



**Fox Valley Technical College
Affirmative Action / Equal Opportunity**

**Five-Year Plan
2019 – 2024**

———— *July 1, 2019 – June 30, 2024*

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Introduction

The mission of Fox Valley Technical College is “To provide high-quality education and training that support student goals, a skilled workforce, and the economic vitality of our communities.” “We value an educational environment that attracts and supports a diverse student/staff community and fosters global awareness.”

Fox Valley Technical College reaffirms its commitment to actively implement and monitor federal, state and Wisconsin Technical College System Board equal opportunity and affirmative action laws, executive orders, plans, rules, and regulations.

The Fox Valley Technical College Board, Administrators, Faculty and Staff recognize diversity in our students, staff and workforce and continue to support an educational climate that values equal employment and educational opportunities for its employees and students in all programs and educational activities.

Affirmative Action / Equal Opportunity Goals

1. Balance individual occupational program enrollment percentages for students by race, sex and disability percentages in the general population.
2. Assure non-discrimination in career planning, counseling and placement services for students.
 - Analyze and report demographic, program enrollment and completion and job referral and placement data for minorities, women and disabled students and take steps to assure nondiscrimination in referral and placement services.
3. Analyze and address employment of faculty and staff within each district in the Wisconsin Technical College System to match availability percentages for race, sex and disability categories in the general population.
 - Implement a plan for recruiting and hiring minorities, women and disabled faculty and staff in all employment categories where there is under representation.
4. Create an educational and work environment that reflects, appreciates and celebrates the diverse society and community in which we live and one that creates a climate for the success of every person by appreciating the uniqueness that they bring to the technical college district.
 - Implement faculty and staff in-service programs, professional development activities, mentoring and student orientation programs to promote cultural, sex and disability awareness and sensitivity.
 - Integrate the history, culture, accomplishments and contributions of minorities, women and the disabled into curricula at each WTCS district.
 - Insure that cultural competency is practiced at every campus.

SECTION I
Notification of Compliance

Affirmative Action Statement

FVTC strongly and actively strives to increase diversity and provide equal opportunity within its community. FVTC does not discriminate against persons based on age, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sexual orientation, transgender status, veteran status, weight or any other protected class.

Students with limited English-language proficiency will not be denied access to the College's educational programs. While we are not able to accommodate all levels of Non-English speaking in our program courses, English language assistance is available for students seeking to enhance their skills for program-level course work. FVTC recognizes the importance of diversity for assuring the success of students and graduates in an increasingly global environment. We seek to establish the diversity that will provide all of our students with a learning environment to develop leaders and lifelong learners. Our efforts to attract a diverse student body will be enhanced by attracting diverse staff and administrators.

FVTC is committed to maintaining a work and educational environment free from prejudicial behavior and sexual harassment and in which all terms, conditions, privileges and benefits are administered in an equitable manner. This applies on campus, and during any College program or activity off-campus or abroad including academic programs, admissions, recruitment, financial aid, housing and employment. FVTC has an internal complaint procedure and system to process and resolve grievances. For additional information regarding these processes, please contact the staff designated below:

Equal Opportunity/Affirmative Action Officer:

Rayon Brown
Director -Diversity and Inclusion
Appleton Campus – E120A
920-735-4820
brown@fvtc.edu

Title IX/Gender Equity Coordinators:

Therese Nemec
Director – Center for Instructional Excellence
Appleton Campus – G118D
920-735-4765
nemec@fvtc.edu

Shannon Gerke Corrigan
Manager – Co-Curricular and Student Engagement
Appleton Campus – E135A
920-735-4796
gerkecor@fvtc.edu

Americans with Disabilities Act/504 Coordinator:

Elizabeth Burns
Associate Vice President of Student Services
Appleton Campus – E121
920-735-5795
burnse@fvtc.edu

Notificación de Conformidad

FVTC activamente se esfuerza para aumentar la diversidad y proveer oportunidades de igualdad dentro de su comunidad. FVTC no discrimina a las personas por su edad, color, discapacidad, etnicidad, género, expresión de género, identidad de género, información genética, estatura, peso, estado civil, nacionalidad, creencias políticas, embarazo, parto o condiciones médicas relacionadas, raza, religión, sexo, orientación sexual, estado transgénero, veterano o cualquier otra clase protegida. *A los estudiantes con inglés limitado, no se les negará el acceso a los programas educativos del colegio. Nuestra meta es poder acomodar a todos los estudiantes con diferentes niveles y capacidades de inglés. Asistencia en inglés está disponible para los estudiantes que buscan mejorar sus habilidades del idioma inglés y poder llegar al nivel que es requerido para el programa que intenta ingresar.*

FVTC reconoce la importancia de la diversidad para garantizar el éxito de los estudiantes y los graduados en un ambiente cada vez más global. Buscamos establecer la diversidad que ayudara a proveer a todos nuestros estudiantes con un ambiente de aprendizaje que desarrollara nuestros futuros líderes. Nuestros esfuerzos para atraer a un grupo estudiantil diverso ayudaran a intensificar una administración y un personal diverso.

FVTC se compromete a mantener un ambiente laboral y educacional libre de conducta perjudicial y de acoso sexual en el cual todos los términos, condiciones, privilegios y beneficios se administran de manera equitativa. Esto se aplica en el campus y durante cualquier programa o actividad universitaria fuera del campus o en el extranjero, incluyendo programas académicos, admisiones, reclutamiento, ayuda financiera, vivienda y empleo. FVTC tiene un procedimiento interno de reclamos y un sistema para procesar y resolver injusticias. Para obtener información adicional sobre estos procesos, comuníquese con el personal designado a continuación:

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Kev Ceeb Toom Raws Txoj Cai

FVTC sib zog rhiav kom muaj kev sib luag rau txhua txhua tus neeg. FVTC yuav tsis cais ib tug neeg twg los tawm nws txoj kev laus los hluas, nws cev nqaij daim tawv, nws qhov xiam hoob qhab, nws caj ces, nws yog poj niam los txiv neej, kev xaiv tawm nws tus kheej los ua poj niam los yog txiv neej, genetic information, nws qis los siab, nws txoj kev txij nkawm, neeg txawv teb chaws, nws txhoj kev xaiv nom xaiv tswv, cev xeeb tub, yug me nyuam los sis kev muaj mob muaj nkeeg, nws haiv neeg, nws kev tseeg dab qhuas, nws txoj kev nyiam txiv neej los pom niam, nws txoj kev xaiv pauv ua poj niam thiab txiv neej, yog qub tub rog los sis qhov nws sib los nyhav, nrog rau txhua tus neeg uas yuav tau tiv thaiv.

Cov tub ntxhais uas tsis paub lus askiv zoo yuav tsis raug txwv kev kawm rau peb cov hoob kawm qib siab. Txawm thias peb yuav tsis muaj feem kom haum rau txhua tus tub ntxhais tsis paub lus askiv zoo rau peb cov hoob qib siab, los peb muaj kev kawm lus askiv rau cov tub ntxhais kom lawv npaj tau mus kawm cov hoob kawm qib siab.

FVTC paub txog qhov tseem ceeb ntawm kev sib luag, peb yuav ua kom tshwm sim rau cov tub ntxhais kawm thiab cov kawm tiav nyob rau ib lub teb cawg muaj ntau hom neeg. Peb nrhiav kom tau los sis tsa kev sib luag pub rau peb cov tub ntxhais kawm nrog rau txoj kev nkawm los tsa kom muaj cov coj thiab kev nkawm rau yav pem suab. Yog peb rub kev sib luag rauv txhua tus tub ntxhais nkawm ntawm peb yuav rub tau kom muaj ntau hom neeg los sis cov yuav los coj rau peb lub tsev nkawm ntawv.

FVTC cog lus kom muaj qhov chaw ua hauj lwm thiab chaw kawm ntawv kom tsis muaj kev saib tsis taus ib tug neeg twg thiab raws kev teev tseg, kev tso ua thiab kev pab yuav muaj tus saib xyuas kom sib luag zov. Qhov no, yuav ua kom muaj rau tsev kawm ntawm, thiab lub sij hawm muaj qhib kev pab cuam los sis yog lus sij hawm tawm ntawm lub tsev kawm ntawm, mus kawm rau txawv teb chaws, lub sij hawm cuv npe nkawm ntawv, lub sij hawm nrhiav cov tub ntxhais kawm, nrhaiv nyiaj txiag xws li financial aid, los yog tsev nyob thab kev ua hauj lwm. FVTC muaj txoj kev saub tseg thiab txoj kev los qhia thaum ib tug neeg ua tsis yog. Yog xav paub ntxiv txog txheej txheem no, thov hu rau tus neeg ua hauj lwm dam qab no:

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SECTION I

Policy Statement

Policy Title: **EQUAL OPPORTUNITY**

- Equal Opportunity and Affirmative Action (Adopted: Prior to 12/18/84)
- Religious Accommodations – Employees & Applicants for Employment (Adopted: 04/03/96)
- Harassment (Adopted: 12/14/81)

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Introduction

The following policies are intended to comply with all applicable state and federal laws, as well as to express the District board's commitment to the principles of equal opportunity for all.

1. **Legal Basis:** The District will seek continuous compliance with the following laws: Titles VI and VII of the Civil Rights Act of 1964 as amended; Equal Pay Act of 1963 as amended; Age Discrimination in Employment Act of 1967 and 1975; Title IX of Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Vocational Education Amendments of 1976; Civil Rights Restoration Act of 1987; Civil Rights Act of 1991; Carl D. Perkins Vocational Career and Technical Education Act; Americans With Disabilities Act of 1990; Wisconsin Fair Employment Law; Sec. 38.23 Wis. Stats.; and the Office for Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education.
2. **Scope:** Equal opportunity within the scope of these guidelines is for employees, applicants for employment, students, and the general public without regard to political affiliation, age (40 and over), race, creed, color, disability, genetic information, marital status, sex, sexual orientation and gender identity, pregnancy, national origin, ancestry, religion, arrest or conviction record except as may be substantially related to the position sought or held, service in the armed forces, genetic testing, and the use or non-use of lawful products off the District's premises during non-working hours. Retaliation is a form of discrimination, and as such is prohibited. The District Board of Trustees recognizes that equal employment opportunity is a legal, social, and economic necessity to the District.

