all college employment practices, educational programs, services, activities, and events regardless of their location.

Inquiries or complaints may be addressed to:

Employment Compensation & Compliance Manager
Western Technical College
400 Seventh Street N
La Crosse, WI 54601
Phone: (608)785-9274, Fax: (608)789-4708

Affirmative Action Statement:

Western Technical College is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status. Reasonable accommodation will be provided in the job application process to enable a qualified applicant to have an equal opportunity to be considered for a job as is provided to all Western employees. If you want to request accommodation, please contact the EEO/AA Compliance Officer at (608)785-9274.

Vendor Non-Discrimination Statement

Western contracts include non-discrimination language. For our RFPs and Bids, the documents have non-discrimination language incorporated that becomes a part of the contract agreement with the vendor.

Example:

Nondiscrimination
In connection with the performance of work under this agreement, the Contractor agrees not to discriminate against any employee or applicant for employment because of age, race, religion, color, marital status, sexual orientation, sex, disability, national origin, or ancestry.

For purposes of any contract issued by Western, the supplier is to comply with Executive Order 11246 entitled "Equal Employment Opportunity" as amended by Executive Order 11375, and as supplemented in Department of Labor Regulations (41 CFR Part60).

Diverse Supplier Policy:

Our B0500 Policy states, "The Wisconsin Technical College System Board Procurement Policy, Section 6 of the Financial and Administrative Manual, is adopted as the College's Procurement Policy and Procedure." That can be found here: https://mywtcs.wtcsystem.edu/wp-content/uploads/2023/07/2023-24-Financial-and-Administrative-Manual-July-2023.pdf (Reference page 204)

Equal Employment Opportunity & Educational Opportunity

The College will not discriminate against any employee or applicant for employment, student or prospective student based on race, color, sex, sexual orientation, religion, creed, national origin, ethnicity, ancestry, age, disability, marital status, veteran status or military service, genetic information, pregnancy, off-campus use/nonuse of lawful products, arrest or conviction record, or any other characteristic protected by federal, state, or local law (hereinafter "Protected Characteristic(s)"). This prohibition applies to recruitment, hiring, transfers, promotions, training, layoff or recall from layoff, terminations, retention, certification, testing and committee appointments, education and assistance thereof, and social or recreation programs. The College is strongly committed to this policy and believes in and practices equal opportunity and affirmative action.

Principal publications available to students, employees, applicants for admissions or employment, and sources of referral for both, will include a statement of nondiscrimination which specifically includes reference to Title IX of Education Amendments of 1972 and to Section 504 of the Rehabilitation Act of 1973. Delivery of student services will be performed in harmony with statutory requirements.

It is the policy of the College to assure equal opportunity for qualified applicants for employment, for qualified employees in matters of employment, and for students in District educational programs in all educational and employment related activities. This policy applies to all students, employees, applicants, and prospective students irrespective of any Protected Characteristic(s). Responsibility for the Equal Employment Opportunity is assigned to the Coordinator – Compensation, EEO and AA.

The Human Resources Department is charged with the responsibility for assuring that areas of statistical deficiency are being addressed. When a selection process involves the recruitment of candidates from the general public, Coordinator – Compensation, EEO and AA is responsible for:

- Ensuring the selection team contains a representative from the Equity Leader team and selection team members have completed hiring training
- Monitoring the process to assure that all efforts are made to assure a representative applicant pool both at the initial recruitment stage and the interview stage.

- Statistically analyzing the selection process to assure that there are no elements of the process that are resulting in adverse impact against either minorities or females.

The College is committed to compliance with all applicable local, state and federal equal opportunity and affirmative action laws and regulations, including:

Title VI and Title VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments Act Section 504 of the Rehabilitation Act of 1973 The American With Disabilities Act of 1990, The Civil Rights Act of 1991, The Carl D. Perkins Vocational and Technical Education Act, The Equal Pay Act of 1963, The Pregnancy Discrimination Act, The Age Discrimination Act of 1967 , The Age Discrimination Act of 1975, The Civil Rights Restoration Act of 1987, The Genetic Information Nondiscrimination Act of 2008, The Wisconsin Fair Employment Law

Other appropriate laws and executive orders and/or administrative directives and codes including the Office of 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)

Western will not condone harassment by its staff or students on the basis of any Protected Characteristic(s). Such harassment is unlawful and is prohibited.

