

# **GATEWAY TECHNICAL COLLEGE**

District Five-Year

2015-2019

Equal Opportunity / Affirmative Action Plan

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Director, Staffing

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## **Section I**

### **Equal Opportunity / Affirmative Action Goals**

**July 1, 2014 – June 30, 2019**

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

## **Affirmative Action/Equal Opportunity Policy Statement**

The Gateway Technical College District will be fair and impartial in all its relations with its students, employees, and applicants for employment without regard to race, color, national origin, ancestry, creed, religion, political affiliation, marital status, parental status, pregnancy, family or medical leave, disability, age, gender, sexual orientation, arrest record or conviction record, retaliation, union or non-union affiliation, membership in the National Guard, state defense force or any reserve component of the military forces of the U.S. or Wisconsin.

**COMPLIANCE:** The Gateway District is committed to:

1. Compliance with Title VI and Title VII of the 1964 Civil Rights Act, the Age Discrimination in Employment Act, the Equal Pay Act, Title IX of the 1972 Educational Amendments, Section 504 of the 1973 Rehabilitation Act, and the Wisconsin Fair Employment Law, The Americans with Disabilities Act, Drug Free Act 1988, and Uniform Control Substances Act: WI Chapter 161.
2. Elimination of gender-based discrimination and gender-based stereotyping in vocational education as mandated by the 1976 Vocational Education Amendments.
3. Compliance with the 1979 Office of Civil Rights Guidelines for the elimination of discrimination in vocational education.
4. Compliance with 1989 Wisconsin Act 186, which relates to discrimination against students in the Technical College System. Students who allege a violation of this Act must file written complaint within 300 days to the day the incident took place.

**EQUAL EMPLOYMENT:** Equal Employment Opportunity includes, but is not limited to, the following areas: recruitment, selection, hiring, training, promotion, transfer, layoff, retention, return from layoff, compensation and fringe benefits, terminations, certification, testing, and committee appointments.

**AFFIRMATIVE ACTION:** The Gateway District is committed to:

1. Designing efforts to reach and maintain an employment level for minorities, persons with disabilities, and women which is at parity. (Parity figures are determined by the Wisconsin Department of Employment Relations.)
2. Planning activities to recruit and place minority, persons with disabilities, and female persons in the areas where these group members are presently underutilized. Recruitment efforts and resources will be reviewed and updated to improve, to strengthen, and to broaden our recruitment efforts for minority, persons with disabilities, and female applicants.
3. Providing students with all educational and support services in a non-discriminatory way with special emphasis in recruitment and retention on an educational climate conducive and supportive of cultural, ethnic diversity, and persons with disabilities.
4. Supporting employees and applicants for employment with programs developed to address the recruitment, employment, training, promotion and retention needs of minorities, females and persons with disabilities. In response to an employee's request, reasonable accommodations will be provided for disabled individuals and for religious practices.

**HARASSMENT:** Harassment against any employee or student on the basis of race, color, gender, national origin, age, disability or other protected status is an unlawful employment and

education practice and is prohibited. For incidents related to sexual harassment, refer to the Sexual Harassment policy.

**POLICY DISSEMINATION:** The District Affirmative Action Officer shall disseminate this policy statement on behalf of employees, applicants for employment, and students. The District Affirmative Action Officer, Titles VI, VII & IX (hereinafter referred to as AA Officer) shall advise non-represented employees and representative union groups about the District's commitments under this policy. Copies of the Affirmative Action/Equal Opportunity Policy shall be posted in conspicuous places available to employees, applicants for employment, and students. All major publications, i.e., school handbook, catalog, shall contain the following Affirmative Action Statement:

"It is the policy of Gateway Technical College not to discriminate in admission to, or participation in, its programs and activities on the basis of race, color, national origin, ancestry, creed, religion, political affiliation, marital status, parental status, pregnancy, family or medical leave, disability, age, gender, sexual orientation, arrest record or conviction record, retaliation, union or non-union affiliation, membership in the National Guard, state defense force or any reserve component of the military forces of the U.S. or Wisconsin.

