



Equal Opportunity/Affirmative Action Five-Year Plan



July 1, 2024 – June 30, 2029

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Introduction

The **Mission** of Fox Valley Technical College is: Provide relevant technical education and training to support student goals, a skilled workforce, and the economic vitality of our communities.

The **Vision** of Fox Valley Technical College is: A catalyst in engaging partners to bring innovative educational solutions to individuals, employers, and communities – transforming challenges into opportunities.

The **Core Values** of Fox Valley Technical College are:

- Collaborative Partnerships
- Continuous Improvement
- Culture of Caring and Belonging
- Customer Focus
- Diversity, Equity, and Inclusion
- Innovation
- Integrity
- Sustainability

In accordance with s.38.04(14), Wis.Stats., and TCS 6.06(7), Wisconsin Administrative Code, Wisconsin Technical College System (WTCS) districts are required to develop plans and programs to ensure equal opportunity, affirmative action, and non-discrimination for students and employees. The guidelines for writing this Equal Opportunity/Affirmative Action Plan were provided to Fox Valley Technical College by WTCS and are in alignment with the WTCS Strategic Directions for 2021-2025:

- **Diversity:** We believe in individual and collective strength through diversity, and we commit to respecting and celebrating the traditions, heritage, and experiences of all.
- **Equity:** Our work is not complete until every person attending or employed by a technical college, or by the System, has the opportunity, resources, and support to be successful.
- **Inclusion:** we envision, create, and foster access to and success in work and learning spaces where every person has a sense of safety, belonging, value, and purpose.

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.

Equal Opportunity/Affirmative Action Goals

For the period July 1, 2024, through June 30, 2029, the Equal Opportunity/Affirmative Action Goals are set by the Wisconsin Technical College System (WTCS) and are as follows:

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.
 - a. Analyze and report demographic, program enrollment and completion, and job referral and placement data for minorities, women, and disabled students and take steps to ensure 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 working population.
 - a. 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.
 - a. Implement faculty and staff in-service programs, professional development activities, mentoring and student orientation programs to promote cultural, sex and disability awareness and sensitivity.
 - b. Integrate the history, culture, accomplishments and contributions of minorities, women, and people with disabilities into curricula at each WTCS district.
 - c. Ensure that cultural competency is practiced at every campus.

Section I: Equal Opportunity/Affirmative Action Policy Statement

Affirmative Action Statement

Fox Valley Technical College (FVTC) strongly and actively strives to increase diversity and provide equal opportunity within the College 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. 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 identified below.

Equal Opportunity/Affirmative Action Officer:

Rayon Brown

Vice President for Diversity, Equity, & Inclusion and Regional Operations/CDO

Appleton Campus – E123A

(920) 735-4823

rayon.brown6751@fvtc.edu

Title IX/Gender Equity Coordinator:

Dr. Therese Izzo-Nemec

Director for Center of Instructional Excellence

Appleton Campus – G118D

(920) 735-4765

therese.izzonemec2991@fvtc.edu

Title IX/Gender Equity Coordinator:

Shannon Gerke-Corrigan
Registrar
Appleton Campus – E111C
(920) 735-4796
shannon.gerkecorrigan8969@fvtc.edu

Americans with Disabilities Act/504 Coordinator:

Dan Squires
Manager, Counseling & Student Support Services
Appleton Campus – E1211
(920) 831-4380
daniel.squires3328@fvtc.edu

Sección I: Declaración de Política de Igualdad de Oportunidades y Acción Afirmativa

Declaración de Acción Afirmativa

Fox Valley Technical College (FVTC) se esfuerza firme y activamente para aumentar la diversidad y proporcionar igualdad de oportunidades dentro de la comunidad colegial. FVTC no discrimina a las personas por motivos de edad, color, discapacidad, origen étnico, género, expresión de género, identidad de género, información genética, altura, estado civil, origen nacional, ideología política, embarazo, parto o condiciones médicas relacionadas, raza, religión, sexo, orientación sexual, condición de transgénero, condición de veterano, peso o cualquier otra clase de protección.

A los estudiantes con dominio limitado del idioma inglés no se les negará el acceso a los programas educativos del Colegio. Aunque no podemos ser capaces de acomodar a todos los niveles de inglés en los cursos de nuestro programa, hay asistencia con el idioma inglés disponible para los estudiantes que buscan mejorar sus habilidades para el trabajo del curso a nivel del programa. FVTC reconoce la importancia de la diversidad para asegurar el éxito de estudiantes y graduados en un entorno cada vez más global. Nuestros esfuerzos para atraer un cuerpo estudiantil diverso se verán mejorados al atraer personal y administradores diversos.

FVTC se compromete a mantener un entorno laboral y educativo libre de conductas perjudiciales y acoso sexual en el que todos los términos, condiciones, privilegios y beneficios se administren de manera equitativa. Esto se aplica en el campo Colegial y durante cualquier programa o actividad colegial fuera de la escuela o en el extranjero, incluidos programas académicos, admisiones, reclutamiento, ayuda financiera, vivienda y empleo. FVTC tiene un procedimiento interno de quejas y un sistema para procesar y resolver quejas. Para obtener información adicional sobre estos procesos, por favor de comunicarse con el personal identificado a continuación.

Oficial de Igualdad de Oportunidades/Acción Afirmativa:

Rayon Brown

Vice Presidente de Diversidad, Igualdad, e Inclusion y Operaciones Regionales/CDO

Campo Escolar Appleton – E123A

(920) 735-4823

rayon.brown6751@fvtc.edu

Titulo IX/Coordinadora de Igualdad de Género:

Dr. Therese Izzo-Nemec

Directora del Centro de Excelencia Docente

Campo Escolar Appleton – G118D

(920) 735-4765

therese.izzonemec2991@fvtc.edu

Titulo IX/Coordinadora de Igualdad de Género

Shannon Gerke-Corrigan

Registradora

Campo Escolar Appleton – E111C

(920) 735-4796

shannon.gerkecorrigan8969@fvtc.edu

Acta de Americanos con Discapacidades/Cordinadora 504:

Dan Squires

Director, Servicios de asesoramiento y apoyo al estudiante

Campo Escolar Appleton –E121I

(920) 831-4380

daniel.squires3328@fvtc.edu

Daim Ntawv Lees Paub Thiab Txhawb Nqa Txoj Cai

Fox Valley Technical College (FVTC) sib zog pab txhawb nqa kom ntau haiv neeg kev sib luag thiab kom txhua tus tau vaj huam sib luag hauv tsev kawm ntawv. FVTC tsis cais ib tug neeg twg los tawm nws txoj kev laus los hluas, nws cev nqaij daim tawv, nws qhov kev xiam hoob qhab, nws haiv neeg, poj niam los yog txiv neej los sib ntawd nws txoj kev sav ua nws yog poj niam los yog txiv neej, nws txoj kev yug los ua tib neeg, nws qis los siab, nws txoj kev txij nkawm, neeg txawv teb chaws, nws txoj kev xaiv nom xaiv tswv, cev xeeb tub, yug me nyuam los sis kev muaj mob muaj nkeeg, nws kev tseeg, nws txoj kev nyiam txiv neej los pom niam, nws txoj kev xaiv pauv ua poj niam thiab txiv neej, yog qub tub rog, thiab qhov nws sib los nyhav, nrog rau txhua tus neeg uas yuav tau ti thaiv.