Western will provide equal educational opportunity in an educational climate that is conducive to and supportive of cultural and ethnic diversity. This commitment includes, but is not limited to, physical access to courses and programs; physical education and athletics, extra-curricular activities; admissions; student policies and their application; counseling, guidance and placement services; financial assistance; work-study; housing and all other District facilities. The District will make reasonable accommodations for persons with disabilities to assure access to programs and employment.

The District will provide reasonable accommodation to staff for religious observances and practices.

The specific responsibility for the implementation of the affirmative action plan rests with Coordinator of Compensation, EEO and AA who should be contacted for any questions. The Coordinator of Compensation, EEO and AA reports to the

Director of Human Resources. All managers and staff share Equal Opportunity program responsibility and their performance standards will include an Equal Opportunity component. This commitment includes the establishment of internal assessment and reporting procedures, and of grievance procedures for prompt processing of charges of discrimination.

Staff may file complaints with the:

- Employment Compensation & Compliance Manager
- Human Resources Director

    Western Administrative Center
    400 Seventh St N
    La Crosse, WI 54601
    Phone: (608)785-9077

Students may file complaints with the:

- Student Life & Integrity Manager

    Kumm Center
    400 Seventh St N
    La Crosse, WI 54601
    Phone: 608.785.9444

Nondiscrimination & Anti-Harassment Policy

Nondiscrimination

Western Technical College, in compliance with state and federal law, does not discriminate on the basis of age, race, color, national origin, disability, marital status, sex, including sexual orientation and gender identity, veteran status, genetic testing or other legislated categories in employment, admissions, programs, or activities. Western prohibits retaliation against any individuals who bring forth any compliant, orally or in writing, to the College or government, or against any

individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination. Western provides assurance that lack of English reading/speaking skills will not be a barrier to admittance and participation in the College. General inquiries regarding the College's non-discrimination policies may be directed to:

John Heath
Director of Human Resources
Western Administrative Center
111 7th Street North
La Crosse, WI 54601
(608)785-9464

Anti-Harassment Policy

The College will not tolerate any harassment by anyone, including but not limited to other employees, students, contractors, campus visitors, or other customers of the College. This prohibition includes but is not limited to the use of derogatory comments, names, slurs, epithets, jokes, innuendo, or other forms of harassment based on race, color, sex, sexual orientation, religion, creed, national origin, ethnicity, ancestry, age, disability, marital status, veteran status or military service, genetic information, pregnancy, off campus use or nonuse of lawful products, arrest or conviction record, or any other characteristic protected by federal, state, or local law (herein "Protected Characteristic(s)").

This prohibition also includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature as well as all forms of verbal, non-verbal, and physical harassment.

Employees are expected to conduct themselves professionally, in a manner befitting the work environment and with respect for co-workers and students. Employees are expected to understand that behavior which one individual considers innocent and harmless may be regarded as harassment by another person. Beyond being in violation of this policy, workplace harassment may be against the law. Harassment can also occur through use or abuse of the College's electronic communications system and the internet.

Harassment

Although any form of harassment based on a Protected Characteristic(s) is prohibited, sexual harassment differs from other forms of harassment in a number of ways. Sexual harassment is defined as:

- **Quid Pro Quo Harassment:** The harasser makes employment decisions, conditions, or benefits contingent upon sexual cooperation or conduct and forces the victimized individual to choose between suffering personal or professional detriment and submitting to sexual demands.
- **Creation of a Hostile or Intimidating Work or Educational Environment:** There is severe or pervasive verbal or physical conduct of a sexual nature that results in unreasonable interference with an individual's ability to work or learn and/or creates an intimidating, hostile, or offensive working environment.

Behavior resulting in a perception of sexual harassment can include, but is not limited to, foul language; sexual innuendo; propositions; vulgar or suggestive comments; display of pictures in any medium, calendars, or magazines showing nude or scantily clad people; physical touching; or patterns of conduct that create an intimidating and hostile working environment.