The District commits itself to a continuing program to assure that unlawful discrimination does not occur in the services it renders to the public.

2. **Affirmative Action:** Affirmative Action will be taken to achieve a work force which includes an appropriate balance of racial/ethnic groups, women, and the disabled for all permanent full-time positions. In developing and implementing this Plan, the College

has been guided by its policy of providing equal employment opportunity. As a part of its affirmative action plan, the College has established goals. These goals are not intended to be rigid, inflexible quotas, but instead are intended to be targets reasonably attainable by applying good faith efforts. The use of goals and timetables in this plan is not intended to discriminate against any individual or group of individuals with respect to any employment opportunity for which they may be qualified. Instead, these goals are a mechanism to effectuate the principles of equal employment opportunity and affirmative action.

4. **Employment Practices:** It is the policy of the District not to discriminate against qualified applicants or employees. Fox Valley Technical College will comply fully with applicable Federal Equal Opportunity and Affirmative Action Laws, Executive Orders and Regulations and Wisconsin laws including, but not limited to, Section 111.31-111.52, Wis. Stats. The policy of non-discrimination includes appropriate affirmative action to implement the goals of the policy.

The principles and concepts of Affirmative Action will be integrated into all employment practices including, but not limited to, recruiting, hiring, transfers, promotions, training, compensation, benefits, layoff, termination, retention, certification, and testing.

5. **Responsibility:** Ultimate responsibility for Affirmative Action rests with the President. Responsibility for implementing the Equal Opportunity and Affirmative Action Program rests with the District Affirmative Action/EEO Officer. However, managers and staff share responsibility for the success of the program.
6. **Harassment:** Harassment of and by employees and students on the basis of race, color, religion, sex, national origin, age (40 and older), disability and genetic information is an illegal practice and is prohibited by policy. Appropriate corrective measures will be used to eliminate harassment.
7. **Complaint Procedure:** The Discrimination Complaint Procedure is utilized to process charges of discrimination or harassment that violate these policies. Copies of this procedure can be obtained from the Affirmative Action/EEO Officer, Human Resources, or [online](#). Complaints which relate to sexual misconduct as defined including discrimination, harassment, and sexual violence, will be processed under the [Sexual Misconduct Policy](#) and Procedures.
8. **Disability Accommodations:** Reasonable accommodations will be provided for disabled persons to ensure their access to employment and educational programs. The District strives to provide physical accessibility to all learning and workstations consistent with reasonable accommodations.
9. **Religious Accommodations:** In response to an employee or student request, reasonable accommodation will be provided for religious observances and practices for sincerely

held religious beliefs.

10. **Vendors:** The District will seek assurance from all contractors and suppliers of products and services that they do not discriminate. The District Board also encourages the purchase of products and services from women, minority, and disabled business owners.
11. **Role of Affirmative Action/EEO Officer:** The District Affirmative Action/EEO Officer is responsible for developing and implementing the Affirmative Action Plan, and monitoring compliance. Responsibilities of the Officer include: developing a written Affirmative Action Plan, monitoring internal and external communication procedures, collecting and analyzing employment and student data, identifying problem areas, setting goals and timetables, developing and implementing programs to eliminate discriminatory practices, designing and implementing an internal monitoring system, and submitting compliance plans and reports to the Wisconsin Board Affirmative Action/EEO Officer.

Violation of this policy or the Affirmative Action Plan will result in appropriate corrective action.

Contact Person: The Affirmative Action/EEO Officer reports to the President to assure implementation of the Affirmative Action Plan. Questions regarding affirmative action or equal opportunity shall be directed to: Rayon Brown, Affirmative Action/EEO Officer, P.O. Box 2277, 1825 North Bluemound Drive, Appleton, WI 54912-2277, Telephone (920) 735-4820 or Title IX Coordinators, Therese Nemec, Telephone (920) 735-4765; Shannon Gerke Corrigan, Telephone (920) 735-4796.

ACCOMMODATIONS FOR SINCERELY HELD RELIGIOUS BELIEFS—EMPLOYEES AND APPLICANTS FOR EMPLOYMENT

Consistent with sincerely held religious beliefs, it is the policy of Fox Valley Technical College to afford employees and applicants for employment the opportunity to observe religious holidays/practices. Several holidays are paid as a matter of contract(s) obligation and are identified in the FVTC operating calendar.

FVTC will make reasonable accommodations for religious observances and practices of employees and applicants for employment, unless such accommodation would pose an undue hardship on the College. Work schedules may be adjusted to permit an employee time off for religious observances. Employment interviews and testing sessions will be adjusted by the College to accommodate religious preferences.

Employees are encouraged to make up their time off for religious holidays. However, if mutually agreed upon by employee and immediate supervisor, the observance of religious holidays may be paid by use of emergency leave up to the maximum allowed by policy. Time off will be considered upon request at least five (5) work days in advance of the observance. The

request must be addressed to the employee's supervisor. Certification of religious affiliation may be required.

HARASSMENT

The Fox Valley Technical College District Board is committed to be in compliance with present law and guidelines prohibiting harassment in education and employment.

Harassment by supervisors, co-workers, students, or visitors on campus on the basis of race, color, religion, sex, national origin, age (40 and older), disability and genetic information is a practice prohibited by the Fox Valley Technical College District Board.

Complaints which relate to sexual misconduct as defined including discrimination, harassment, and sexual violence, will be processed under the [Sexual Misconduct Policy](#) and Procedures.

Fox Valley Technical College will respond to harassment that initially occurred off school grounds, (or even) outside of an employment setting, a College education program, or activity. Conduct that occurs off campus can be the subject of a complaint or report and will be evaluated to determine whether it violates this policy, e.g. if off-campus harassment has continuing effects and/or that create a hostile environment on campus. Allegations of off-campus misconduct should be brought to the College's attention.

Harassment: Harassment includes any of the verbal/physical conduct listed below which is based on the protected status of the individual: due to race, color, religion, national origin, age (40 and older), disability and genetic information. Harassment due to unwelcome conduct becomes unlawful and contrary to this policy where (1) enduring the offensive conduct becomes a condition of continued employment, or (2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

- Physical harassment, including unwanted contact, assault, impeding, or blocking movement, or any interference with activity appropriate in the workplace
- Visual harassment including derogatory posters, cartoons, or drawings
- Making comments or innuendoes, slurs, telling jokes or stories of a demeaning offensive or insulting nature
- Deliberate display of offensive, graphic material which is not necessary for business purposes
- Posters, cartoons, photographs or art work of a hostile or degrading nature
- Engaging in criminal conduct or acts of violence, or making threats of violence toward anyone on employer premises or at any time for any purpose; fighting, or horseplay or provoking a fight on employer property, or negligent damage of property
- Threatening, intimidating, or coercing fellow employees
- Malicious gossip and/or spreading rumors; engaging in behavior designed to create discord and lack of harmony

No employee shall be punished or penalized for rejecting or objecting to behavior that might be considered as harassment under this policy.

Conduct which might be offensive to some individuals might be considered inoffensive by others. Because of this, it is difficult for managers or supervisors to learn of and take effective action to halt harassment unless the affected individual alerts a manager or supervisor both to the occurrence and the fact that the conduct in question is offensive or unwanted.

Several options are available. If an employee feels she/he has been subjected to or witnessed harassment of any kind, even if she/he considers it minor, the College needs your cooperation to make this policy as effective as possible. The College encourages you to approach the alleged harasser and ask him/her to immediately stop the offensive activity. The alleged harasser may not know how you or others feel. This step is not required if it makes you feel uncomfortable or is not effective.

Related Policies:

Health and Safety, Sexual Misconduct
Human Resources, Complaint Procedure – Discipline and Safety
Students, Equal Opportunity

Adopted: (see above)

Reviewed: 10/18/13

Revised: 11/07/13

Equal Opportunity and Affirmative Action Procedures – Reporting Policy Violations

REPORTING: Whether or not the harasser has been confronted, if an employee believes that harassment or discrimination by any person including, but not limited to, co-worker, supervisor, vendor, or guest of the College has occurred or if an employee or student believes they have witnessed harassment or threats to a safe environment or discrimination, the employee or student is strongly encouraged to report the facts of the incident and the names of the individual(s) involved within forty-eight (48) hours, if at all possible.

Employees should report to any of the following individuals: the employee's supervisor, any other supervisor, a member of the Human Resources staff, or directly to Rayon Brown, Affirmative Action/EEO Officer at (920) 735-4820, brown@fvtc.edu or Susan Kaufman, Associate Director – Human Resources, (920) 735-2574, kaufmans@fvtc.edu or Deb Gorman, Vice President – Human Resources, (920) 996-2813, gorman@fvtc.edu.

If an employee reports a violation to a supervisor, manager, administrator, or AA/EEO Officer the person to whom the report is made **must immediately notify** Susan Kaufman or, in her absence, Deb Gorman.

A student should report to any of the following: Tony Duff, Student Conduct Manager, 920-225-5913, Jayme Bowman, Security Services Manager, (920) 735-5691 or Derek Reiter, Security Services Coordinator (920) 996-5177.

You are required, however, to report the harassment or discrimination to somebody in administration. All complaints should be filed promptly, within 30 days of occurrence if at all possible. All complaints must be filed within 300 days. Prompt reporting will assist the College in conducting a thorough and timely investigation. Harassment and discrimination situations can be sensitive. The College will investigate all allegations promptly, thoroughly and fairly; and will ensure confidentiality to the extent possible.

The College treats all claims of harassment and discrimination seriously. The College representative conducting the investigation shall obtain a complete and clear statement of the alleged acts from the complainant, shall obtain names and statements from witnesses, and shall obtain a clear and complete statement from the alleged harasser/accused employee. All employees are required to cooperate fully in any investigation.

All employees and students are responsible for helping to assure that harassment and threats to safety do not occur. The College forbids retaliation against anyone who has legitimately reported harassment, unsafe conditions, discrimination or anyone who participates in an investigation. Anyone who engages in or assists in such retaliatory actions will be subject to disciplinary action up to and including the termination of employment.