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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 ntiv txog txheej txheem no, thov hu rau tus neeg ua hauj lwm dam qab no:

Equal Opportunity/Affirmative Action Officer:

Rayon Brown
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Policy Statements

Policy Title: **EQUAL OPPORTUNITY**

Administrative Policy

Policy Section: Human Resources

Policy Section: Students

- Equal Opportunity and Affirmative Action (Adopted: Prior to 12/1/84)
- 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.

3. **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 education 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) 735-4823 or Title IX Coordinators Therese Izzo-Nemec, Telephone (920) 735-4765; Shannon Gerke-Corrigan, Telephone (920) 735-4796.

ACCOMODATIONS 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 Fox Valley Technical College operating calendar.

Fox Valley Technical College 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) workdays in advance of the observance. The request must be addressed to the employee's supervisor. Certification of religious affiliation may be required.

HARRASSMENT

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

creates 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 artwork 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

Human Resources: Equal Opportunity

Students: Sexual Misconduct

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) 735-4823, rayon.brown6751@fvtc.edu, or Amy Van Straten, Vice President of Administration at (920) 831-4355, amy.vanstraten8675@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** Amy Van Straten, or in her absence, Rayon Brown.

A student should report to any of the following: William Green, Student Conduct Manager at (920) 735-2570, william.green4058@fvtc.edu, or Jayme Bowman, Director – Safety, Security, & Risk Management at (920) 993-5138, jayme.bowman7416@fvtc.edu, or Derek Reiter, Manager – Campus Security Services at (920) 993-5177, derek.reiter0816@fvtc.edu.

You are required, however, to report harassment or discrimination to somebody in administration. All complaints should be filed promptly, within 30 days of occurrence if possible. All complaints must be filed within three hundred (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.
 - i. 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:
 - i. An employee, regular, project, or limited term, of Fox Valley Technical College.
 - ii. 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.
 - iii. An applicant for employment with Fox Valley Technical College.
 - iv. A student in an Associate Degree program, Technical Diploma program, Certificate program, English Language Learner, Adult Education, Alternative High School, course taker, or participant in a workshop or other educational activity.
- 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 people 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 should, 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 Administration 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:
 - i. Complainant's name, address, telephone number, and email address;
 - ii. Name of the person who is accused with a violation of the Code;
 - iii. Date(s) on which the alleged incident(s) occurred;
 - iv. Place(s) where the alleged incident(s) occurred;
 - v. Statement describing, in detail, the alleged incident(s); and,
 - vi. Name, address, email address, and telephone number of any witnesses.
- c. The Affirmative Action/EEO Officer should 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 an unfair act has occurred but whether 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:
 - i. That even if the complainant's allegations are true, the respondent's conduct would not constitute harassment or discrimination as defined in college policy.
 - ii. 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.
 - iii. That the complainant is not a college member as defined in college policy.
 - iv. That the complainant was not the party harmed by the discrimination or harassment.
 - v. 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. 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 of 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 of Administration by an employee or to the Vice President of Learning by a student within seven (7) days by presenting a written complaint. If no complaint appeal is filed in a timely manner, the complaint will be dismissed and the complainant, respondent, and Vice President of Administration will be notified.
- h. At any point in the investigation, the Affirmative Action/EEO Officer or the Vice President of Administration or the Vice President of Learning may attempt to conciliate the informal complaint through contact with all parties involved. Any agreement reached because 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 twenty (20) to sixty (60) calendar days. Additional time may be necessary 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 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 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

- a. 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.
- b. 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

- a. 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 a minimum: the name of the complainant and her/his position at Fox Valley Technical College; the date of the complaint filing; the specific allegation made in the complaint and any corrective action requested; the names of respondents; the resolution and dates; a summary of the major points, facts, and evidence presented by each party to the complaint; 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 at 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)



Christopher J. Matheny, Ph.D.
President
Fox Valley Technical College

06/18/2024

Date

Section II: Distribution of Equal Opportunity/Affirmative Action Information

Electronic copies of the Equal Opportunity/Affirmative Action Five-Year Plan will be distributed to the following upon Board approval: District Board of Trustees, President, Vice Presidents, management staff under the Vice President of Diversity, Equity, & Inclusion and Regional Operations, management staff under the Vice President of Learning, management staff under the Vice President of Student Success, management staff under the Vice President of Administration, and management staff under the Vice President of Information Technology. Additionally, an electronic copy will be provided to the Foundation Office.

The Affirmative Action/EEO Officer will send an email to all other Fox Valley Technical College (FVTC) staff members and students with information on where to find the Equal Opportunity/Affirmative Action Five-Year Plan online. Stakeholders will also have access to the Five-Year Plan via publication on the College's website.

Electronic copies of the Equal Opportunity/Affirmative Action Five-Year Plan will also 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 a core value on Diversity, Equity, and Inclusion and a Culture of Caring and Belonging.

- **Diversity, Equity, & Inclusion:** We value an environment that attracts and supports a diverse educational community that fosters global awareness.
- **Culture of Caring and Belonging:** We value a college culture that fosters caring, empathy, and understanding in a respectful, professional environment.

Core Values are incorporated into the day-to-day operations, including being published as part of the College's Strategic Plan and FVTC webpage.