**AFFIRMATIVE ACTION PLAN:** The Affirmative Action Compliance Plan will be used to demonstrate our commitments and efforts towards Equal Employment Opportunity. The plan will include specific goals and timetables and result oriented programs.

**CRITERIA FOR FILING EMPLOYEE AND STUDENT DISCRIMINATION COMPLAINT:** Any employee or student who believes an act of discrimination/harassment has occurred and alleges he/she has been denied admission to, participation in, or the benefits of, or discriminated against in any service, program, course, or facility of the College because of the student's race, color, creed, religion, gender, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status may file charges. Any employee or student may challenge a hostile or abusive work/learning environment, even if the harassment is not targeted specifically at them. An action constitutes unlawful behavior if it:

1. has the purpose or effect of creating an intimidating, hostile, or offensive work/classroom environment,
2. has the purpose or effect of unreasonably interfering with an individual's work/classroom performance, or
3. otherwise adversely affects an individual's employment/learning opportunity.

**COMPLAINT PROCEDURE:** A complaint procedure will be maintained for the purpose of processing charges of discrimination on the basis of gender, race, creed, color, national origin, ancestry, marital status, religion, disability, age (40 and over), arrest or conviction record and political affiliation, or other protected group. See Affirmative Action Formal Complaint Procedure H-120.

**INTERNAL MONITORING:** The AA Officer will develop and implement an internal monitoring system which will evaluate the effectiveness of the Affirmative Action Program. The AA Officer will report data/information updates annually to the president or designee regarding the Affirmative Action efforts. The internal monitoring system shall describe how Affirmative

Action has been taken and/or will be implemented in areas identified through affirmative action monitoring.

**AFFIRMATIVE ACTION OFFICER, TITLES VI, VII & IX REPORTING/RESPONSIBILITIES:**

The AA Officer will report to the president or designee on major issues affecting the Gateway District as an equal opportunity employer. The AA Officer has responsibility for developing, implementing and monitoring a comprehensive Affirmative Action compliance program for the Gateway District.

**VENDORS:** The College will seek assurance from all contractors and supplies of products and services that they do not discriminate. The purchase of products and services from women, minority, and disabled business owners will be encouraged.

**EQUAL EDUCATION:** The Gateway District provides equal educational opportunity on the basis of race, color, creed, national origin, ancestry, marital status, gender, and disability in compliance with Title VI of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, Section 504 of the 1973 Rehabilitation Act, The Americans with Disabilities Act, Drug Free Act 1988, and Uniform Control Substances Act: WI Chapter 161.

**CONTACT PERSONS:** Coordination of Section 504 of the 1973 Rehabilitation Act and 1972 Education Amendments has been assigned to the Equal Employment Opportunity Officer. The Officers' responsibilities are mandated through the following laws: Executive Order 11246, Revised Order No. 4, Section 504, the Office of Civil Rights Guidelines for Eliminating Discrimination in Vocational Programs, The Americans with Disabilities Act, Drug Free Act 1988, Uniform Control Substances Act: Wisconsin Chapter 161 and other Affirmative Action laws.

Any questions concerning Affirmative Action or Equal Opportunity should be directed to:

Debbie Miller, Director Human Resources  
Equal Employment Opportunity Officer, Titles VI, VII & IX  
3520 30th Avenue, Kenosha, WI 53144  
(262) 564-3220 • (262) 564-2838 FAX • e-mail: [millerd@gtc.edu](mailto:millerd@gtc.edu)  
(262) 960-1931 TEXT • WI Relay 711

or

Jacqueline Morris, Director Staffing  
District Affirmative Action Officer, Titles VI, VII & IX  
3520 30th Avenue, Kenosha, WI 53144  
(262) 564-3032 • (262) 564-2838 FAX • e-mail: [morrisj@gtc.edu](mailto:morrisj@gtc.edu)  
(262) 960-1931 TEXT • WI Relay 711

While responsibility for implementation of the District's Affirmative Action plan has been directed to one person, the entire staff and District share the responsibility. Any student or employee found to have violated this policy shall be subject to discipline proceedings, which may result in suspension or discharge.