Harassment Complaints

The key to identifying harassment is determining the behavior is unwelcome and considered undesirable or offensive. If you feel you are being harassed, we recommend that you first try to make it clear to the other person that his/her behavior is unwelcome. Although you are encouraged to do this, you are not required to take such steps before making a harassment complaint.

Any employee who believes s/he has been harassed for reasons based on a Protected Characteristic(s) is urged to report the matter to:

- His/her supervisor
- Any administrator that he/she chooses
- Student Life & Integrity Manager (if conduct is student related)
- Manager – Employment Compensation & Compliance and/or
- Director of Human Resources

Any employee or instructor or staff member receiving such a report must report it immediately to the:

- Student Life & Integrity Manager (if student related)
- Manager – Employment Compensation & Compliance and/or
- Director of Human Resources

The College does not condone any form of harassment. Any employee who engages in such conduct will be subject to disciplinary action up to and including suspension, discharge, or dismissal depending on the specific facts. Any person who engages in such conduct may be banned from the campus.

Retaliation

Western will not condone any form of retaliation against any employees, students, partners, or other community members for making a valid report under this policy.

This procedure is designed to allow employees, students and non-employees to address complaints in a prompt, fair and consistent manner. Any act of retaliation by an employee, student or by anyone acting on behalf of the College, including the intimidation of a grievant, respondent, or witness during the course of an investigation, will result in prompt disciplinary action.

Grievance Procedure – Resolving Conflict and Complaints

In any organization where people work together, conflict and complaints, differences of opinion and other forms of conflict will occur. Conflict may occur between co-workers, between supervisors and supervisees, between employees and students, etc. It may occur as a result of an action or decision made by the employee or by the administration. The College recommends that employees report the behavior to the Student Life & Integrity Manager (if the conduct is student related); the Coordinator of Compensation, EEO and AA and/or Human Resources Director; or to another officer or supervisor with whom they feel comfortable. Whether a formal (written) or informal (verbal) complaint is made to these individuals, the following will take place:

- The employee will be asked to describe the incident(s), any statements or actions by parties, any witnesses, the effects of the incident, and any corroborating documents.
- Although Human Resources will investigate discretely, the College cannot maintain absolute confidentiality while carrying out a thorough investigation.

Employees are protected from any retaliation by the alleged harasser or other co-worker, supervisor, or manager with respect to any discrimination complaint brought in good faith. Employees also need to be aware that this complaint process does not waive any other complaint rights available internally or any rights they may have under any applicable state or federal law.

If an employee submits a formal complaint (in any written format), it should be submitted (in person, by e-mail or US mail) to the Manager – Employment Compensation & Compliance, the Human Resource Director, or any other Human Resources employee in the Administrative Center. If sent by US mail:

Director of Human Resources
Western Administrative Center
111 7th Street North
La Crosse, WI 54601

Human Resources will take the following steps as soon as is practical

- Notify the College President in writing that a complaint has been filed;
- Meet with the complainant to obtain his/her statement regarding the incident(s);
- Notify the person(s) against whom the complaint is filed;
- Interview appropriate individuals to review the complaint and obtain a statement as to his/her/their knowledge and recollection of the incident(s);
- Establish individual meetings with any other persons identified as involved in the incident either as a part of the incident or as witnesses;
- Notify the alleged harasser about the prohibition on retaliation against the complainant; If necessary and possible, take steps to separate the alleged victim and alleged harasser;
- If a determination is made that harassment has occurred, recommend appropriate corrective action and disciplinary action, which may range from a written reprimand up to and including discharge.

Agency Reporting

At any time if there is disagreement with the final written decision, the complainant may file directly with the Wisconsin Department of Workforce Development, Equal Employment Opportunities Commission, and Office for Civil Rights or pursue other options for complaints filed on the basis of a protected status.

State of Wisconsin Department of Workforce Development –

Equal Rights Division Contact Information

Madison Office

201 E. Washington Avenue
Room A100
PO Box 8928
Madison, WI 53708
608 -266-6860
erinfo@dwd.wisconsin.gov

Milwaukee Office
819 N. 6th Street
Room 723
Milwaukee, WIU 53203
414-227-4384
erinfo@dwd.wisconsin.gov

Section II: Distribution of Equal Opportunity/AA Information

Western Technical College is committed to equal employment and educational opportunity as well as affirmative action in its dealings with staff, applicants, students and the public. Reasonable efforts are made to communicate this affirmative action and equal opportunity information.