There are many other methods in which the Equal Opportunity/Affirmative Action Five-Year Plan is distributed to staff and students. Some examples include:

- An Equal Opportunity College
 - Located in the footer of all FVTC webpages linking directly to the [Affirmative Action & Equal Employment Opportunity webpage](#).
- Civil Rights
 - Located in the footer of all FVTC webpages linking directly to the [Civil Rights, Equity and Title IX webpage](#).
- Equal Rights Policy
 - New employee packets
 - New employee orientations
 - FVTC Intranet
 - FVTC Internet
- AA/EEO Notification of Compliance
 - FVTC Internet
 - Jobs @ FVTC webpage
 - Job description postings

- Legal ad in district newspapers annually
 - Emails to staff annually
- FVTC Harassment Reporting Procedure for Employees
 - Emails to staff every January and August
 - Management Trainings
 - FVTC Intranet
- Anti-Harassment & Discrimination Training for New Employees
 - New employee orientations
 - Online trainings
- Anti-Harassment & Discrimination Training for Managers
 - New employee orientations
 - Orientations upon transfer to management positions
- Equal Opportunity/Affirmative Action for Students
 - Student Resource Guide
 - Admissions Guide and Catalog
 - Various Student Publications
- Campus SaVE/Title IX Policies and Complaint Procedures for Students
 - New student onboarding information
 - Online trainings
 - Recruitment materials
- EEO Compliance Posters
 - All FVTC locations
 - FVTC Intranet
- Request for Accommodations
 - Affirmative Action Survey
 - Jobs @ FVTC webpage
 - FVTC Intranet
- Affirmative Action Survey
 - Employment Applications
 - New employee electronic form
- Diversity Statement
 - Jobs @ FVTC webpage
 - Employee Handbook
 - Job description postings
 - Job descriptions of current employees
 - Interview and selection materials for the hiring process

The FVTC Employee Handbook, given to every new and current employee, has the following sections:

- Employment Law Posters
- Code of Ethics
- Complaint Procedure
- Equal Opportunity Employer and Affirmative Action
- Reasonable Accommodations for Physical or Mental Disabilities

- Religious Accommodations
- Sexual Misconduct

Updates are made to the FVTC Employee Handbook annually and distributed to all staff along with a change summary.

[FVTC's policies](#) are all posted on the public [college website](#) and include a searchable option.

Section III: Workforce Demographics and Goals

Fox Valley Technical College (FVTC) has focused analysis on its workforce by sex, disability, and race even though other category data was provided and is reflected in charts on the pages that follow. This analysis is based on workforce demographics provided by the Wisconsin Technical College System (WTCS). The following employment categories were part of this analysis: All Staff, Administrative, Faculty, Professional Non-Faculty, Clerical/Secretarial, Technical/Para-Professional, Skilled Crafts, and Service/Maintenance. Definitions for these categories are provided in Appendix A.

All Staff Category Goals

All Staff employment of minorities is at 6.99% (54 of 773). The district wide availability percentage for Administrative, Faculty, Professional Non-Faculty, Clerical/Secretarial, Technical/Para-Professional, Skilled Crafts, and Service/Maintenance, is at 10.12% (25,508 of 252,044). As a result, Fox Valley Technical College (FVTC) is underutilized in minority employment. By setting a goal of hiring more minorities, FVTC can work to get closer to the 10.12% of 773 to match the workforce minority availability percentages of the district figures. To achieve the 10.12% of 773, FVTC would need to have a total of 78 minority employees.

FVTC does employ disabled staff; however, the exact number of disabled staff is an unreliable statistic because it is only as good as what is reported. All staff employment of disabled employees is reported at 1.16% (9 of 773). The district wide availability percentage for Administrative, Faculty, Professional Non-Faculty, Clerical/Secretarial, Technical/Para-Professional, Skilled Crafts, and Service/Maintenance, is at 5.82% (14,658 of 252,044). As a result, FVTC is underutilized in disabled employment. By setting a goal of hiring more disabled staff, FVTC can work to get closer to the 5.82% of 773 to match the workforce disabled availability percentages of the district figures. To achieve the 5.82% of 773, FVTC would need to have a total of 44 disabled employees.

Administrative Category Goals

FVTC employs 2 Administrative staff that have indicated disability as a status of 179 employed (1.12%). The availability percentage of disabled in the district workforce is 5.03%. Therefore, FVTC has set a goal of hiring more Administrative staff with disability as a status to help get closer to the workforce availability percentage of 5.03%. Having a total of 9 Administrative staff out of 179 that are disabled would raise FVTC to 5.03%.

Faculty Category Goals

FVTC employs 134 female Faculty out of 292 total (45.89%). The availability percentage of female Faculty in the district workforce is 56.13%. Therefore, FVTC has set a goal of hiring more female Faculty to help get closer to the workforce availability percentage of 56.13%. Having a total of 163 female Faculty out of 292 would raise FVTC toward 56.13%.

FVTC employs 9 minority Faculty out of 292 total (3.08%). The availability percentage of minority Faculty in the district workforce is 16.70%. Therefore, FVTC has set a goal of hiring more minority Faculty to help get closer to the workforce availability percentage of 16.70%. Having a total of 48 minority Faculty out of 292 would raise FVTC toward 16.70%.

Professional/Non-Faculty Goals

FVTC employs 0 Professional/Non-Faculty staff that have indicated disability as a status of 11 employed (0.00%). The availability percentage of disabled in the district workforce is 3.36%. Therefore, FVTC has set a goal of hiring more Professional/Non-Faculty staff with disability as a status to help get closer to the workforce availability percentage of 3.36%. Having a total of 1 Professional/Non-Faculty staff out of 11 that is disabled would raise FVTC over 3.36%.

Clerical/Secretarial Goals

FVTC employs 4 Clerical/Secretarial staff that have indicated disability as a status of 159 employed (2.52%). The availability percentage of disabled in the district workforce is 4.04%. Therefore, FVTC has set a goal of hiring more Clerical/Secretarial staff with disability as a status to help get closer to the workforce availability percentage of 4.04%. Having a total of 6 Clerical/Secretarial staff out of 159 that are disabled would raise FVTC toward 4.04%.

Technical/Para-Professional Goals

FVTC employs 27 female Technical/Para-Professional staff out of 93 total (29.03%). The availability percentage of female Technical/Para-Professional staff in the district workforce is 45.29%. Therefore, FVTC has set a goal of hiring more female Technical/Para-Professional staff to help get closer to the workforce availability percentage of 45.29%. Having a total of 42 female Technical/Para-Professional staff out of 93 would raise FVTC toward 45.29%.