DISCRIMINATION OR HARASSMENT COMPLAINT PROCEDURE – EMPLOYEES AND STUDENTS

Introduction

The College has adopted a procedure to address complaints of harassment or discrimination prohibited by several federal and state laws as specified in College policy.

Use of these procedures is encouraged to afford the Complainant and the College the opportunity to promptly address and resolve complaints at the lowest level. Use of the procedures does not preclude the right of an employee to also file complaints with the State of Wisconsin Department of Workforce Development, the U.S. Equal Employment Opportunity Commission, or the U.S. Wage and Hour Division in the Department of Labor as may be appropriate. Students may also file a complaint with the Department of Education, Office of Civil Rights. Most anti-discrimination laws have a time limit of from one hundred eighty (180) to three hundred (300) days during which an individual may file a complaint. The College reserves the right to determine whether a complaint appropriately falls within the scope of College policy.

I. Definitions

A. **Complaint:** Complaint means an allegation of personal discrimination or harassment as defined by law and College policy.

College policy applies when a member of the College community ('complainant' as defined below) believes that he or she has been subjected to harassment or discrimination by a student or instructional, administrative, or faculty member ('respondent'), provided that at least a substantial portion of the alleged wrongful behavior either occurred on College-controlled, College-leased or College-owned property, or otherwise had a significant connection to the activities of the College.

B. **Complainant:** Complainant means any of the following who have a personal complaint based on their protected status as defined:

1. An employee, regular, project, or limited term, of Fox Valley Technical College.
2. An employee or group of employees of Fox Valley Technical College submitting a complaint all of whom have indicated, in writing, his/her willingness to be part of the complaint.
3. An applicant for employment with Fox Valley Technical College.
4. A student in an Associate Degree Program, Technical Diploma Program, Certificate Program, English Language Institute, Adult Basic Education, and Alternative High School, taking one class, or participating in a workshop or other educational activities.

C. **Respondent:** Respondent means a person and/or persons alleged to be responsible, or who may be responsible for the violation alleged in a complaint. The term may be used to designate persons with direct responsibility for a particular action or those areas covered in the complaint.

D. **Affirmative Action/EEO Officer:** The employee designated by the Fox Valley Technical College District Board who has the responsibility of coordinating the internal complaint procedure.

E. **Days:** All days listed in this policy are regular business days when the College is open for business. Weekends, holidays, and days when the campus is closed for business are excluded.

II. **Complaint Procedure**

A. A complainant shall, as soon as possible and within thirty (30) days of the date of the action causing the complaint, contact an identified College official. If the subject of the complaint is the Affirmative Action/EEO Officer, then the complainant shall contact the Vice President of Human Resources who will then administer this complaint procedure.

B. The complaint may be verbal or in writing. The complainant shall provide full and

complete information on the facts underlying the complaint. The College will prepare a written report of the complaint. The complaint should include:

1. Complainant's name, address, telephone number and e-mail address;
2. The name of the person who is accused with a violation of this Code;
3. The date(s) on which the alleged incident(s) occurred;
4. The place(s) where the alleged incident(s) occurred;
5. A statement describing, in detail, the alleged incident(s);
6. The name, address, e-mail and telephone number of any witnesses;

C. The Affirmative Action/EEO Officer shall inform the complainant of his/her rights under College policy.

D. The Affirmative Action/EEO Officer shall determine if the complaint is valid under the established complaint procedure. Validity does not mean whether or not an unfair act has occurred but whether or not the action underlying the complaint is within the scope of the complaint procedure.

E. Upon receipt of the complaint, the Affirmative Action/EEO Officer shall determine whether College policy applies. A decision by the Affirmative Action/EEO Officer that College policy does not apply is not final and may be appealed to the President within seven (7) days. By way of example, the Affirmative Action/EEO Officer shall find that College policy does not apply upon determining any of the following:

1. That even if the complainant's allegations are true, the respondent's conduct would not constitute harassment or discrimination as defined in College policy.
2. That the alleged conduct did not occur on College-owned, College-leased, or College-controlled property or did not otherwise have a significant connection to the activities of the College.¹
3. That the complainant is not a College member as defined in College policy.
4. That the complainant was not the party harmed by the discrimination or harassment.

This list is not exclusive, and other situations may result in the Affirmative Action/EEO Officer determining that the policy does not apply.

F. If the Affirmative Action/EEO Officer determines that College policy applies, the Affirmative Action/EEO Officer or designee shall conduct an investigation of the complaint in any manner the Affirmative Action/EEO Officer deems appropriate.

¹ Refer to Off Campus Conduct at p. 4 of Equal Opportunity Policy

When a formal investigation is initiated, the Affirmative Action/EEO Officer or designee will meet with the person filing the complaint and the person accused to review the written complaint, collect or request all relevant evidence and documents and review interim measures, if any.

Witnesses may be interviewed, relevant documentation gathered and reviewed and follow-up meetings with the person filing the complaint and the person accused may occur. The person conducting the investigation may seek a voluntary resolution to the complaint at any time and the results of such resolution shall be documented.

The person conducting the investigation will retain all records and notes of the investigation and shall prepare a written report, including the summary of findings and outcomes, including sanctions or remedial actions. The person conducting the investigation may use College or other external resources, including peers or colleagues to assist in the preparation of the written report.

G. If the person conducting the investigation finds that the evidence does not justify a finding of violation, the person conducting the investigation will dismiss the complaint. A decision by the Affirmative Action/EEO Officer that the evidence does not justify such a preliminary finding of violation may be appealed by the complainant to the Vice President, Human Resources by an employee or by a student to the Vice President of Instruction, Dr. Christopher Matheny within seven (7) days by presenting a written complaint. If no complaint appeal is timely filed, the complaint will be dismissed, and the complainant, respondent and Vice President, Human Resources will be notified.

H. At any point in the investigation, the Affirmative Action/EEO Officer or the Vice President of Human Resources or the Vice President of Instruction, Dr. Christopher Matheny may attempt to conciliate the informal complaint through contact with all parties involved. Any agreement reached as a result of conciliation shall be in writing and signed by all parties involved.

I. Depending on the nature of the incident report, the complexity of the issues and events, number and availability of witnesses, the amount of information to be gathered and reviewed and other factors, the College will attempt to complete the investigation in 20 to 60 calendar days. Additional time may be necessary in order to conduct a fair and equitable investigation. The person filing the incident report and the accused will be informed periodically of the status of the investigation.

While the College will exercise reasonable diligence in complying with the timelines and procedures outlined, deviations may occur in order to meet the intent of the policy or to ensure the fair and equitable resolution of a reported incident. The person filing the incident report or the respondent should report any procedural errors or deficiencies to the EEO/AA Officer or it shall be deemed waived. A procedural error or deficiency shall not require an outcome in favor of the person allegedly disadvantaged by the error.

J. **Resolution:** The College's policy is to investigate all such complaints thoroughly and promptly. To the fullest extent practicable and consistent with Wisconsin statutes, the employer will keep complaints and terms of their resolution confidential. If an investigation confirms that discrimination or harassment have occurred, the employer will take appropriate corrective action including discipline up to and including immediate termination of employment or issue sanctions to a student to prevent recurrence of the conduct and to correct its effects. In the event that a violation is found, the College shall take action to remedy the situation and ensure compliance with the policy.

III. **Restrictions**

A. No action relating to student sanctions or to employment, termination, transfer, demotion, or rates of pay of an employee can be taken until the complaint has been resolved, unless such action is decided necessary to the well-being of the complainant and/or to the function of Fox Valley Technical College.

B. Neither the complainant nor the respondent shall arbitrarily delay action of the complaint procedure.

C. All proceedings shall be in closed session.

D. All participants in all proceedings under College policy will observe confidentiality to the extent reasonably possible. However, in the event of any final determination of a violation of College policy, the President will provide appropriate information to appropriate officials. The College may also use any information obtained in the proceedings to defend itself against any claims, complaints, or allegations brought against it or as may be required by law.

IV. **Information**

The Fox Valley Technical College District shall provide complainants and respondents with access to copies of anti-discrimination laws and regulations, as well as relevant Fox Valley Technical College policies.

The College representative conducting the investigation shall maintain full documentation during the investigation, including the complaint, all statements, documents, notes, and other information relevant to the complaint.

V. **No Retaliation**

No person shall be subjected to discharge, suspension, discipline, harassment, sanctions, or any form of discrimination for having utilized or having assisted others, in good faith, in the utilization of the complaint process.

VI. **Maintenance of Records**

A. Records shall be kept of each complaint in the office of the Affirmative Action/EEO Officer. These shall include, at minimum: the name of the complainant and her/his position at Fox Valley Technical College District; the date of complaint filing; the specific allegation made in the complaint and any corrective action requested; the names of respondents; the resolution, dates; a summary of the major points, facts and evidence presented by each party to complaint; and a statement of the final resolution and the nature and date of any corrective action taken. Such records shall be maintained on a confidential basis.

B. All written complaint records shall be maintained for a minimum of three (3) years after the complaint resolutions.

VII. Role of the Affirmative Action/EEO Officer

A. It is the primary responsibility of the Affirmative Action/EEO Officer to ensure the effective installation, maintenance, processing, recordkeeping, and notification required by the complaint procedure.

B. The Affirmative Action/EEO Officer may designate other person(s) to assist in any part of the process and procedure.

VIII. Interpretation

A. The authority to interpret College policy and these procedures rests with the President and is generally delegated to the Affirmative Action/EEO Officer. Questions about College policy or these procedures should be referred to the Affirmative Action/EEO Officer.

IX. Referral Services

- A. State of Wisconsin Department of Workforce Development
- B. Equal Employment Opportunity Commission
- C. Department of Education, Office of Civil Rights
- D. Wisconsin Technical College System (students)

SECTION II
Dissemination

Electronic copies of the complete 2019-2024 AA/EEO Five-Year Plan will be distributed to the following management staff: President, Vice Presidents, Deans, Directors, Associate Deans, Student Services, Administrative Services, Financial Services, Information Technology Services, Student & Community Development, and Foundation upon board approval. The plan will also be published on the FVTC website.