All new employees are sent the Equal Opportunity/Affirmative Action Plan via email upon hire. Students and staff can also access the plan on Western's Employment webpage: https://www.westerntc.edu/employment.

Western ensures:

- All recruitment materials, brochures, application and admission forms and other district created forms will include the Equal Opportunity Employer/Educator statement. Notification of intent to accommodate disabilities in the employment process and the relay service information are included in all recruitment materials.
- Annually, public notices will be published in official district newspapers at the beginning of the fall semester.
- Special articles or achievements in equal opportunity or affirmative action will be published in District or student publications.
- Management will receive training regarding the affirmative action/equal opportunity policy and grievance procedure.

The following table outlines the distribution timeline of the AA Plan Yearly Updates

Group	Date	Delivery Method
District Board	October	Board Meeting Handout & Email
President	October	Email from HR
Admin, Managers, Supervisors	October	Email from HR

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Section III: Workforce Demographics & Goals

WISCONSIN TECHNICAL COLLEGE SYSTEM

AFFIRMATIVE ACTION COMPLIANCE REPORT

Fiscal Year: 2021-22
District: Western Technical College

ALL STAFF

Factors For Consideration	Total	Female Count	Female Percent	Disability Count	Disability Percent	Race/Ethnic Count	Race/Ethnic Percent	American Count	American Percent	Asian Count	Asian Percent	Black Count	Black Percent	Hispanic Count	Hispanic Percent	Pacific Count	Pacific Percent	Multi Racial Count	Multi Racial Percent	Unknown Count	Unknown Percent
Employees (1)	459	284	61.87%	18	3.92%	30	6.54%	2	0.44%	15	3.27%	1	0.22%	4	0.87%	1	0.22%	7	1.53%	2	0.44%
Work Force (2)	135,212	65,219	48.23%	8,642	6.39%	10,873	8.04%	590	0.44%	3,726	2.76%	1,388	1.03%	3,373	2.49%	18	0.01%	1,778	1.31%	N/A	N/A
% Difference (3)			13.64%		-2.47%		-1.51%		0.00%		0.51%		-0.81%		-1.62%		0.20%		0.21%		
Quotient (4)			1.28		0.61		0.81		1.00		1.19		0.21		0.35		16.37		1.16		
Female Difference (5)	62.60																				
Racial Difference (6)	6.91																				

ADMINISTRATIVE

Factors For Consideration	Total	Female Count	Female Percent	Disability Count	Disability Percent	Race/Ethnic Count	Race/Ethnic Percent	American Count	American Percent	Asian Count	Asian Percent	Black Count	Black Percent	Hispanic Count	Hispanic Percent	Pacific Count	Pacific Percent	Multi Racial Count	Multi Racial Percent	Unknown Count	Unknown Percent
Employees (1)	67	43	64.18%	2	2.99%	1	1.49%	0	0.00%	0	0.00%	0	0.00%	1	1.49%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	13,248	6,163	46.52%	739	5.58%	1,012	7.64%	32	0.24%	671	5.06%	70	0.53%	126	0.95%	0	0.00%	113	0.85%	N/A	N/A
% Difference (3)			17.66%		-2.59%		-6.15%		-0.24%		-5.06%		-0.53%		0.54%		0.00%		-0.85%		
Quotient (4)			1.38		0.54		0.20		0.00		0.00		0.00		1.57		0.00		0.00		
Female Difference (5)	11.83																				
Racial Difference (6)	4.12																				