## **Section II**

### **Equal Opportunity / Affirmative Action Publication Dissemination**

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

1. Five Year Plan will be reviewed and approved by the Executive Leadership Council (ELC).
2. Annual Updates will be reviewed by the ELC.
3. Electronic or hard copies of the Five Year Plan and Annual Updates will be distributed to management/confidential staff, Student Services staff, Outreach Staff, and Learning Resource Centers at all campus locations immediately after board approval.
4. Electronic or hard copies of the Five Year Plan and Annual Updates will be provided to Wisconsin Technical College Affirmative Action Officer and other technical college affirmative action officers, when requested.
5. The Student Handbook, Catalog, and other student directed publications have the grievance procedure included.
6. All recruitment materials, brochures, application and admission forms and other district created forms will include the Equal Opportunity Employer/Educator statement. Notification of intent to accommodate disabilities in the employment process and the relay service information are included in all recruitment materials.
7. Annually, public notices will be published in official district newspapers at the beginning of the Fall semester.
8. Management/confidential staff will receive training regarding the affirmative action/equal opportunity policy and grievance procedure.

## Wisconsin Technical College District

DISTRICT NAME: GATEWAY TECHNICAL COLLEGE									
ORGANIZATIONAL LEVEL: HUMAN RESOURCES									
CATEGORY	TOTAL	FEMALES		PERSONS WITH DISABILITIES		RACIAL/ETHNIC GROUPS			
						American Indian/ Alaska Native		Asian	
		No.	%	No.	%	No.	%	No.	%
<b>Administrative<sup>1</sup></b>									
WTCS District Employees	78	52	66.67	0	0	1	1.28	2	2.56
District Labor Force	23,101	9,886	42.79	750	3.25	37	0.16	363	1.57
% Difference (+ or -)			23.87		-3.25		1.12		0.99
Underutilizations (yes/no)			No		Yes		No		No
<b>Faculty<sup>2</sup></b>									
WTCS District Employees	263	152	57.79	2	0.76	4	1.52	9	3.42
District Labor Force	1,334	718	53.82	136	10.19	5	0.37	67	5.02
% Difference (+ or -)			3.97		-9.43		1.15		-1.60
Underutilizations (yes/no)			No		Yes		No		Yes
<b>Professional Non-Faculty</b>									
WTCS District Employees	46	34	73.91	0	0.00	1	2.17	2	4.35
District Labor Force	11,627	8,573	73.73	249	2.14	25	0.22	337	2.90
% Difference (+ or -)			0.18		-2.14		1.96		1.45
Underutilizations (yes/no)			No		Yes		No		No
<b>Clerical/Secretarial</b>									
WTCS District Employees	88	84	95.45	2	2.27	1	1.14	2	2.27
District Labor Force	17,010	15,845	93.15	809	4.76	79	0.46	170	1.00
% Difference (+ or -)			2.30		-2.48		0.67		1.27
Underutilizations (yes/no)			No		Yes		No		No

<sup>1</sup> Includes supervisors of professional and non-professional employees and Deans, Directors, Associate Deans, Assistant Deans, and Executive Officers of academic departments if their principal activity is administrative.

<sup>2</sup> Includes Deans, Directors, Associate Deans and Executive Officer of academic departments if their principal activity is instructional.



DISTRICT NAME: GATEWAY TECHNICAL COLLEGE									
ORGANIZATIONAL LEVEL: HUMAN RESOURCES									
DISTRICT WORKFORCE ANALYSIS									
CATEGORY	TOTAL	FEMALES		PERSONS WITH DISABILITIES		RACIAL/ETHNIC GROUPS			
		No.	%	No.	%	American Indian/ Alaska Native		Asian	
						No.	%	No.	%
<b>Technical/Para-Professional</b>									
WTCS District Employees	113	63	55.75	5	4.42	1	0.88	3	2.65
District Labor Force	5,899	3,932	66.66	232	3.93	0	0.00	133	2.25
% Difference (+ or -)			-10.90		0.49		0.88		0.40
Underutilizations (yes/no)			Yes		No		No		No
<b>Skilled Crafts</b>									
WTCS District Employees	0								
District Labor Force	0								
% Difference (+ or -)									
Underutilizations (yes/no)									
<b>Service/Maintenance</b>									
WTCS District Employees	41	6	14.63	0	0.00	0	0.00	0	0.00
District Labor Force	23,620	12,269	51.94	1,693	7.17	28	0.12	227	0.96
% Difference (+ or -)			-37.31		-7.17		-0.12		-0.96
Underutilizations (yes/no)			Yes		Yes		Yes		Yes
<b>District Totals</b>									
WTCS District Employees	629	391	62.16	9	1.43	8	1.27	18	2.86
District Labor Force	244,088	116,761	47.84	13,431	5.50	498	0.20	2,846	1.17
% Difference (+ or -)			14.33		-4.07		1.07		1.39
Underutilizations (yes/no)			No		Yes		No		No