The FVTC Board of Trustees and all staff will be informed of the completed 2019-2024 AA/EEO Five-Year Plan and of the availability on-line or from the Affirmative Action/Equal Opportunity Officer.

Electronic copies of the 2019-2024 AA/EEO Five-Year Plan and Annual Updates will be provided to the Wisconsin Technical College System AA/EEO Officer and other Technical College AA/EEO Officers, as requested.

Fox Valley Technical College affirms a set of core values, which includes Diversity. “We value an educational environment that attracts and supports a diverse student/staff community and fosters global awareness.” Core Values are incorporated into the day-to-day operations, including published on FVTC webpage, Strategic Plan, etc.

Employee and Employment Applicant AA/EEO Dissemination Activities:

FVTC Website Footer – “An Equal Opportunity College”	Ongoing – Located on all FVTC webpages, statement links to AA/EEO Notification of Compliance Webpage
Equal Rights Policy	New Employee Packet New Employee Orientation Management Training Ongoing – FVTC Intranet and Internet FVTC Harassment Reporting Procedure to Employees Document
AA/EEO Notification of Compliance	Ongoing – FVTC Internet Ongoing – Jobs @ FVTC Webpage Ongoing – Each, Individual Job Posting Ongoing – FVTC Recruitment Process FAQ Annual – Legal Ad in District Newspapers Annual – Email to all staff
FVTC Harassment Reporting Procedure for Employees	Every January and August – Email to all staff Management Training Ongoing – FVTC Internet

Anti-Harassment & Discrimination Training for New Employees	New Employee Orientation Online Training
Anti-Harassment & Discrimination Training for Managers	Upon Hire or Transfer of Management Employee Periodically – All Management Staff
FVTC Employee Handbook	New Employee Packet New Employee Orientation Ongoing – FVTC Intranet
EEO Compliance Posters	Ongoing - All FVTC Locations Ongoing – FVTC Intranet
Request for Accommodations	Ongoing – Affirmative Action Survey Ongoing – Jobs @ FVTC Webpage Ongoing – FVTC Intranet
Affirmative Action Survey	Employment Application New Employee Electronic Form
Diversity Statement	Ongoing – Jobs @ FVTC Webpage Ongoing – Each, Individual Job Posting Ongoing – FVTC Recruitment Process FAQ Ongoing – Job Descriptions Ongoing – Interview & Selection Materials

Student AA/EEO Dissemination Activities:

All college policies are posted and maintained on the public college website. The District’s policies on Affirmative Action and Equal Employment Opportunity are located on a searchable webpage, and the policy is referenced in printed materials. The address and telephone number of the Equal Opportunity Officer are provided.

The Student Handbook, Catalog, and other student directed publications include instructions on accessing all policies and complaint procedures on the college website.

Affirmative Action/EEO, and Campus SaVE/Title IX Policies and complaint procedures are discussed at student orientation sessions. Training and awareness-building activities are provided for new students, and on an ongoing basis for all students.

SECTION III
Self-Evaluation – Federal and State Regulations

I. Title VI, Civil Rights Act of 1964

1. Regulation 80.6 (a & b) - Requires recipients to file an assurance stating that no person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program receiving federal financial assistance.

Question: Does the district have on file with the Department of Education an assurance of compliance for Title VI?

Yes No

2. Regulation 80.6 (b & c) - Requires recipients to keep, and to submit to the federal agency or designee, such records or information necessary to ascertain whether the recipient has complied or is complying with Title VI.

Question: Does the district have available racial / ethnic data showing the extent to which members of minority groups are beneficiaries of and participants in all educational programs?

Yes No

3. Regulation 80.6 (d) - Requires recipients to make such information concerning the provisions of this regulation and its applicability available to participants, beneficiaries, and other interested persons in such manner as the department official finds necessary to apprise such persons of the protections against discrimination assured by the Act and the regulation. This includes Section 80.7(b), "Procedures for Filing Complaints of Discrimination Prohibited by this Part" (Title VI).

Question: Has the district adopted such procedures for filing complaints (grievances)?

Yes No

Question: Has the district made such information available to apprise persons of the protections assured by the Act and this regulation?

Yes No

4. Regulation 80.6(d) - Requires all recipients to make available to participants, beneficiaries, and other interested persons, information regarding the provision of Title VI and its application to recipients' programs.

Question: Does the district have a policy statement which affirms nondiscrimination on the basis of race, color, or national origin and the application of this policy?

Yes No

Question: Has this policy notification been disseminated to participants, beneficiaries, and other interested persons?

Yes No

Question: Is this policy statement currently posted in bulletins, catalogs, application forms, and other general information materials?

Yes No

II. Title IX - Self Evaluation

Procedural Requirements

1. Regulation 86.3 (c & d) - Requires each recipient to evaluate its policies and practices and the effects thereof concerning student admission and treatment, and employment of academic and non-academic personnel connected with the educational program or activities.

Question: Did the district undertake such a self-evaluation?

Yes No

Question: Does the district have the results of the Title IX self-evaluation on file?

Yes No

Question: Can the district provide evidence of the modification of policies and practices that occurred or remedial steps taken as a result of the Title IX self-evaluation?

Yes No

2. Regulation 86.3(d) - Requires recipients to keep self-evaluation and related materials on file for at least three years following completion including a

description of any modification made and any remedial steps taken as a result of the self-evaluation.

3. Regulation 86.4 - Requires each recipient to file a statement that no persons shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance.

Question: Does such statement of assurance include a commitment to take whatever remedial action necessary to eliminate existing sex discrimination or the effects of past discrimination?

Yes No

Question: Can the district document its remedial action efforts?

Yes No

4. Regulation 86.8(a) - Requires all recipients to designate a specific employee (coordinator) to coordinate the recipient's compliance activities and investigate complaints alleging the recipient's noncompliance with Title IX.

Question: Has the district designated an employee(s) to coordinate compliance efforts and to investigate complaints of sex discrimination?

Yes No

Question: Has this person's title, address, and telephone number been given to students, parents, and employees?

Yes No

5. Regulation 86.8(b) - Requires all recipients to adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX.

Question: Has the district adopted such grievance procedures?

Yes No

Question: Can the district document the publication of grievance procedures providing for prompt and equitable resolution of student and employee complaints of sex discrimination?

Yes No

6. Regulation 86.9 - Requires recipients to take specific and continuing steps to notify applicants for admission and employment, students, parents, employees, applicants for employment, sources of referral, and all union and professional organizations of the provisions and application of Title IX in offering educational programs.

Question: Has a policy statement of nondiscrimination on the basis of sex been adopted, published, and disseminated to students, parents, employees, applicants for employment, sources of referral, and all unions or professional organizations?

Yes No

Question: Was and does such notification continue to be made in newspapers and publications operated by recipient or by student alumni groups for or in connection with recipient; memorandum or other written communication distributed to every student and employee?

Yes No

Question: Is such notification currently posted in bulletins, catalogs, application forms, other recruitment materials for students and employees?

Yes No

Question: Does such notification identify the Title IX coordinator by giving the title, address and telephone number?

Yes No

III. **Section 504 - Self Evaluation**

Procedural Requirements

1. Regulation 84.5 - Requires each recipient to submit an assurance stating that no otherwise qualified handicapped persons shall, by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity.

Question: Has the district provided an assurance stating its commitment to nondiscrimination on the basis of disability?

Yes No

2. Regulation 84.6(c) - Requires the recipient to evaluate, with the assistance of interested persons including disabled persons or organizations representing them, its current policies and practices and the effects thereof.

Question: Did the district undertake such a self-evaluation?

Yes No

Question: Does the district have the results of their Section 504 self-evaluation?

Yes No

Question: Can the district provide evidence of the interested persons consulted, a description of areas examined, and problems identified; and any modification of policies and practices that occurred or remedial steps taken to eliminate the effects of past discrimination?

Yes No

3. Regulation 84.6(c2) - Requires recipients that employ 15 or more persons to, for at least three years following completion of the self-evaluation, maintain on file the list of interested persons consulted, a description of areas and problems examined, and a description of any modifications made.

4. Regulation 84.7(a) - Requires a recipient that employs 15 or more persons to designate at least one person to coordinate its efforts to comply with Section 504.

Question: Has the district designated an employee to coordinate compliance efforts?

Yes No

Question: Has this person's title, address, and telephone number been given to students, parents and employees?

Yes No

5. Regulation 84.7(b) - Requires a recipient that employs 15 or more persons to adopt grievance procedures that incorporate appropriate due process standards and that provide for the resolution of complaints alleging unlawful discrimination against the disabled.

Question: Can the district document the adoption and existence of such grievance procedures?

Yes No

Question: Has the district taken steps to inform its beneficiaries of such grievance procedures?

Yes No

6. Regulation 84.8 - Requires each recipient that employs 15 or more persons to take initial and continuing steps to notify participants, beneficiaries, applicants, employees, unions, or professional organizations that it does not discriminate on the basis of disability in admission or access to, or treatment of or employment in its programs and activities.

Question: Has a policy statement of nondiscrimination on the basis of disability been adopted, published and disseminated as required?

Yes No

Question: Does such notification identify the specific persons designated to coordinate compliance to Section 504?

Yes No

Question: Is such notification currently posted in recruitment materials or publications containing general information?

Yes No

7. Regulation 84.22(e) - Requires recipients that employ 15 or more persons to develop a transition plan setting forth the steps necessary to complete structural changes to facilities that are necessary for program accessibility.

Question: Did the district develop a transition plan?

Yes No

Question: Was the plan developed with the assistance of interested persons or organizations representing disabled persons?

Yes No

Question: Is the transition plan available for review?

Yes No

Question: Has the district completed all the structural changes addressed in the transition plan?

Yes No

Question: Can the district document the steps taken toward meeting the requirements of its transition plan for program accessibility?

Yes No

IV. Career and Technical Education Program Guidelines – Self-Evaluation

Procedural Requirements

1. Guideline IV - Requires recipients to locate educational facilities at sites that are readily accessible to both non-minority and minority communities.

Question: Does the district provide educational facilities at locations that are accessible to all communities regardless of race, color, or national origin?