FACULTY

Factors For Consideration	Total	Female Count	Female Percent	Disability Count	Disability Percent	Race/Ethnic Count	Race/Ethnic Percent	American Count	American Percent	Asian Count	Asian Percent	Black Count	Black Percent	Hispanic Count	Hispanic Percent	Pacific Count	Pacific Percent	Multi Racial Count	Multi Racial Percent	Unknown Count	Unknown Percent
Employees (1)	194	114	58.76%	8	4.12%	8	4.12%	2	1.03%	3	1.55%	0	0.00%	1	0.52%	0	0.00%	2	1.03%	2	1.03%
Work Force (2)	964	537	55.71%	69	7.16%	112	11.62%	5	0.52%	56	5.81%	0	0.00%	39	4.05%	12	1.24%	0	0.00%	N/A	N/A
% Difference (3)			3.06%		-3.03%		-7.49%		0.51%		-4.26%		0.00%		-3.53%		-1.24%		1.03%		
Quotient (4)			1.05		0.58		0.35		1.99		0.27		0.00		0.13		0.00		0.00		
Female Difference (5)	5.93																				
Racial Difference (6)	14.54																				

PROFESSIONAL NONFACULTY

Factors For Consideration	Total	Female Count	Female Percent	Disability Count	Disability Percent	Race/Ethnic Count	Race/Ethnic Percent	American Count	American Percent	Asian Count	Asian Percent	Black Count	Black Percent	Hispanic Count	Hispanic Percent	Pacific Count	Pacific Percent	Multi Racial Count	Multi Racial Percent	Unknown Count	Unknown Percent
Employees (1)	68	36	52.94%	5	7.35%	6	8.82%	0	0.00%	3	4.41%	0	0.00%	0	0.00%	0	0.00%	3	4.41%	0	0.00%
Work Force (2)	3,640	2,326	63.90%	159	4.37%	535	14.70%	9	0.25%	432	11.87%	0	0.00%	37	1.02%	0	0.00%	57	1.57%	N/A	N/A
% Difference (3)			-10.96%		2.98%		-5.87%		-0.25%		-7.46%		0.00%		-1.02%		0.00%		2.85%		
Quotient (4)			0.83		1.68		0.60		0.00		0.37		0.00		0.00		0.00		2.82		
Female Difference (5)	7.45																				
Racial Difference (6)	3.99																				

CLERICAL/SECRETARIAL

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	113	90	79.65%	3	2.65%	13	11.50%	0	0.00%	7	6.19%	1	0.88%	2	1.77%	1	0.88%	2	1.77%	0	0.00%
Work Force (2)	6,132	5,263	85.83%	364	5.94%	241	3.93%	15	0.24%	83	1.35%	13	0.21%	82	1.34%	0	0.00%	48	0.78%	N/A	N/A
% Difference (3)			-6.18%		-3.28%		7.57%		-0.24%		4.84%		0.67%		0.43%		0.88%		0.99%		
Quotient (4)			0.93		0.45		2.93		0.00		4.58		4.17		1.32		0.00		2.26		
Female Difference (5)	6.99																				
Racial Difference (6)	8.56																				

TECHNICAL/PARAPROFESSIONAL

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	0	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Work Force (2)	3,591	1,758	48.96%	159	4.43%	331	9.22%	27	0.75%	155	4.32%	5	0.14%	93	2.59%	0	0.00%	51	1.42%	N/A	N/A
% Difference (3)			N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A
Quotient (4)			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)	0.00																				
Racial Difference (6)	0.00																				

SKILLED CRAFTS

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	0	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Work Force (2)	2,813	1,264	44.93%	378	13.44%	217	7.71%	46	1.64%	27	0.96%	45	1.60%	83	2.95%	0	0.00%	16	0.57%	N/A	N/A
% Difference (3)			N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A
Quotient (4)			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)	0.00																				
Racial Difference (6)	0.00																				

SERVICE/MAINTENANCE

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	17	1	5.88%	0	0.00%	2	11.76%	0	0.00%	2	11.76%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	12,109	5,816	48.03%	1,073	8.86%	1,080	8.92%	36	0.30%	467	3.86%	97	0.80%	264	2.18%	0	0.00%	216	1.78%	N/A	N/A
% Difference (3)			-42.15%		-8.86%		2.85%		-0.30%		7.91%		-0.80%		-2.18%		0.00%		-1.78%		
Quotient (4)			0.12		0.00		1.32		0.00		3.05		0.00		0.00		0.00		0.00		
Female Difference (5)	7.17																				
Racial Difference (6)	0.48																				

(1) Full-Time Staff Count Or Employee Count
(2) District 16-64 Work Force value from 5-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)

Goals

To recruit and retain a diverse workforce at Western to better reflect our community and student population.