FVTC employs 0 Technical/Para-Professional staff that have indicated disability as a status of 93 employed (0.00%). The availability percentage of disabled in the district workforce is 4.74%. Therefore, FVTC has set a goal of hiring more Technical/Para-Professional staff with disability as a status to help get closer to the workforce availability percentage of 4.74%. Having a total of 4 Technical/Para-Professional staff out of 93 that are disabled would raise FVTC toward 4.74%.

FVTC employs 6 minority Technical/Para-Professional staff out of 93 total (6.45%). The availability percentage of minority Technical/Para-Professional staff in the district workforce is 11.51%. Therefore, FVTC has set a goal of hiring more minority Technical/Para-Professional staff to help get closer to the workforce availability percentage of 11.51%. Having a total of 10 minority Technical/Para-Professional staff out of 93 would raise FVTC toward 11.51%.

Skilled Crafts Goals

FVTC employs 0 female Skilled Crafts staff out of 4 total (0.00%). The availability percentage of female Skilled Crafts staff in the district workforce is 47.46%. Therefore, FVTC has set a goal of hiring more female Skilled Crafts staff to help get closer to the workforce availability percentage of 47.46%. Having a total of 1 female Skilled Crafts staff out of 4 would raise FVTC toward 47.46%.

FVTC employs 0 Skilled Crafts staff that have indicated disability as a status of 4 employed (0.00%). The availability percentage of disabled in the district workforce is 4.93%. Therefore, FVTC has set a goal of hiring more Skilled Crafts staff with disability as a status to help get closer to the workforce availability percentage of 4.93%. Having a total of 1 Skilled Crafts staff out of 4 that is disabled would raise FVTC over 4.93%.

FVTC employs 0 minority Skilled Crafts staff out of 4 total (0.00%). The availability percentage of minority Skilled Crafts staff in the district workforce is 22.34%. Therefore, FVTC has set a goal of hiring more minority Skilled Crafts staff to help get closer to the workforce availability percentage of 22.34%. Having a total of 1 minority Skilled Crafts staff out of 4 would raise FVTC over 22.34%.

Service/Maintenance Goals

FVTC employs 0 Service/Maintenance staff that have indicated disability as a status of 35 employed (0.00%). The availability percentage of disabled in the district workforce is 9.00%. Therefore, FVTC has set a goal of hiring more Service/Maintenance staff with disability as a status to help get closer to the workforce availability percentage of 9.00%. Having a total of 3 Service/Maintenance staff out of 35 that are disabled would raise FVTC toward 9.00%.

FVTC employs 2 minority Service/Maintenance staff out of 35 total (5.71%). The availability percentage of minority Service/Maintenance staff in the district workforce is 11.80%. Therefore, FVTC has set a goal of hiring more minority Service/Maintenance staff to help get closer to the workforce availability percentage of 11.80%. Having a total of 4 minority Service/Maintenance staff out of 35 would raise FVTC toward 11.80%.



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 8/2682022

Fiscal Year: 2021-22
 District: Fox Valley Technical College

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	773	448	57.96%	9	1.16%	54	6.99%	8	1.03%	25	3.23%	8	1.03%	11	1.42%	0	0.00%	2	0.26%	11	1.42%
Work Force (2)	252,044	117,743	46.72%	14,658	5.82%	25,508	10.12%	2,687	1.07%	6,295	2.50%	2,656	1.05%	9,829	3.90%	162	0.06%	3,879	1.54%	N/A	N/A
% Difference (3)			11.24%		-4.65%		-3.13%		-0.03%		0.74%		-0.02%		-2.48%		-0.06%		-1.28%		
Quotient (4)			1.24		0.20		0.69		0.97		1.29		0.98		0.36		0.00		0.17		
Female Difference (5)	86.89																				
Racial Difference (6)	24.23																				
<p>** DISABILITY ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** RACE/ETHNIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** HISPANIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **</p> <p>** MULTI RACIAL ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **</p>																					

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



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 8/26/2022

Fiscal Year: 2021-22
 District: Fox Valley Technical College

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	179	118	65.92%	2	1.12%	19	10.61%	6	3.35%	2	1.12%	6	3.35%	3	1.68%	0	0.00%	2	1.12%	2	1.12%
Work Force (2)	21,523	9,547	44.36%	1,083	5.03%	1,214	5.64%	224	1.04%	238	1.11%	34	0.16%	401	1.86%	12	0.06%	305	1.42%	N/A	N/A
% Difference (3)			21.56%		-3.91%		4.97%		2.31%		0.01%		3.19%		-0.19%		-0.06%		-0.30%		
Quotient (4)			1.49		0.22		1.88		3.22		1.01		21.22		0.90		0.00		0.79		
Female Difference (5)	38.60																				
Racial Difference (6)	8.90																				
<p>** DISABILITY ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **</p>																					

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 8/26/2022

Fiscal Year: 2021-22
District: Fox Valley Technical College

Factors For Consideration	Total	FACULTY																			
		Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	292	134	45.89%	3	1.03%	9	3.08%	1	0.34%	5	1.71%	1	0.34%	2	0.68%	0	0.00%	0	0.00%	7	2.40%
Work Force (2)	1,060	595	56.13%	21	1.98%	177	16.70%	0	0.00%	106	10.00%	42	3.96%	3	0.28%	0	0.00%	26	2.45%	N/A	N/A
% Difference (3)			-10.24%		-0.95%		-13.62%		0.34%		-8.29%		-3.62%		0.40%		0.00%		-2.45%		
Quotient (4)			0.82		0.52		0.18		0.00		0.17		0.09		2.42		0.00		0.00		
Female Difference (5)	29.91																				
Racial Difference (6)	39.76																				
** FEMALE FACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					
** RACE/ETHNIC FACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					
** ASIAN AMERICAN FACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					
** BLACK FACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					
** MULTI RACIAL FACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 8/26/2022

Fiscal Year: 2021-22
District: Fox Valley Technical College

Factors For Consideration	Total	PROFESSIONAL NONFACULTY																			
		Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	11	8	72.73%	0	0.00%	2	18.18%	0	0.00%	0	0.00%	1	9.09%	1	9.09%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	6,569	4,355	66.30%	221	3.36%	354	5.39%	59	0.90%	110	1.67%	28	0.43%	103	1.57%	0	0.00%	54	0.82%	N/A	N/A
% Difference (3)			6.43%		-3.36%		12.79%		-0.90%		-1.67%		8.66%		7.52%		0.00%		-0.82%		
Quotient (4)			1.10		0.00		3.37		0.00		0.00		21.33		5.80		0.00		0.00		
Female Difference (5)	0.71																				
Racial Difference (6)	1.41																				
** DISABILITY PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					
** ASIAN AMERICAN PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 8/26/2022