Yes No

2. Guideline IV(L) - Requires recipients to: (a) identify its applicants with limited English-speaking skills and to assess their ability to participate; (b) use acceptable methods of identification; (c) take steps to open all programs to these students; and (d) if necessary, demonstrate that a concentration of such students in one or a few programs is not the result of discriminatory limitations of opportunities available to such students.

Question: Does the district use a system to identify its limited English language students and to assess their ability to participate?

Yes No

Question: Does the district provide language-related support services to its limited English language students?

Yes No

Question: Have steps been taken by the district to open all programs to limited English language students?

Yes No

Question: Can the district demonstrate that a concentration of limited English language students in one or a few programs is not the result of unlawful discrimination?

Yes No

3. Guideline IV(N) - Requires recipients to, if necessary, (1) modify instructional equipment, (2) modify or adapt the manner in which courses are offered, (3) house the program in facilities that are accessible or alter facilities to make them readily accessible to mobility impaired students, and (4) provide auxiliary or related aids and services.

Question: Are there architectural barriers which deny disabled students access to educational programs and courses?

Yes No

Question: Is the district providing the necessary related aids or services to disabled students so they may have access to educational programs and courses?

Yes No

4. Guideline IV(O) - Requires recipients to issue public notification that all educational opportunities will be offered without regard to race, color, national origin, sex or disability; and, if necessary, disseminate public notification materials in the language of persons of national origin.

Question: At the beginning of each year, does the district advise the students, parents, employees, and the general public of its nondiscrimination policy?

Yes No

Question: Is this notification advertised in a manner that is accessible to all members of the general public regardless of race, color, national origin, sex or disability?

Yes No

Question: Does the announcement provide information on course offerings, admissions criteria, and the titles, telephone numbers and addresses of the coordinators of Title IX and Section 504?

Yes No

Question: Is the announcement communicated in the native language of national origin minorities for communities of national origin minorities in the service area?

Yes No

Question: Does the announcement include an assurance that the lack of English language skills will not be a barrier to admission and participation?

Yes No

5. Guideline V(A) - Requires recipients to ensure that counseling materials and activities (such as student program selection and career / employment selection), promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or disability.

Question: Does the district take steps to ensure that counseling materials and activities, and promotional and recruitment efforts do not discriminate on the basis of race, color, national origin, sex or disability?

Yes No

6. Guideline V(B) - Requires recipients operating career and technical educational programs to ensure that counselors do not direct or urge any student to enroll in a particular career or program area or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or disability; and if there is disproportionate enrollment of either sex, minority group, or disabled students in a program, recipients are required to take steps to ensure that such an occurrence does not result from unlawful discrimination in counseling.

Question: Do counselors direct or urge any students to enroll in a particular career or program on the basis of race, color, national origin, sex, or disability?

Yes No

Question: Do counselors measure or predict a student's prospects for success in any career or program based on the student's race, color, national origin, sex, or disability?

Yes No

Question: Do counselors counsel handicapped students toward more restrictive career objectives than non-disabled students with similar abilities and interests?

Yes No

Question: Does the district take steps to ensure that disproportionate enrollment of either sex, minority group, or disabled students in a program are not the result of unlawful discrimination?

Yes No

7. Guideline V(C) - Requires recipients to conduct student recruitment activities in a manner that does not exclude or limit opportunities on the basis of race, color, national origin, sex, or disability.

Question: Are students recruited and counseled to education programs without regard to race, color, national origin, sex, or disability?

Yes No

Question: Are career opportunities and curricular programs presented in a manner that does not discriminate on the basis of race, color, national origin, sex, or disability?

Yes No

Question: Do the materials used in recruiting or promotional efforts limit the portrayal of career opportunities or tend to perpetuate or create stereotypes or limitations based on race, national origin, sex, or disability through text or illustration?

Yes No

Question: Are members of the protected groups represented and active in recruitment and counseling activities?

Yes No

Question: Are provisions made for the limited English language minorities and disabled persons to receive promotional literature and comparable recruitment efforts in a medium in which they can communicate?

Yes No

8. Guideline V(D) - Requires recipients to ensure that counselors can effectively communicate with national origin minority students with limited English language skills and with students who have hearing or visual impairments.

Question: Has the district taken steps to ensure that counselors can effectively communicate with national origin minority students with limited language skills and with students who have hearing or visual impairments.

Yes No

9. Guideline V(E) - Requires recipients to, if necessary, distribute promotional literature to national origin minority persons in their native language.

Question: Does the district provide promotional literature to national origin minorities in their native language for identified communities of national origin minority persons with limited English language skills?

Yes No

10. Guideline VI(B) - Requires recipients to, if necessary, provide materials and information used as notification of opportunities for financial assistance to be distributed and communicated in a manner that it can be accessed by national origin minority persons with limited English language skills.

Question: Does the district provide materials and information used as notification of opportunities for financial assistance distributed and communicated in a manner that is accessible to national origin minority students with limited English language skills?

Yes No

11. Guideline VI(C) - Requires recipients that provide housing in residential post-secondary education centers to extend housing opportunities, whether on campus or off campus, without discrimination, and provide comparable, convenient, and accessible housing at the same cost and under the same conditions for disabled students.

Question: If provided by a district that has career and technical education programs, is on campus and off campus housing provided for all regardless of race, sex, or disability?

Yes No

Question: Is the housing provided for disabled students comparable, convenient and offered at the same cost and conditions as for other students?

Yes No

12. Guideline VI(D) - Requires recipients that provide facilities for one sex to provide comparable facilities to those of the other sex and be readily accessible to disabled persons.

Question: Does the district provide common facilities which have been modified or are separate comparable facilities (changing rooms, showers, etc.) offered for students of both sexes?

Yes No

Question: Have facilities been adapted or modified to the extent necessary to make the educational program readily accessible to the disabled?

Yes No

13. Guideline VII(A) - Requires recipients to ensure that they do not discriminate against students on the basis of race, color, national origin, sex, or disability in

making cooperative educational programs, job placement and apprentice training opportunities available to students; and that students participating in these types of programs are not discriminated against by employers or prospective employers in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and in pay; contracts or written agreements when used in relation to these opportunities must contain a statement of assurance indicating that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or disability.

Question: Does the district make opportunities in its work study, cooperative education and job placement programs available to students without regard to race, color, national origin, sex, or disability?

Yes No

Question: Does the district ensure that students placed in cooperative education work study, or job placement programs receive equal treatment with regard to task assignment, numbers of hours worked, responsibility levels, and pay?

Yes No

Question: Are assurances of non-discrimination contained in written agreements for the referral or assignment of students to an employer?

Yes No

14. Guideline VII(B) - If written agreements with a labor unions or other sponsors providing apprentice training are used, recipients are required to include an assurance that the union or other sponsor does not engage in discrimination against its membership or applicants for membership; and that apprentice training will be offered and conducted free of discrimination on the basis of race, color, national origin, sex or disability.

Question: Does the district enter into any agreements for the provision or support of apprentice training with any labor union or other sponsor?

Yes No

Question: Do written agreements contain an assurance that they do not discriminate against their members or applicants?

Yes No

15. Guideline VIII(B) - Requires the recipient to notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or disability.

Question: Has the district attempted to notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or disability?

Yes No

16. Guideline VIII(D) - Requires the recipient to establish and maintain faculty salary scales on the basis of the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability.

Question: Are faculty salary scales and policy based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability?

Yes No

17. Guideline VIII(E) - Requires recipients to provide equal employment opportunities for teaching and administrative positions to handicapped applicants who can perform the essential functions for the position; and make reasonable accommodations for the physical or mental limitations of disabled (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship.

Question: Does the district provide reasonable accommodations to the known physical or mental limitations of an otherwise qualified disabled applicants or employees?

Yes No

18. Guideline VIII(F) - Requires recipients to take steps to overcome the effects for past discrimination. Such steps may include the recruitment or reassignment of qualified persons of a particular race, national origin, or sex, or who are disabled.

Question: Does the district limit its recruitment efforts to schools, communities or companies which are disproportionately composed of persons of a particular race, national origin, sex, or disability?

Yes No

V. **Americans with Disabilities Act - Self Evaluation**

1. Title 28, Part 35, Subpart A & C - Prohibits the denial of services or benefits on the basis of a disability.

Question: Has the district included disability in its non-discrimination policies?

Yes No

2. Title 28, Part 35, Subpart B - Provides for equality of opportunity to participate in or benefit from a public entity's aids, benefits, and services. In addition, provides for equal participation in the "mainstream" of society.

Question: Are persons with disabilities afforded an equally effective opportunity to participate in or benefit from an aid, benefit or service?

Yes No

Question: Are individuals with disabilities integrated to the maximum extent appropriate?

Yes No

Question: If separate programs are offered, are they appropriate to the particular individual?

Yes No

Question: Have any individuals with disabilities been excluded from a regular program or required to accept special services or benefits?

Yes No

Question: Are individuals with disabilities provided accommodations necessary to allow them to participate in regular programs?

Yes No

3. Title 28, Part 35, Subpart D - A public entity may not impose eligibility criteria for participation in its programs, services or activities that either screen out or tend to screen out persons with disabilities, unless it can show that such requirements are necessary for the provision of the service, program or activity.

Question: Are any safety requirements imposed based on real risks, not speculation, stereotypes or generalizations about individuals with disabilities?

Yes No

Question: Are any inquiries made into a disability absolutely necessary to insure safe participation?

Yes No

Question: In cases where extra costs are incurred does the district absorb the cost without charge to the disabled individual being served?

Yes No

Question: Are modifications to policies, practices or procedures in programs made to accommodate disabled individuals except where the modification would fundamentally alter the nature of the service, program or activity?

Yes No

4. Title 28, Part 35, Subpart D - A public entity may not deny the benefits of its programs, activities, and services to individuals because its facilities are inaccessible. The "program accessibility standard" requires that a public entity's services, programs, and activities, when viewed in their entirety, be readily accessible to and usable by individuals with disabilities.

Question: Has the district conducted a review of its facilities, developed a transition plan, and made changes as needed to achieve program accessibility?

Yes No

Question: Where access involves back door or freight elevators, is such an arrangement used only as a last resort in cases where it provides accessibility comparable to that provided to persons without disabilities who generally use front doors and passenger elevators?