- Recruitment Goals

  - Expand in-person and virtual recruitment efforts to reach larger metropolitan areas that have statistically more diversity than the La Crosse area. This would include but is not limited to Minneapolis, St. Paul, Madison, and Milwaukee.
  - Collaborate with Western's marketing department on more ways to effectively advertise the benefits of living in the La Crosse area compared to a larger city to help draw more interest to our available positions.
  - Increase involvement with the La Crosse Area Diversity council to stay informed on local career fairs and make it a priority to attend those career fairs and events.
  - Ensure Western has a presence at local events that promote diversity and giving back to our community.

- Retention Goals

  - Continue to partner with La Crosse Area Chamber and their First Friend Program which offers support to our new employees that move here from more than 2 hours away. This program offers extra support to our new employees by providing a community tour, helping find housing, assisting in providing information on local school districts, and even providing their accompanying partner career service support.
  - Research training opportunities that could help our staff have a better understanding of DEI to ensure Western is a place where new employees that come from other areas feel like they are welcome and belong here.

Section IV: Employment Program Affirmative Action Initiatives

1) **Increase hiring of historically marginalized groups to mirror our student population more accurately.**

   Steps to reach this goal:

   - o Hiring manager training & additional built-in support from HR.
   - o Bias training for selection team members.
   - o Equity leader member on each selection team.
   - o Re-evaluate minimum requirements for entry level positions.
   - o Improve outreach efforts.
   - o Analyze application data for bias.

   Methods of evaluation *to refine initiatives and actions steps towards goals:*
   Review number of hires in underserved groups and compare to student demographic data. Export and perform analysis on applications to check for fair selection at each application step.

2) **Become the premier veteran employer in the greater La Crosse area and assist in a seamless transition in re-entry from military to civilian life.**

   Steps to reach this goal:

   - o Promote military benefits and research new veteran benefits and incentives.
   - o Create a Veteran friendly employment page.
   - o Improve outreach efforts to veteran groups.
   - o Provide search team training on how to review veteran resumes.

   Methods of evaluation to *refine initiatives and actions steps towards goals:*
   Measurable increase in veteran applications and hires. Meet qualifications and apply for the DWD Veteran Hiring Award and the WeHireVets.Gov Medallion

3) **Increase retention and engagement of historically marginalized employees.**

   Steps to reach this goal:

- o Increase employees self-reporting their social identities.
- o Conduct and analyze Gallup Q12 Survey.
- o Conduct and analyze Co-worker Culture Climate Survey.
- o Develop and provide identity and inclusion workshops.
- o Continue providing Employee Identity-Based Affinity Groups.
- o Continue the equity audit of HR policies.

Methods of evaluation *to refine initiatives and actions steps towards goals:*
Compare results of Q12 survey and Culture Climate survey from previous years. Analyze participation rates and feedback from PD workshops. Review retention rates and analyze feedback from exit surveys.

Section V: Student Demographics and Equity Gaps

Enrollment Access Compared with District Population

Category	Total	Females	Persons with Disabilities	English Language Learner	American Indian	Asian American	Black	Hispanic	Multi-Racial	Pacific Islander, Native Hawaiian
WTC Enrollments	11,564	49.74% 5,752	5.92% 685	3.04% 351	1.39% 161	3.68% 426	3.19% 369	7.66% 886	2.96% 342	0.12% 14
WTC Program Students	4,970	57.38% 2,852	9.62% 478	**1.53% 76**	1.05% 52	3.68% 183	3.06% 152	5.31% 264	4.02% 200	0.10% 5
WTC Dual Credit Students	5,077	45.03% 2,286	**0.22% 11**	**0.83% 42**	1.67% 85	4.10% 208	1.73% 88	5.87% 298	1.73% 88	0.08% 4
District Population	*135,212*	*48.23% 65,219*	*6.39% 8,642*	*4.60% 6,216*	*0.44% 590*	*2.76% 3,726*	*1.03% 1,388*	*2.49% 3,373*	*1.31% 1,778*	*0.01% 18*
Equity Gap			****	****						

WTC enrollments are shown for specific student groups:
- Enrolled in FTE-generating postsecondary courses and adult education/ELL courses.
- Program-enrolled students.
- Students enrolled in dual credit courses.