Fiscal Year: 2021-22
 District: Fox Valley Technical College

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	159	143	89.94%	4	2.52%	16	10.06%	1	0.63%	12	7.55%	0	0.00%	3	1.89%	0	0.00%	0	0.00%	2	1.26%
Work Force (2)	8,814	7,812	88.63%	356	4.04%	492	5.58%	36	0.41%	63	0.71%	39	0.44%	291	3.30%	0	0.00%	63	0.71%	N/A	N/A
% Difference (3)			1.31%		-1.52%		4.48%		0.22%		6.83%		-0.44%		-1.41%		0.00%		-0.71%		
Quotient (4)			1.01		0.62		1.80		1.54		10.56		0.00		0.57		0.00		0.00		
Female Difference (5)	2.08																				
Racial Difference (6)	7.12																				
** DISABILITY 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

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Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	93	27	29.03%	0	0.00%	6	6.45%	0	0.00%	5	5.38%	0	0.00%	1	1.08%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	6,777	3,069	45.29%	321	4.74%	780	11.51%	70	1.03%	474	6.99%	0	0.00%	208	3.07%	0	0.00%	28	0.41%	N/A	N/A
% Difference (3)			-16.25%		-4.74%		-5.06%		-1.03%		-1.62%		0.00%		-1.99%		0.00%		-0.41%		
Quotient (4)			0.64		0.00		0.56		0.00		0.77		0.00		0.35		0.00		0.00		
Female Difference (5)	15.12																				
Racial Difference (6)	4.70																				
** 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 **																					
** AMERICAN INDIAN TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **																					
** ASIAN AMERICAN TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **																					
** HISPANIC TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **																					

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



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 8/26/2022

Fiscal Year: 2021-22
District: Fox Valley Technical College

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	4	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)	4,503	2,137	47.46%	222	4.93%	1,006	22.34%	191	4.24%	265	5.88%	48	1.07%	267	5.93%	0	0.00%	235	5.22%	N/A	N/A
% Difference (3)			-47.46%		-4.93%		-22.34%		-4.24%		-5.88%		-1.07%		-5.93%		0.00%		-5.22%		
Quotient (4)			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)	1.90																				
Racial Difference (6)	0.89																				
** 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 ** ** BLACK 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 **																					

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



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 8/26/2022

Fiscal Year: 2021-22
District: Fox Valley Technical College

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	35	18	51.43%	0	0.00%	2	5.71%	0	0.00%	1	2.86%	0	0.00%	1	2.86%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	22,173	11,210	50.56%	1,995	9.00%	2,616	11.80%	290	1.31%	452	2.04%	417	1.88%	828	3.73%	56	0.25%	573	2.58%	N/A	N/A
% Difference (3)			0.87%		-9.00%		-6.08%		-1.31%		0.82%		-1.88%		-0.88%		-0.25%		-2.58%		
Quotient (4)			1.02		0.00		0.48		0.00		1.40		0.00		0.77		0.00		0.00		
Female Difference (5)	0.31																				
Racial Difference (6)	2.13																				
** 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 ** ** BLACK SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** MULTI RACIAL SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE **																					

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- (3) =(Staff Count Or Employee Count % - District Work Force %)
- (4) =(Staff Count Or Employee Count % / District Work Force %)
- (5) =(Total District Employees * Female Percent of District Work Force - Female Count of District Employees)
- (6) =(Total District Employees * Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)

Section IV: Employment Program Affirmative Action Initiatives

Employment Initiative 1: Create a process to educate supervisors and staff on the current Equal Opportunity/Affirmative Action Plan.

- Summary: Fox Valley Technical College (FVTC) is committed to developing an informational method to educate supervisors and staff on the current Equal Opportunity/Affirmative Action Plan through targeted training and activities.
- Resources Needed: Staff time – Human Resources, Affirmative Action Officer, College Personnel.
- Evaluation Method: Train/educate 100% of supervisors; training records tracked in Workday. Educate 100% of staff using various delivery methods; emails and other forms of communication to be kept for updates to the annual report.
- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29

Employment Initiative 2: Enhance the College’s commitment to a diverse workplace by creating specific initiatives that attract and retain diverse candidates and team members across employment categories.

- Summary: FVTC is committed to using workforce data to work towards correcting the underutilized employment demographics as identified in Section III. Recruitment strategies will be assessed and developed to expand strategies for increasing the diversity of staff.
- Resources Needed: Staff time – Human Resources, Affirmative Action Officer, College Personnel.
- Evaluation Method: On an annual basis, analyze workforce data to determine if FVTC is moving the needle in a positive way in the various demographic areas of employment categories; adjusting as necessary.
- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29

Employment Initiative 3: Offer professional development to staff to support being equitable, inclusive, and knowledgeable about our student population.

- Summary: FVTC’s Diversity & Inclusion Committee will recommend and deliver training opportunities, activities, and programs for all staff.
- Resources Needed: Staff time – Affirmative Action Officer, Diversity & Inclusion Staff, College Personnel.
- Evaluation Method: At the end of trainings and programs, staff are provided a survey to evaluate the session and provide feedback for improvements. The Diversity & Inclusion Committee will work with College Effectiveness (the institutional research department at FVTC) to make sure feedback collected is actionable and trackable so improvements can be made to subsequent trainings and programs.
- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29

Employment Initiative 4: Modify and enhance the current procedures for addressing harassment/discrimination complaints to create a more equitable resolution process.

- Summary: FVTC plans to move to a two-investigator model/procedure for addressing harassment and discrimination complaints. This will be a considerable change from the current procedure as documented in this plan at the time of writing.
- Resources Needed: Staff time – Affirmative Action Officer, Diversity & Inclusion Staff, College Personnel.
- Evaluation Method: On an annual basis, report updates made to the procedures with completion of the new procedures by AY2026-27. This timeline will provide adequate time to evaluate the effectiveness of the new procedures so that by the end of this five-year plan FVTC will know if additional changes need to be made.
- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29

Employment Initiative 5: Train additional Civil Rights investigators.

- Summary: FVTC plans to train additional Civil Rights investigators so our resolution process will have an opportunity to more closely mirror the students and staff who are reporting violations.
- Resources Needed: Staff time – Affirmative Action Officer, Diversity & Inclusion Staff, College Personnel.
- Evaluation Method: At the end of training, have more Civil Rights investigators.
- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29

Section V: Student Demographics and Initiatives

Fox Valley Technical College (FVTC) strives to provide equal opportunities for all students in all educational areas. FVTC recognizes that enrollment and completion rates are two major measures of compliance.