Yes No

Question: Are adequate numbers of accessible parking spaces in existing parking lots or garages available?

Yes No

5. Title 28, Part 35, Subpart E - Provides that a public entity must ensure that its communication with individuals with disabilities are as effective as communications with others. In order to provide equal access, a public accommodation is required to make available appropriate auxiliary aids and services where necessary to ensure effective communication.

Question: Is a procedure available that provides an opportunity for individuals with disabilities to request auxiliary aids and services of their choice?

Yes No

Question: Does the procedure provide for primary consideration to and consultation with the individual in regard to their primary choice?

Yes No

Question: Where interpreters are supplied, are they qualified, i.e., "able to sign to the individual who is deaf what is being said by the hearing person and who can voice to the hearing person what is being signed by the individual who is deaf ... effectively, accurately, and impartially including the use of necessary specialized vocabulary"?

Yes No

Question: Where telephone communications are available, are equally effective communication devices or services provided for individuals with disabilities, including hearing and speech impaired individuals?

Yes No

6. Title 28, Part 35, Subpart F - Provides for administrative requirements including preparation of a self-evaluation, development of a transition plan, providing notice to the public, designation of a responsible employee and development of a grievance procedure.

Question: Has the district developed a self-evaluation plan that identifies all of their programs, activities and services; and reviews all policies and practices that govern the programs, activities and services.

Yes No

Question: Has the district developed a transition plan for structural modifications required to achieve program accessibility and provided a copy of that plan to the WTCS Facilities Director as part of the district's five-year facility plan?

Yes No

Question: Has the district provided information on ADA's requirements to applicants, participants, beneficiaries, and other interested persons which explains ADA's prohibitions against discrimination?

Yes No

Question: Has the district adopted and published a grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by ADA?

Yes No

Question: Has the district designated at least one employee to coordinate its efforts to comply with and fulfill its responsibilities of the ADA, including the investigation of complaints?

Yes No

VI. Wisconsin Fair Employment Act

1. Section 111.31, Wis. Stats. - Provides that the practice of unfair discrimination in employment against properly qualified individuals by reason of their age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, military service, or the use or non-use of lawful products off the employer's premises during non-working hours is illegal.

Question: Does the district as an employer base an evaluation of an employee or applicant for employment upon the employee's or applicant's individual qualifications rather than upon a particular class to which the individual may belong?

Yes No

Question: Does the district avoid making, using or circulating any statement, advertisement or publication, or avoid using any form of application for employment or avoid making any inquiry in connection with prospective employment which is prohibited by the Wisconsin Fair Employment Act?

Yes No

Question: Does the district as an employer refrain from prohibited honesty, genetic, and other testing prohibited by the Wisconsin Fair Employment Act?

Yes No

VII. Chapter 38, Wis. Stats.

1. Chapter 38, Wis. Stats. - Includes the requirement at ss. 38.12(11), Wis. Stats. to conduct an orientation program and provide information on sexual harassment, and the general prohibition against discrimination in admission and/or participation in services, programs, courses and facilities usage based upon race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.

Question: Does the district incorporate in its orientation program for newly entering students, oral and written information on sexual assault and sexual harassment?

Yes No

Question: Does the district annually supply all students enrolled in the district printed material on sexual harassment and sexual assault?

Yes No

Question: Does the district annually submit a report to the chief clerk of each house of the Wisconsin legislature indicating the methods used to comply with orientation and information requirements?

Yes No

Question: Does the district have established policies to protect students from discrimination which provides criteria for determining discrimination as prohibited, provides remedies and sanctions for violations, establishes a 300-day time limit on filing and establishes a procedure with reasonable time limits to act on complaints?

Yes No

VIII. Contract for Services - TCS 8

Policy and Procedural Requirements Relating to Non Discrimination

1. TCS 8.04(7)(a)(b) - Requires each district board to adopt policies and procedures governing contracts for services with service recipients.

Question: Does the district have a policy and procedure governing contracts for service with recipients?

Yes No

Question: Does the district's contract for service policy include a statement of non-discrimination on the basis of age, race, color, sex, creed, disability, political persuasion, ancestry, or sexual orientation against students and employees or student and employee applicants?

Yes No

2. TCS 8.05(4)(a)(b) - Requires that the service recipient certify that it does not discriminate on the basis of age, race, color, sex, creed, disability, political persuasion, ancestry, or sexual orientation against any employee, applicant for employment, any student, or applicant for enrollment.

Question: Does the district certify that service recipients do not discriminate on the basis of age, race, color, sex, creed, disability, political persuasion, ancestry, or sexual orientation against students and employees or student and employee applicants?

Yes

No

SECTION IV
Self-Analysis of Work Force and Goals Establishment

General Workforce Goals:

Total district employment of minorities is at 6.93% (60 of 866 college staff). The district wide availability percentage for Administrative, Faculty, Secretarial/Clerical, Professional Non Faculty, Technical/Para-Professional, Skilled Craft, and Service Maintenance, is at 8.84% (21,971 of 248,455). As a result, the college, overall, is underutilized for minority employment. Therefore, the college has a broad general workforce goal to hire minority employees to work toward achieving a percentage of 8.84% (77 of 866) matching the workforce minority availability percentages of the district figures.

The college employs disabled staff. *However, the specific number of disabled employed is not accurately reflective in the college's records at this time.* District employment of disabled employees is reported at 1.5% (13 of 866 college staff). The district wide availability percentage for Administrative, Faculty, Secretarial/Clerical, Professional Non Faculty, Technical/Para-Professional, Skilled Craft, and Service Maintenance, is at 5.27% (13,091 of 248,455). Therefore, the college has a goal to employ disabled employees and work toward achieving a percentage of 5.27% (46 of 866) matching the workforce disabled availability percentage. The college also has a goal to correct the tracking of employees with disabilities.

Females are employed at a rate of 57.51% (498 of 866). Availability is at 47.26% (117,415 of 248,455). The college is not underutilized for females when looking at the total district workforce; therefore, the college has no goal in this area.

Specific Workforce Category Goals:

Administration: FVTC employs 17 minorities with total employment of 195 (8.72%) in this category. The availability percentage of minorities in the district workforce in this category is 4.84%. Therefore, the college has no goal in this area.

Faculty: FVTC employs 16 minorities with total employment of 324 (4.94%) in this category. The availability percentage of minorities in the district workforce in this category is 19.35%. Therefore, the college has a goal to hire minority faculty to achieve a category minority percentage of 19.35% (63 of 324).

Professional Non-Faculty: FVTC employs 1 minority with total employment of 12 (8.33%) in this category. The availability percentage of minorities in the district workforce in this category is 7.56%. Therefore, the college has no goal in this area.

Clerical/Secretarial: FVTC employs 20 minorities with total employment of 184 (10.87%) in this category. The availability percentage of minorities in the district workforce in this category is 6.76%. Therefore, the college has no goal in this area.

Technical/ Para-Professional: FVTC employs 6 minorities with total employment of 94 (6.38%) in this category. The availability percentage of minorities in the district workforce in this category is 7.73%. Therefore, the college has a goal to hire minority Technical/Para-Professional staff to achieve a category minority percentage of 7.73% (7 of 94).

Skilled Crafts: FVTC employs 6 employees in this category. There are no minority employees. The availability percentage of minorities in the district workforce in this category is 16.77%. Therefore, the college has a goal to hire minority skilled crafts staff to achieve a minority percentage of 16.77% (1 of 6).

Service Maintenance: FVTC employs 51 employees in this category. There are no minority employees. The availability percentage of minorities in the district workforce in this category is 9.78%. Therefore, the college has a goal to hire minority service maintenance staff to achieve a category minority percentage of 9.78% (5 of 51).



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 6/14/2019

Fiscal Year: 2018-19
 District: Fox Valley Technical College

Factors For Consideration	Total	ALL STAFF																			
		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)	866	498	57.51%	13	1.50%	60	6.93%	7	0.81%	21	2.42%	6	0.69%	14	1.62%	0	0.00%	2	0.23%	10	1.15%
Work Force (2)	248,455	117,415	47.26%	13,091	5.27%	21,971	8.84%	2,936	1.18%	5,175	2.08%	2,091	0.84%	8,901	3.58%	45	0.02%	2,824	1.14%	N/A	N/A
% Difference (3)			10.25%		-3.77%		-1.91%		-0.37%		0.34%		-0.15%		-1.97%		-0.02%		-0.91%		
Quotient (4)			1.22		0.28		0.78		0.68		1.16		0.82		0.45		0.00		0.20		
Female Difference (5)	88.75																				
Racial Difference (6)	16.58																				

**** DISABILITY ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE ****

**** RACE/ETHNIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE ****

**** HISPANIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE ****

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 6/14/2019

Fiscal Year: 2018-19
 District: Fox Valley Technical College

Factors For Consideration	Total	ADMINISTRATIVE																			
		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)	195	125	64.10%	3	1.54%	17	8.72%	6	3.08%	2	1.03%	4	2.05%	3	1.54%	0	0.00%	0	0.00%	2	1.03%
Work Force (2)	22,751	10,107	44.42%	1,199	5.27%	1,102	4.84%	172	0.76%	265	1.16%	26	0.11%	478	2.10%	0	0.00%	161	0.71%	N/A	N/A
% Difference (3)			19.68%		-3.73%		3.87%		2.32%		-0.14%		1.94%		-0.56%		0.00%		-0.71%		
Quotient (4)			1.44		0.29		1.80		4.07		0.88		17.95		0.73		0.00		0.00		
Female Difference (5)	38.37																				
Racial Difference (6)	7.55																				

**** DISABILITY ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE ****

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 6/14/2019

Fiscal Year: 2018-19
 District: Fox Valley Technical College

FACULTY																					
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)	324	143	44.14%	3	0.93%	16	4.94%	1	0.31%	4	1.23%	1	0.31%	4	1.23%	0	0.00%	0	0.00%	6	1.85%
Work Force (2)	1,142	489	42.82%	12	1.05%	221	19.35%	11	0.96%	55	4.82%	55	4.82%	3	0.26%	0	0.00%	97	8.49%	N/A	N/A
% Difference (3)			1.32%		-0.12%		-14.41%		-0.65%		-3.58%		-4.51%		0.97%		0.00%		-8.49%		
Quotient (4)			1.03		0.88		0.26		0.32		0.26		0.06		4.70		0.00		0.00		
Female Difference (5)	4.26																				
Racial Difference (6)	46.70																				
<p>** RACE/ETHNIC FACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** ASIAN AMERICAN FACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** BLACK FACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** MULTI RACIAL FACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p>																					