District Population (18-64 years old) Values from 5-year ACS

Evidence of Disproportionate Enrollment Across Programs

Focused on programs with 30 or more enrollments in FY22. ELL program students are significantly underrepresented overall, and thus there is not an additional 'by-program' analysis.

Gender

Enrollments by gender follow nontraditional occupation patterns. Women are significantly underrepresented in:

- IT Cybersecurity
- Plumbing Apprentice (JAC)
- IT Web & Software Developer
- Digital Media Production
- Welding
- Fire Protection Technician
- Electronic & Computer Engineering Technology
- IT Computer Support Specialist
- Automotive Technician
- Farm Business & Production Management
- Diesel & Heavy Equipment Technician
- Air Cond, Htg & Refrig Technology
- Building Construction & Cabinetmaking
- Criminal Justice-Law Enforcement 720 Academy
- Electricity Construction Apprentice
- Bio Medical Electronics
- CNC Machine Operator/Programmer

Race/Ethnicity

Multiracial students make up 4% of WTC program students, but are underrepresented (less than 1%) in:

- Plumbing Apprentice (JAC)
- Welding
- Medical Administrative Professional
- Farm Business & Production Management
- Health Information Technology
- Building Construction and Cabinetmaking
- Electricity (Construction) Apprentice
- Health Office Professional

Hispanic students make up 5.3% of WTC program students, but are underrepresented (less than 2%) in:

- Plumbing Apprentice (JAC)
- Occupational Therapy Assistant
- Farm Business & Production Management
- Legal Studies/Paralegal
- Electricity Construction Apprentice
- Medical Laboratory Technician
- Agri-business Science Technology

Equity Gaps in Program Completion

4-year graduation rate for all students who started their program in FY2019 is 39% (have until FY22 to graduate).

- Students with disabilities have a 4-year graduation rate of 32%, while students without disabilities have a rate of 40%.
- Black students have a 4-year graduation rate of 31%, while White students have a rate of 41% and Hispanic students have a rate of 28%. Asian students have a rate of 37% and Multiracial students have a rate of 30%.
- Female graduation rate is 40%, while male graduation rate is 38%

Below is a summary of programs in which there are significant equity gaps in 4-year graduation rates for particular student populations. A significant equity gap is defined as at least a 10-percentage point difference in graduation rates (e.g., difference between students with and without disabilities). Only programs with 30 or more first-year program students in FY2019 are included with at least 10 students in the different populations.

Equity Gaps by Gender

Male students have lower completion rates:

- Business Management
- Accounting
- Graphic Design
- Physical Therapist Assistant
- Human Services Associate
- Paramedic Technician
- Digital Marketing

Equity Gaps for Students with Disabilities

- Nursing Assistant

- Business Management
- Medical Assistant
- Graphic Design

Equity Gaps for Students of Color

- Nursing Assistant: Asian 83%, Hispanic 90%, Multiracial 64%, and White 82%
- Nursing Associate (program & waitlist): Asian 15%, Hispanic 5%, and White 14%

Section V: Student Initiatives

1) **Foster a college environment that is conducive to true self-expression and cultivates community for students of all identities.**

   Steps to reach this goal:

   - Provide a variety of cultural, identity-based, and awareness-building programs.
   - Build community among neurodivergent students.
   - Implement initiatives and practices that create space for students to authentically be themselves.
   - Create college communications that are tailored and personalized to students throughout the enrollment journey.
   - Provide student engagement opportunities and outreach efforts tailored to address equity gaps in enrollment and completion.
   - Revise and audit college policies and procedures.
   - Implement opportunities to integrate student voice.
   - Implement actions outlined in our Language Access Plan to recruit and retain Limited English Proficient (LEP) learners.
   - Democratize data use across the college so co-workers can assess the impact of their programs and services.