The Wisconsin Technical College System (WTCS) office has provided FVTC with compliance data for FY2022 to help FVTC analyze and establish goals and initiatives for educational program areas that are underutilized for minorities, females, disabled, and students with limited English proficiency.

Enrollments Compared with District Population

FVTC enrollments are shown for specific student groups:

- Enrolled in FTE-generating postsecondary courses and adult education/ELL courses.
- Program-enrolled students.
- Students enrolled in dual credit courses.

Category	Total	Females	Persons with Disabilities	English Language Learner	American Indian	Asian American	Black	Hispanic	Multi-Racial	Pacific Islander, Native Hawaiian
FVTC Enrollments	20,048	43.85% 8,791	4.59% 922	2.58% 517	1.13% 227	4.53% 909	4.38% 878	6.96% 1,395	0.58% 116	0.14% 29
FVTC Program Students	8,615	43.98% 3,789	6.25% 539	0.13% 11	1.09% 94	4.09% 352	3.26% 281	5.37% 463	0.82% 71	0.13% 11
FVTC Dual Credit Students	6,990	47.24% 3,302	2.46% 172	0.00% 0	1.23% 86	4.01% 280	2.53% 177	6.11% 427	0.24% 17	0.17% 12
District Population	252,044	46.72% 117,743	5.82% 14,658	4.12% 10,377	1.07% 2,687	2.50% 6,295	1.05% 2,656	3.90% 9,829	1.54% 3,879	0.06% 162
<i>Equity Gap</i>		****	****	****						

Evidence of Disproportionate Enrollment Across Programs: Gender

Enrollments by gender follow nontraditional occupation patterns. Women are significantly underrepresented (less than 25%) in:

- Operating Engineer Apprentice
- IT Software Developer
- Basic GMAW Welder
- Fire Protection Technician
- Plumbing Apprentice
- Electrician Apprentice (ABC)
- IT – Information Systems Security Specialist
- Truck Driving
- Maintenance Mechanic/Millwright Apprentice
- Industrial Electrician Apprentice

- Electricity
- Industrial Welding Technology
- Metal Fabrication/Welding
- Production Welding
- Electromechanical Technology
- Electricity
- Mechanical Design Technology
- IT – Network Systems Administration
- Automotive Quick Service Technician Certificate
- Aeronautics – Pilot Training
- IT – Computer Support Specialist
- Criminal Justice Law Enforcement 720 Academy
- Automated Manufacturing Systems Technology
- Steamfitting Apprentice
- Electrical Engineering Technology
- Machine Tool Technician
- IT Network Specialist
- Welding/Metal Fab Technician
- Construction Management Technology
- Maintenance Technician Apprentice
- Pipe Fabricator
- Mechanical CAD Drafting
- Diesel Equipment Mechanic
- Airframe & Powerplant Mechanics
- Automotive Technology
- Industrial Maintenance Mechanic
- Machinist Apprentice
- Electronic Engineering Technology
- Aircraft Electronics
- Industrial Maintenance Foundations
- Diesel Technology Assistant
- Diesel Equipment Technology
- Residential Building Construction
- Automotive Maintenance & Light Repair Technician
- Steamfitting Service Apprentice
- Agriculture Equipment Service Technician
- Industrial Engineering Technology
- Automotive Technology GM ASEP

Evidence of Disproportionate Enrollment Across Programs: Race/Ethnicity

Asian students make up 4.09% of FVTC program students, but are underrepresented (less than 2%) in:

- Operating Engineering Apprentice
- Fire Protection Technician
- Plumbing Apprentice

- Electrician Apprentice (ABC)
- Natural Resources Technician
- Substance Use Disorder Counseling
- Culinary Arts
- Electricity
- Industrial Welding Technology
- Metal Fabrication/Welding
- Agribusiness Science & Technology – Animal Science
- Steamfitting Apprentice
- Machine Tool Technician
- Welding/Metal Fab Technician
- Construction Management Technology
- Diesel Equipment Mechanic
- Machinist Apprentice
- Baking and Pastry Production
- Electronic Engineering Technology
- Diesel Technology Assistant
- Diesel Equipment Technology
- Veterinary Technician
- Steamfitting Service Apprentice
- Agriculture Equipment Service Technician

Hispanic students make up 5.37% of FVTC program students, but are underrepresented (less than 3%) in:

- Operating Engineer Apprentice
- Plumbing Apprentice
- Electrician Apprentice (ABC)
- Mechanical Design Technology
- IT – Network Systems Administration
- Supply Chain Management
- Occupational Therapy Assistant
- Agribusiness Science & Technology Animal Science
- Dental Hygienist
- IT – Network Specialist
- Welding/Metal Fab Technician
- Airframe & Powerplant Mechanics
- Web design
- Professional Communications
- Interior Design Kitchen and Bath Design
- Agriculture Equipment Service Technician

Evidence of Disproportionate Enrollment Across Programs: Students with Disabilities

Students with disabilities make up 6.25% of FVTC program students, but are underrepresented (less than 4%) in:

- Operating Engineer Apprentice
- Nursing Assistant
- Plumbing Apprentice
- Electrician Apprentice (ABC)
- Maintenance Mechanic/Millwright Apprentice
- Industrial Electrician Apprentice
- Electricity
- Aeronautics Pilot Training
- Criminal Justice Law Enforcement 720 Academy
- Steamfitting Apprentice
- Digital Marketing
- Dental Hygienist
- Dental Assistant
- Leadership Development
- Quality Engineering Technology
- Business Analyst
- Machinist Apprentice
- Aircraft Electronics
- Sales Specialist
- Interior Design Bath and Kitchen Design
- Steamfitting Service Apprentice

Access from Adult Ed/ELL to Postsecondary Programs

Of the 523 ELL students enrolled in courses at FVTC, 2.1% are also enrolled in a postsecondary program. Of the 1,059 students with an academic disadvantage enrolled in courses at FVTC, 6.29% are also enrolled in a postsecondary program.

Equity Gaps in Program Completion

4-year graduation rate for all students who started their program in FY2019 is 55% (have until FY22 to graduate).

- Students with disabilities have a 4-year graduation rate of 42%, while students without disabilities have a rate of 56%.
- Black students have a 4-year graduation rate of 37%, while White students have a rate of 56% and Hispanic students have a rate of 43%. Asian students have a rate of 53%.
- Female graduation rate is 56%, while male graduation rate is 54%.
- Not enough data for ELL program completion.