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 6/14/2019

Fiscal Year: 2018-19
 District: Fox Valley Technical College

PROFESSIONAL NONFACULTY																					
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)	12	9	75.00%	0	0.00%	1	8.33%	0	0.00%	0	0.00%	1	8.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	6,044	4,351	71.99%	116	1.92%	457	7.56%	98	1.62%	214	3.54%	0	0.00%	95	1.57%	0	0.00%	50	0.83%	N/A	N/A
% Difference (3)			3.01%		-1.92%		0.77%		-1.62%		-3.54%		8.33%		-1.57%		0.00%		-0.83%		
Quotient (4)			1.04		0.00		1.10		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)	0.36																				
Racial Difference (6)	0.09																				
<p>** DISABILITY PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** AMERICAN INDIAN PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** ASIAN AMERICAN PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** HISPANIC PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE **</p>																					

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 6/14/2019

Fiscal Year: 2018-19
 District: Fox Valley Technical College

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)	184	166	90.22%	7	3.80%	20	10.87%	0	0.00%	13	7.07%	0	0.00%	3	1.63%	0	0.00%	2	1.09%	2	1.09%
Work Force (2)	14,447	13,184	91.26%	502	3.47%	976	6.76%	206	1.43%	139	0.96%	165	1.14%	436	3.02%	17	0.12%	13	0.09%	N/A	N/A
% Difference (3)			-1.04%		0.33%		4.11%		-1.43%		6.10%		-1.14%		-1.39%		-0.12%		1.00%		
Quotient (4)			0.99		1.09		1.61		0.00		7.34		0.00		0.54		0.00		12.08		
Female Difference (5)	1.91																				
Racial Difference (6)	7.57																				
** FEMALE CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE **																					
** AMERICAN INDIAN CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE **																					
** BLACK CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE **																					
** HISPANIC CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE **																					

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 6/14/2019

Fiscal Year: 2018-19
 District: Fox Valley Technical College

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)	94	26	27.66%	0	0.00%	6	6.38%	0	0.00%	2	2.13%	0	0.00%	4	4.26%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	4,462	1,869	41.89%	69	1.55%	345	7.73%	21	0.47%	232	5.20%	0	0.00%	62	1.39%	0	0.00%	30	0.67%	N/A	N/A
% Difference (3)			#####		-1.55%		-1.35%		-0.47%		-3.07%		0.00%		2.87%		0.00%		-0.67%		
Quotient (4)			0.66		0.00		0.83		0.00		0.41		0.00		3.06		0.00		0.00		
Female Difference (5)	13.37																				
Racial Difference (6)	1.27																				
** FEMALE TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **																					
** DISABILITY TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **																					
** RACE/ETHNIC TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **																					
** ASIAN AMERICAN TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **																					

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 6/14/2019

Fiscal Year: 2018-19
 District: Fox Valley Technical College

Factors For Consideration	Total	SKILLED CRAFTS																			
		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)	6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	4,895	2,064	42.17%	108	2.21%	821	16.77%	225	4.60%	172	3.51%	23	0.47%	284	5.80%	0	0.00%	116	2.37%	N/A	N/A
% Difference (3)			-42.17%		-2.21%		-16.77%		-4.60%		-3.51%		-0.47%		-5.80%		0.00%		-2.37%		
Quotient (4)			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)	2.53																				
Racial Difference (6)	1.01																				
** FEMALE SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ** ** DISABILITY SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ** ** RACE/ETHNIC SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ** ** AMERICAN INDIAN SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ** ** ASIAN AMERICAN SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ** ** MULTI RACIAL SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE **																					

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 6/14/2019

Fiscal Year: 2018-19
 District: Fox Valley Technical College

Factors For Consideration	Total	SERVICE/MAINTENANCE																			
		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)	51	29	56.86%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	23,149	12,191	52.66%	1,785	7.71%	2,265	9.78%	254	1.10%	278	1.20%	413	1.78%	770	3.33%	0	0.00%	551	2.38%	N/A	N/A
% Difference (3)			4.20%		-7.71%		-9.78%		-1.10%		-1.20%		-1.78%		-3.33%		0.00%		-2.38%		
Quotient (4)			1.08		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)	2.14																				
Racial Difference (6)	4.99																				
** DISABILITY SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** RACE/ETHNIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** AMERICAN INDIAN SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** ASIAN AMERICAN SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** BLACK SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** MULTI RACIAL SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE **																					

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SECTION V
Employment Program Affirmative Action Initiatives

General Program 1: Expand outreach and increase overall diversity employment

Program Initiative: Implement new recruitment strategies to increase diversity in employment.

Activity / Steps	Persons responsible for Implementation	Timetable
Work with college staff and community experts to research and explore new recruitment strategies for diversity in employment, i.e. disabled, minorities, gender, military/veterans, etc.	Human Resources Staff; Hiring Managers; AA/EEO Officer	2019-20
Determine and identify recruitment strategies to increase diversity in employment, i.e. presentations, mock interviews, resume review, temporary working situations, site visits, etc.	Human Resources Staff; AA/EEO Officer	2020-22
Implement at least two new diversity recruitment strategies.	Human Resources Staff; Hiring Managers	2022-24
Collaborate with existing programs or initiatives on campus to provide further support to minority faculty.	Human Resources Staff; AA/EEO Officer	2019-24

General Program 1: Methods of Evaluation:

The number of minorities, both generally in the FVTC workforce and in specific categories of employment, will be evaluated annually by the Associate Director of Human Resources. Increased minority staff will be a general indicator of success. The effectiveness of each initiative will be reviewed annually by the Associate Director of Human Resources; Director-Staff Development, AA/EEO Officer, and Deans.

General Program 2: Increase minority faculty

Program Initiative A: Investigate recruitment and hiring areas for faculty and adjunct faculty.

Activity / Steps	Persons responsible for Implementation	Timetable
Re-evaluate and enhance comprehensive staff recruitment plan to increase candidates from diverse populations from the job description postings to on-boarding. This would include re-evaluate current recruitment efforts for faculty positions; Investigate possible expansion or revisions; investigate possible or expanded cooperative efforts with area post-secondary schools such as technical colleges, universities or two-year university campuses; etc.	Human Resources Staff; Hiring Managers; AA/EEO Officer	2019-2020
Establish an 'eligible for interview' report of	Human Resources Staff;	2020-2021

qualified candidates to be shared with networking participants.	Certification Officer	
Design new approaches to implement recruitment campaigns targeted at minority faculty, i.e. Faculty and Adjunct Faculty Job Fair	Human Resources Staff; AA/EEO Officer; Hiring Managers	2022-2024

General Program 2: Methods of Evaluation:

The number of minority faculty will be evaluated annually by the Associate Director of Human Resources. Increased minority faculty will be a general indicator of success. The effectiveness of each initiative will be reviewed during the post review of the recruitment conducted by the Human Resources Staff, Director- Staff Development, AA/EEO Officer, and Deans.

General Program 3: Promote a positive, diverse climate through programs and services

Program Initiative: Through the newly established Diversity & Inclusion Committee, provide new diversity & inclusion training opportunities, activities, and/or programs for staff to recognize and value diversity, and create awareness and sensitivity.

Activity / Steps	Persons Responsible for Implementation	Timetable
Establish a presence of the Diversity Committee through the establishment of a college-wide website	Human Resources Manager	2019-2020
Collaborate and partner with Training & Development to create and implement a “Diversity” focused in-service program.	Training and Development Team; Diversity & Inclusion Committee	2019-2020
Implement a minimum of four diversity & inclusion training opportunities, activities, and/or programs for college staff and/or students during each academic year in order to enhance diversity and inclusion on our campuses.	Diversity & Inclusion Committee	2020-2023
Monitor the effectiveness of the committee and adjust or improve as necessary.	Human Resources Manager; AA/EEO Officer; Diversity & Inclusion Committee Members	2023-2024 (Ongoing)

General Program 3: Methods of Evaluation:

The conduct of programs, activities and training opportunities will be evaluated through participant evaluations and by the Human Resources Manager. In addition, the Human Resources Manager and the AA/EEO Officer will report to the Vice President- Human Resources on the effectiveness of efforts on the diversity climate and the status of the practice of cultural competency after contacts with the committee and employees.

Annual Progress: (Give a (cumulative) report by each year of the 5 year plan.)

2019-2020:

2020-2021:

2021-2022:

2022-2023:

2023-2024: Final Summary Report

SECTION VI
Student Program Affirmative Action Initiatives
Enrollment

Program 1: Completion of the CAS Self-Assessment of Disability Resources and Services

Activity / Steps	Persons Responsible for Implementation	Timetable
Plan the Self-Study Process	AVP Student Services Manager of Counseling and Support Services Educational Support Services Staff	2019-20
Assemble the Self-Assessment Team	AVP Student Services Manager of Counseling and Support Services Educational Support Services Staff	2019-20
Identify, Collect and Review the Evidence	AVP Student Services Manager of Counseling and Support Services Educational Support Services Staff	2019-20
Conduct and Interpret Self-Assessment Ratings	AVP Student Services Manager of Counseling and Support Services Educational Support Services Staff	2019-20
Develop an Action Plan	AVP Student Services Manager of Counseling and Support Services Educational Support Services Staff Instructional Representative	2020-21
Prepare a Report	AVP Student Services Manager of Counseling and Support Services Educational Support Services Staff Instructional Representative	2020-21
Close the Loop - implementation of recommended changes across functional areas.	AVP Student Services Manager of Counseling and Support Services Educational Support Services Staff Instructional Representative	2021-24

Method of Evaluation:

Initially, this program will be evaluated based on its adherence to the above-stated timeline. Ultimately, evaluation will be based on the implementation of recommended changes by appropriate functional areas. The Self-Assessment and Action Plan process will be documented.