   Methods of evaluation *to refine initiatives and actions steps towards goals:*
   Bi-annually conduct a campus climate survey to measure the sense of student belonging. Annually conduct an analysis of student engagement data disaggregated by student demographics and monitored for equity gaps. Assess students' sense of belonging through standardized student satisfaction surveys.

2) **Increase evidence-based, equitable practices in all academic programs and general education disciplines.**

   Steps to reach this goal:

   - o Continue operationalizing Western's Universal Design in Learning (UDL) policy.
   - o Create an inclusive learning environment through equitable grading practices and classroom expectations as stated on course syllabi.
   - o Develop more student agency through assessment practices in connection to program outcomes.
   - o Increase the use of Open Educational Resources
   - o Institute communities of practice around the four bullets listed above.
   - o Pair equity and culturally responsive training with our Title III Grant activities and annual data summits to disseminate disaggregated data to instructors for identifying strategies that reduce equity gaps within their courses and academic programs.
   - o Increase opportunities for dual credit and credit for prior learning to recruit and retain underserved students.
   - o Implement actions outlined in our Language Access Plan to recruit and retain Limited English Proficient (LEP) learners.

   Methods of evaluation *to refine initiatives and actions steps towards goals:*
   Annually conduct an analysis of academic program enrollment and completion data disaggregated by student demographics and monitored for equity gaps. Ensure the diversity of our student body meets or exceeds representation of the communities we serve. Use the faculty check and adjust rubric to determine effectiveness of inclusive learning practices and UDL principles in closing equity gaps.

3) **Address campus discrimination, harassment, and other bias-related incidents so students can learn, grow, and engage with one another.**

   Steps to reach this goal:

   - o Create clarity and transparency within information concerning student rights and responsibilities.
   - o Inform students of their rights and responsibilities during student orientation and other onboarding activities
   - o Communicate hate/bias reporting data to the college.
   - o Create and implement programming for employees and students that mitigates hate/bias incidents.

- o Revise and audit college policies and procedures.
- o Implement opportunities to integrate student voice.

Methods of evaluation to refine initiatives and actions steps towards goals:
Bi-annually conduct a campus climate survey to measure the sense of student belonging.
Review in aggregate all reported student concerns across Federal and college policies.

4) **Foster a culture of inclusivity and respect on campus, ensuring that veteran students and colleagues feel valued and supported.**

Steps to reach this goal:

- o Encourage veteran student involvement in campus organizations, clubs and events to promote social integration.
- o Organize social events that foster a sense of community and belonging and appreciation of all veteran students and staff.
- o Conduct cultural competency training for faculty and students to increase awareness and understanding of the veteran experience.

5) **Forge partnerships and collaborations with stakeholders to leverage resources and support for veteran students.**

Steps to reach this goal:

- o Collaborate with career services to provide specialized career workshops for veteran students.
- o Provide resources for physical wellness or recreational activities that focus on wellness.
- o Provide specialized support and admission plans for veterans facing justice sanctions barriers.

6) **Implement targeted interventions to address common barriers to retention among veteran students.**

Steps to reach this goal:

- o Provide tailored sessions for veteran students, tailored to their unique needs.

- Engage Alumni who are veterans to provide mentorship and networking opportunities.
- Allocate sufficient resources including funding, staffing to support the implementation and sustainability of veteran student support.

Methods of evaluation (Goals 4-6) to refine initiatives and actions steps towards goals: Conduct regular surveys, focus groups, pre- and post-assessments of programing. Annually examine program enrollment, retention, completion, employment, and career outcome data – benchmarked across peers and Nationally recognized institutions. Analyze student service utilization data.

Appendix A:

Employment Category Definitions

ADMINISTRATIVE. Include persons whose assignments require primary (and 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. Report in this category all officers holding such titles as Director or Administrator or the equivalent. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or equivalents) if their principal activity is administrative. Also include supervisors of professional employees.

FACULTY. Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and now hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants.

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 should not be reported under Executive (1), and who should not be classified under any of the four "nonprofessional" categories of activities.

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 paperwork required in an office, such as bookkeepers, stenographers, clerk typists, office machine operators, statistical clerks, payroll clerks, etc. Also include salesclerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.

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 aides, 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.