Equity Gaps in Program Completion: Gender

Male students have lower completion rates in the following programs:

- Nursing associate degree
- Accounting
- Culinary Arts
- Practical Nursing

- IT Web Development & Design Specialist
- Natural Resources Technician
- Human Resources

Female students have lower completion rates in the following programs:

- Operating Engineer Apprentice
- IT Software Developer
- Criminal Justice Studies
- Industrial Welding Technology
- Accounting Assistant
- Leadership Development

Equity Gaps in Program Completion: Students with Disabilities

- Nursing Assistant
- Practical Nursing
- IT Software Developer
- Substance Use Disorder Counseling
- Metal Fabrication/Welding
- Production Welding

Equity Gaps in Program Completion: Students of Color

- Business Management: 5% Black, 24% White, 33% Asian, 32% Hispanic

Initiatives, Programs, and Services to Address Discrepancies: Enrollment

Program/Initiative 1: Create more touchpoints for potential students – personalized, interactive interactions including open house events, targeted advertising, preview days, and career exploration opportunities.

- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29
- Evaluation Method: Establish a baseline metric and at the end of each academic year evaluate if enrollment is progressing positively by disaggregating data for the identified demographics where gaps are evident.

Program/Initiative 2: Enhance program offerings in regional centers to serve rural and historically economically disadvantaged students and offer enhanced student services at the regional centers.

- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29
- Evaluation Method: At the end of each academic year, analyze the number of offerings at regional centers to evaluate if additional offerings are positively affecting enrollment numbers by disaggregating data for the identified demographics where gaps are evident.

Program/Initiative 3: Implement a guided pathway framework for degree and diploma programs to strengthen outcomes from entry through graduation and into employment.

- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29

- Evaluation Method: Establish a baseline metric and at the end of each academic year evaluate if the number of new associate degree and technical diploma students is increasing. Disaggregate the data to analyze the effectiveness for the demographics where gaps are evident.

Program/Initiative 4: Create a Language Access Plan that will explain how to provide services to individuals who are non-English speaking or have limited English proficiency. This plan will be tailored to FVTC and outline what services will be offered for students/community with Limited English proficiency as well as possible signage or other changes made to accommodate non-native English speakers.

- Timeline: AY2024-25 (creation), AY2025-26 (revisions, distribution, trainings)
- Evaluation Method: Plan completion, distribution, and training will indicate program/initiative successful completion.

Initiatives, Programs, and Services to Address Discrepancies: Completion Rates

Program/Initiative 1: Connect students with sustainable external resources, including the possibility of partnering with food pantries and offering transportation alternatives.

- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29
- Evaluation Method: At the end of each academic year, work with Student Services, Counseling, and Advising staff to evaluate student referrals by tracking touchpoints in Workday.

Program/Initiative 2: Identify and break down mental health barriers and access to mental health services.

- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29
- Evaluation Method: At the end of each academic year, work with Student Services, Counseling, and Advising staff to evaluate student referrals by tracking touchpoints in Workday.

Program/Initiative 3: Offer support earlier in the college experience to help retain the different populations of students.

- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29
- Evaluation Method: At the end of each academic year, evaluate the early academic alerts in comparison to student enrollment dates. Track the development of programs that specifically target retaining students by offering earlier support mechanisms upon entry to college.

Program/Initiative 4: Develop and enhance new and current policies to increase the outcomes of students.

- Timeline: AY2024-25, AY2025-26, AY2026-27, AY2027-28, AY2028-29
- Evaluation Method: At the end of each academic year, inventory any newly created or revised policies.

Program/Initiative 5: Ensure all websites, mobile apps, web apps, and electronic documents are accessible to individuals with disabilities by following Title II of the Americans with Disabilities Act (ADA) standards published by the U.S. Department of Justice (DOJ). An FVTC committee, the Digital Accessibility Committee, will study the impact of this new ruling and ensure the college complies by the deadline.

- Timeline: AY2024-25, AY2025-26
- Evaluation Method: Be in compliance by June 24, 2026.

Initiatives, Programs, and Services to Address Discrepancies: Student Counseling and Placement

Initiative/Plan 1: Develop an informational method to educate all student services, counseling, and advising staff on the current Equal Opportunity/Affirmative Action Plan through targeted training and activities.

Initiative/Plan 2: Train student services, counseling, and advising staff on diversity and inclusion to raise awareness about unconscious biases and the importance of nondiscrimination.

Initiative/Plan 3: Ensure that student services, counseling, and advising staff have input on the revision and creation of policies and procedures explicitly prohibiting discrimination.

Section VI: Annual Updates

Fox Valley Technical College (FVTC) will provide annual updates to the Wisconsin Technical College System (WTCS) office using spreadsheets provided by WTCS on June 1 of every year. Completed spreadsheets will be due back to WTCS by August 1 of every year.

The following updates will be provided:

- Section I: Updates and/or revisions to FVTC’s policy statement.
- Section II: A report of EEO/AA information distribution activities.
- Section III: An evaluation of changes to workforce demographics.
- Section IV: An annual progress report on each affirmative action initiative.
 - FVTC will report on the results of each program created in the initial five-year plan to address underutilized employment demographics. The report will be cumulative for the report year. Annually, the WTCS office will provide an updated report of district employment demographics by minority, sex, disability, and limited English proficiency. For workforce demographics that continue to be underutilized, FVTC will update or enhance existing affirmative action initiatives. Where changes have occurred that put FVTC in compliance, programs should be modified or eliminated as part of the annual review of activities.
- Section V: An annual progress report on each of the equal opportunity initiatives related to students identified.
 - FVTC will report on the results of each program created in the initial five-year plan to address student enrollment and completion gaps. The report will be cumulative for the report year. Annually the WTCS office will provide an update report containing enrollment and completion data by occupational program for minorities, females, disability, and limited English proficiency. Where changes have occurred that put FVTC in compliance, programs should be modified or eliminated as part of the annual review of activities.
- Any award or citations of merit for programs and a description of the program suitable for sharing with other districts.

Appendix A: Employment Category Definitions

The following definitions were provided by the Wisconsin Technical College System.

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.

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

Professional Non-Faculty: Include persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring specialized professional training who should not be reported under Administrative and who should not be classified under any of the four “non-professional” categories of activities.