Program 2: Implement targeted practices to close the gaps in recruitment, retention, and graduation of students based on the findings of the equity scorecard.

Activity / Steps	Persons Responsible for Implementation	Timetable
Identify programs and regional campuses showing gaps and collaborate with appropriate college staff to meet the needs of the region	Student Service Staff & Leadership Team, AA/EEO Officer; Diversity & Inclusion Services Team	2020-2024
Implement recruiting strategies to attract diverse students across the district to make FVTC their college of choice	Student Service Staff & Leadership Team, AA/EEO Officer; Diversity & Inclusion Services Team	2020-2024
Design awareness campaign to increase the number of diverse students awarded college scholarships	Student Service Staff & Leadership Team, AA/EEO Officer; Diversity & Inclusion Services Team	2019-2024
Increase equitable services at regional centers and Oshkosh Campus to provide consistent, individualized services to diverse students.	Student Service Staff & Leadership Team, AA/EEO Officer; Diversity & Inclusion Services Team	2021-2024

Method of Evaluation: This program will be measured using the established measures from the college strategic plan and the equity scorecard.

Program 3: Research, design, and implement an equity scorecard to guide the development and enhancement of new and current policies to increase the outcomes of students based on key indicators.

Activity / Steps	Persons Responsible for Implementation	Timetable
Establish a cross-functional team to inform and guide the process to ensure equity, inclusivity.	EVP, AVP Student Services, Director-Diversity Inclusion, Human Resources, Institutional Research Team	2019-2022
Develop an assessment framework to inform the development of policies, procedures, and measures as designated by the strategic plan to enhance clarity and ensure sustainability.	EVP, AVP Student Services, Director-Diversity Inclusion, Human Resources, Institutional Research Team	2019-2024
Develop strategies to close the gaps based on data to strengthen current relationships with appropriate student	EVP, AVP Student Services, Director-Diversity Inclusion, Human Resources, Institutional Research Team	2019-2024

groups based on the equity scorecard and established strategic objectives.		
Create awareness around the college's core value of Diversity and the definition of Diversity adopted from the WTCS for this plan "Diversity encompasses an array of experiences including, but not limited to, age, race, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin. An appreciative awareness of diversity provides the foundation for the understanding that individuals are shaped by this array of experiences".	EVP, AVP Student Services, Director-Diversity Inclusion, Human Resources, Institutional Research Team	2019-2022

Method of Evaluation: This program will be measured using the established measures from the college strategic plan and the equity scorecard.

Program 4: Lay an equitable lens over current and new student services goals and objectives to ensure equitable access for all student populations

Activity / Steps	Persons Responsible for Implementation	Timetable
Use new and current data to establish baselines and identify gaps for identified diverse populations	AVP Student Services, Student Services Leadership Team, Director, Diversity & Inclusion	2019-2022
Implement target universalism practices to guide and enhance current practices focused on enrollment management and student success	AVP Student Services, Student Services Leadership Team, Director, Diversity & Inclusion	2022-2024
Maximize current resources to meet the needs of the student populations that are experiencing the most at-risk factors	AVP Student Services, Student Services Leadership Team, Director, Diversity & Inclusion	2021-2024

Method of Evaluation: This program will be measured using the established measures from the college strategic plan, the equity scorecard.

Annual Progress: (Give a (cumulative) report by each year of the 5 year plan.)

2019-2020:

2020-2021:

2021-2022:

2022-2023:

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SECTION VII
Student Program Affirmative Action Initiatives
Title IX

Program 1: Improve Title IX Student training completion rates to 90% of students taking Introduction to Psychology and Psychology of Human Relations courses.

Activity / Steps	Persons Responsible for Implementation	Timetable
Work with the General Studies to have all Introduction to Psychology and Psychology of Human Relations teachers require students to complete the FVTC student Title IX training as an assignment in their courses.	Title IX Coordinators	Implemented by January 2020
Monitor training completion rates yearly.	Title IX Coordinators	Annually 2019-2024

Method of Evaluation: Number of training completers will be compared to course completers.

Program 2: Formalize and document the organization and leadership and human resources practices for the Title IX Committee.

Activity / Steps	Persons Responsible for Implementation	Timetable
Ensure that all Title IX committee members have their Title IX job responsibilities clearly defined on their job descriptions.	HR with input from Title IX committee members	2019-2020
Develop a Title IX organizational chart.	Title IX Coordinators	2019-2020
Formalize and document the process for continual development, adaptation, and improvement of programs and services for populations served and institutional priorities based on Title IX assessment data.	Title IX Coordinators with input from Title IX committee members	2019-2020
Formalize and document the process for identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement.	Title IX Coordinators with input from Title IX committee members	2020-2021

Formalize and document the process for recruitment, selection, and professional development of Title IX staff.	HR with input from Title IX committee members	2021-2022
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Method of Evaluation: Documents will be housed on the Title IX Team’s site. Goals will be reported on bi-annually at Title IX Committee meetings.

Program 3: Formalize and document Title IX mission review, ethical standards and obligations, and diversity, equity, and access standards and obligations.

Activity / Steps	Persons Responsible for Implementation	Timetable
Formalize and document FVTC Title IX statements of ethical practice.	Human Resources and Title IX Coordinators	2020-2021
Formalize and document FVTC Title IX committee member ethical obligations.	Human Resources and Title IX Coordinators	2020-2021
Formalize and document the process for reviewing applicable professional ethical standards.	Human Resources and Title IX Coordinators	2021-2022
Examine the Title IX structural aspects of equity, access, and inclusion.	Human Resources and Title IX Coordinators	2021-2022
Formalize and document the process for ensuring diversity, equity, and access for Title IX related programs, services, and practices.	Title IX Coordinators	2021-2022
Formalize and document the process for reviewing the Title IX mission and goals.	Title IX Coordinators	2021-2022

Method of Evaluation: Documents will be housed on the Title IX Team’s site. Goals will be reported on quarterly at Title IX Committee meetings.

Program 4: Formalize and document Title IX financial resources planning, implementation, policies, procedures, and protocols.

Activity / Steps	Persons Responsible for Implementation	Timetable
Conduct a comprehensive analysis to determine adequate funding for Title IX programs and services.	Title IX Coordinators	2022-2023
Develop policies, procedures, and protocols for administration of Title IX program funds.	Title IX Coordinators	2022-2023

Method of Evaluation: Documents will be housed on the Title IX Team’s site. Goals will be reported on quarterly at Title IX Committee meetings.

Program 5: Formalize and document Title IX assessment practices.

Activity / Steps	Persons Responsible for Implementation	Timetable
Formalize and document an ongoing cycle of assessment of Title IX plans, processes, and activities.	Title IX Coordinators	2022-2023
Formalize and document practices for analyzing and implementing improvements to Title IX programs, practices, and activities.	Title IX Coordinators	2022-2023

Method of Evaluation: Documents will be housed on the Title IX Team’s site. Goals will be reported on quarterly at Title IX Committee meetings.

Annual Progress: (Give a (cumulative) report by each year of the 5 year plan.)

2019-2020:

2020-2021:

2021-2022:

2022-2023:

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SECTION VI
Student Program Affirmative Action Initiatives
Completion Rates

Program 1: Redesign and enhance current practices to improve the retention rate of our diverse student population.

Activity / Steps	Persons Responsible for Implementation	Timetable
Streamline current practices to reach more students	AVP Student Services, Student Services Leadership Team, Director, Diversity & Inclusion	2020-2024
Incorporate Universal Design for Learning (UDL) practices in the classroom and student support services	AVP Student Services, Student Services Leadership Team, Director, Diversity & Inclusion	2021-2024
Scale best practices college-wide to expand reach to all students	AVP Student Services, Student Services Leadership Team, Director, Diversity & Inclusion	2022-2024
Pilot cross-functional academic advising teams to proactively react to early academic alerts	AVP Student Services, Student Services Leadership Team, Director, Diversity & Inclusion	2019-2022
Collect and share data with appropriate college staff to influence system-wide enhancements.	AVP Student Services, Student Services Leadership Team, Director, Diversity & Inclusion	2020-2024

Method of Evaluation: This program will be measured using the established measures from the college strategic plan and the equity scorecard.

Program 2: Increase the understanding of the benefits of using equitable practices institution-wide to improve the success of students

Activity / Steps	Persons Responsible for Implementation	Timetable
Dedicate human and financial resources to carry out the goals of the affirmative action plan	EVP, AVP Student Services, Director-Diversity Inclusion, Human Resources, Institutional Research Team, Student Services Leadership Team, Diversity Committee	2019-2024
Enhance current efforts by laying an equitable lens over current climate	EVP, AVP Student Services, Director-Diversity Inclusion, Human Resources,	2020-2024

survey to understand how students feel about the current climate of the institution from an equitable perspective.	Institutional Research Team	
Collect and disaggregate data from an equitable perspective to inform institutional change	EVP, AVP Student Services, Director-Diversity Inclusion, Human Resources, Institutional Research Team	2019-2024
Share data collected with appropriate college staff to guide policy and procedure development	EVP, AVP Student Services, Director-Diversity Inclusion, Human Resources, Institutional Research Team	2021-2024

Method of Evaluation: This program will be measured using the established measures from the college strategic plan and the equity scorecard and will be shared with the college leadership.

Annual Progress: (Give a (cumulative) report by each year of the 5 year plan.)

2019-2020:

2020-2021:

2021-2022:

2022-2023:

2023-2024: Final Summary Report

EEOC Reporting Categories

- 1 = 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 and 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.
- 2 = 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.
- 3 = 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 "non-professional" categories of activities.
- 4 = 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 sales clerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.
- 5 = 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.

- 6 = 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.

- 7 = 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 chauffeurs, 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.

VOLUNTARY COMPLIANCE PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS

NAME OF DISTRICT:			DATE OF SUBMISSION:				
NON-COMPLIANCE ITEM AND REGULATION:							
OBJECTIVE(S):							
Compliance			Required Resources			MONITORING & EVALUATION	
Activity/Steps	Beginning Timeline(s)	Person Responsible for Implementation	Resources		Date(s) for Completion	Product(s) Outcome(s)	Date(s) for Review by WTCSEB Staff