DISTRICT NAME: GATEWAY TECHNICAL COLLEGE												
ORGANIZATIONAL LEVEL: HUMAN RESOURCES												
DISTRICT WORKFORCE ANALYSIS												
CATEGORY	RACIAL/ETHNIC GROUPS											
	Black/ African American		Hispanic/ Latino		Native Hawaii or Pacific Islander		Multi-Racial		White		Unknown	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Administrative<sup>1</sup></b>												
WTCS District Employees	10	12.82	2	2.56	0	0.00	2	2.56	63	80.77	1	1.28
District Labor Force	1,043	4.51	1,151	4.98	0	0.00	329	1.42	20,507	88.77	N/A	N/A
% Difference (+ or -)		8.31		-2.42		0		1.14				
Underutilizations (yes/no)		No		Yes		No		No				
<b>Faculty<sup>2</sup></b>												
WTCS District Employees	18	6.84	11	4.18	2	0.76	5	1.90	219	83.26	3	1.14
District Labor Force	45	3.37	4	0.30	0	0.00	17	1.27	1,213	90.92	N/A	N/A
% Difference (+ or -)		3.47		3.88		.76		.63				
Underutilizations (yes/no)		No		No		No		No				
<b>Professional Non-Faculty</b>												
WTCS District Employees	8	17.39	7	15.22	0	0.00	3	6.52	28	60.86	1	2.17
District Labor Force	654	5.62	304	2.61	0	0.00	94	0.81	10,307	88.65	N/A	N/A
% Difference (+ or -)		11.77		12.60		0.00		5.71				
Underutilizations (yes/no)		No		No		No		No				
<b>Clerical/Secretarial</b>												
WTCS District Employees	11	12.50	7	7.95	0	0.00	0	0.00	67	76.14	0	0
District Labor Force	653	3.84	1,237	7.27	0	0.00	234	1.38	14871	87.42	N/A	N/A
% Difference (+ or -)		8.66		0.68		0.00		-1.38				
Underutilizations (yes/no)		No		No		No		Yes				

<sup>1</sup> Includes supervisors of professional and non-professional employees and Deans, Directors, Associate Deans, Assistant Deans, and Executive Officers of academic departments if their principal activity is administrative.

<sup>2</sup> Includes Deans, Directors, Associate Deans and Executive Officer of academic departments if their principal activity is instructional.

DISTRICT NAME: GATEWAY TECHNICAL COLLEGE												
ORGANIZATIONAL LEVEL: HUMAN RESOURCES												
DISTRICT WORKFORCE ANALYSIS												
CATEGORY	RACIAL/ETHNIC GROUPS											
	Black/ African American		Hispanic/ Latino		Native Hawaii or Pacific Islander		Multi-Racial		White		Unknown	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Technical/Para-Professional</b>												
WTCS District Employees	18	15.93	11	9.73	0	0.00	1	0.88	80	70.8	1	0.88
District Labor Force	528	8.95	352	6.65	30	0.51	28	0.47	4856	82.32	N/A	N/A
% Difference (+ or -)		6.98		3.09		-0.51		0.41				
Underutilizations (yes/no)		No		No		Yes		No				
<b>Skilled Crafts</b>												
WTCS District Employees												
District Labor Force												
% Difference (+ or -)												
Underutilizations (yes/no)												
<b>Service/Maintenance</b>												
WTCS District Employees	10	24.39	6	14.63	0	0.00	0	0.00	25	60.98	0	0
District Labor Force	1,324	5.61	3,001	12.71	0	0.00	377	1.60	19,040	80.61	N/A	N/A
% Difference (+ or -)		18.78		1.93		0		-1.60				
Underutilizations (yes/no)		No		No		No		Yes				
<b>District Totals</b>												
WTCS District Employees	75	11.92	44	7.00	2	0.32	11	1.75	482	76.63	6	0.95
District Labor Force	13,610	5.58	21,628	8.86	65	0.03	2,501	1.02	205441	84.17	N/A	N/A
% Difference (+ or -)		6.51		-1.87		0.29		0.72				
Underutilizations (yes/no)		No		Yes		No		No				