Clerical/Secretarial: Include persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paperwork required in an office, such as bookkeepers, stenographers, clerk typists, office machine operators, statistical clerks, payroll clerks, etc. Also include salesclerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.

Technical/Para-Professional: 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 assistant, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupation-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.

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.

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. Including 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.

The graphic features a dark blue background. At the top left, the title 'EQUITY FRAMEWORK' is written in a light teal, sans-serif font. Below it, the quote 'Student and staff success are our communities' success' is written in a white, italicized serif font. In the top right corner, the Fox Valley Technical College logo is displayed, consisting of a stylized red and white circular emblem above the text 'Fox Valley TECHNICAL COLLEGE' and the tagline 'Knowledge That Works'. The central focus is a circular photograph of graduates in black gowns and caps, with one graduate handing a red diploma to another. This photo is framed by several overlapping, curved lines in teal, red, and white. Below the photo, the text is organized into sections: 'OVERVIEW:' in teal, followed by three paragraphs of white text; 'FVTC EQUITY COMMITMENT:' in teal, followed by one paragraph of white text; and 'How:' in teal, followed by one paragraph of white text.

EQUITY FRAMEWORK

Student and staff success are our communities' success

OVERVIEW:
In response to entrenched disparities in education, housing and income in our communities, FVTC is committed to equity for our students and staff. This commitment will help us in our mission to provide relevant technical education and training to support student goals, a skilled workforce and the economic vitality of our communities.
We also believe this commitment will deepen our role as a catalyst institution by engaging partners to bring innovative educational solutions to individuals, employers and communities.
Our equity commitment will guide us as we transform challenges into opportunities.

FVTC EQUITY COMMITMENT:
We commit to fostering an inviting and supportive educational environment. One where opportunities are accessible and achievements are possible for every student and staff regardless of individual abilities, differences and backgrounds.

How:
All members of the FVTC staff share responsibility for our equity commitment. Our leadership, management, staff and faculty will collaboratively build and implement the Equity Framework's Core Principles and Strategies by building top-down and bottom-up solutions that support our equity commitment and build on each milestone.

	CORE PRINCIPLES & STRATEGIES	EMERGING MILESTONES	POTENTIAL MILESTONES	CRITICAL MASS MILESTONES
CORE PRINCIPLES	Use district data to facilitate learning and identify opportunities to act on our core strategies.	The leadership and equity team identify historical trends and baselines for the Equity Framework's proof points and our strategic plan measures.	Leadership and equity team facilitate select deep-dive sessions that use proof points and other data to inspire solutions that support our equity commitment.	Leadership, management, teams and faculty are actively seeking data to plan, act, test and learn whether solutions are supporting our equity commitment.
	Ensure the experiences and perspectives of diverse students and staff initiate action in support of our equity commitment.	Diversity & Inclusion Services, in collaboration with other departments and divisions, create learning and engagement opportunities that support leadership, management, teams and faculty with student and staff lived experiences at FVTC.	Leadership, management, teams and faculty demonstrate that engagement with student and staff lived experiences inspire solutions that support our equity commitment.	Leadership, management, teams and faculty are actively seeking out engagement and learning from students and staff to inspire solutions that support FVTC's equity commitment.
CORE STRATEGIES	Review, identify and implement enhanced student access, student enrollment and credential attainment policies and practices that support our equity commitment.	Leadership, management, teams and faculty review student enrollment, credential, and attainment policies and practices, informed by data and the lived experiences of diverse students and staff, that serve as obstacles to equity.	Leadership, management, teams and faculty pilot and test enrollment, credential, and attainment policies and practices that attempt to support our equity commitment.	Leadership, management, teams and faculty continue to review, develop, test and learn whether solutions to enhance student enrollment, credential, and attainment policies and practices support our equity commitment.
	Increase awareness, availability and access to student support services and financial resources.	Student Services leadership, in collaboration with the equity team, compares which groups use student support services and financial resources, how groups use services and resources and opportunities to develop new solutions in support of FVTC's equity commitment.	Student Services leadership and equity team develops and pilots new solutions to awareness, availability and access to student support services and financial resources among diverse student populations.	We regularly review and develop solutions to increase awareness, availability and access to student support services and financial resources for diverse student populations.
	Integrate inclusive, responsive and sustainable pedagogies within academic support services, classroom instruction and training.	The Center for Instructional Excellence, in collaboration with the equity team, reviews and develops norms and standards that support faculty and staff with integrating inclusive, responsive, and sustainable pedagogies within academic support services, classroom instruction and training.	Leadership, management, teams and faculty pilot and test inclusive, responsive, and sustainable norms and standards within academic support services, classroom instruction and training.	Leadership, management, teams and faculty understand the value of inclusive, sustainable and responsive pedagogies and request training, coaching and support.
	Enhance our institutional culture related to equity.	Leadership and management adopt the FVTC equity commitment and framework.	Leaders, in collaboration with Diversity & Inclusion, Services and Human Resources, are facilitating planning, acting and learning cycles focused on implementing the Equity Framework's core strategies.	Leaders, in collaboration with Diversity & Inclusion Services, and Human Resources, continue to facilitate planning, acting, learning cycles and exploring how to advance the Equity Framework.
	Increase the diversity of staff, faculty and leadership to mirror the communities we serve.	Human Resources and leadership, in collaboration with Diversity & Inclusion Services identify areas of growth within traditional and non-traditional recruitment, hiring and retention efforts to increase the diversity of staff, faculty and leadership.	With support from Diversity & Inclusion Services, Human Resources and leaders, are implementing solutions to increase and retain diversity among staff, faculty and leadership.	We are increasing and retaining diverse staff, faculty and leadership – moving staff closer to mirroring the communities we serve.

DIVERSITY & INCLUSION SERVICES
 Email - diversity@fvtc.edu Phone - 920-735-4820

MEASURES - PROOF POINTS

COMPARE DATA BY KEY DEMOGRAPHICS:

- Race/ethnicity
- Gender
- Socioeconomic status

- Ability
- Community of residence (urban vs. rural)



DATA ITEMS:

USE OF THE FOLLOWING RESOURCES:

- Student support services
- Academic support services
- Financial resources

ENROLLMENT:

- By degree/diploma type
- By academic major

CAMPUS CLIMATE:

- Staff climate survey
- Student satisfaction survey

STUDENT SUCCESS:

- Applicant conversion
- Course completion
- Persistence
- Graduation
- Graduate outcomes
 - Placement
 - Wages
 - Satisfaction

STAFF:

- Recruitment
- Hiring
- Retention