## Section IV

### EMPLOYMENT PROGRAM AFFIRMATIVE ACTION INITIATIVES

**Initiative A:** Create a process to educate supervisors of our current Affirmative Action Plan.

Initiative	Resource
Develop a successful informational method to educate supervisors of the current Affirmative Action Plan.	Supervisors; Staffing Department; Affirmative Action Officer

#### Methods of Evaluation

- 100% of supervisors trained on Affirmative Action Plan

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**Initiative B: Evaluate and expand advertising sources to increase diversity.**

Initiative	Resource
Work with college experts to broaden advertising resources to enhance diversity.	Marketing Specialist; Staffing Department; Affirmative Action Officer
Continue marketing outreach efforts to community and diversity organizations	Staffing Department; Affirmative Action Officer.

#### Methods of Evaluation

- Review advertising summary of diversity recruitment data.
- Review and monitor recruitment pools for diversity.
- Evaluate categories against the district workforce statistics.

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**Initiative C: Design recruitment plan based on veteran status.**

Initiative	Resource
Work with college experts to develop a listing of veteran advocate organizations	District Veterans Student Support Specialist; Staffing Department; Affirmative Action Officer

#### Methods of Evaluation

- Establish baseline and report out data to monitor veterans in recruitment pools.

#### NOTE:

Each program initiative involved will be reviewed and evaluated through the Annual Update.

## Section V

### Student Program Affirmative Action Initiatives

- 1. Program Initiative:** Increase enrollment efforts reaching out to disabled students. The statistics show that disabled students are underrepresented by 3.17% based on the measurement provided for our district.

Initiative	Resource
Create outreach activities within district community regarding educational services.	Disability Support Specialists; New Student Specialists; Advisors; Marketing staff; Disabled students
Host Transition Events to provide students with information on disability support services, accommodations and academic services.	Disability Support Specialists; New Student Specialists; Advisors; Marketing staff;
Create Enrollment Taskforce to develop a district plan that includes disabled students	Provost Office; Student Services Division; Marketing staff; Disabled students

#### Methods of Evaluation

Activities will be evaluated by using an end of the year evaluation by instructors. Student Support Specialists will also keep a spreadsheet of student grades at mid-term and end of the semester while receiving tutoring services and mentor program services.

The Diversity & Student Experience Committee will receive project status reports and make recommendations for improvement at each quarterly committee meeting. Annually the program action plan will be reviewed by the committee and examined on if the desired goals and activities were achieved. Status report will be included in the Annual Update report.

- 2. Program Initiative:** Increase support service available for disabled students to aid in retention.

Initiative	Resource
Provide one-on-one case management for students with disabilities.	Student Support Specialists; Student Support Counselors; TRiO Support Specialists
Provide information at Student Success Seminars focusing on academic development and support services.	Student Support Specialists; Student Support Counselors; TRiO Support Specialists; Advisors

#### Methods of Evaluation

Activities will be evaluated by using an end of the year evaluation by instructors. Student Support Specialists will also keep a spreadsheet of student grades at mid-term and end of the semester while receiving tutoring services and mentor program services.

The Diversity & Student Experience Committee will receive project status reports and make recommendations for improvement at each quarterly committee meeting. Annually the program action plan will be reviewed by the committee and examined on if the desired goals and activities were achieved. Status report will be included in the Annual Update report.

- 3. Program Initiative:** Increase graduation rates for minorities focusing on students of color within the district. The statistics show that minority student graduate rate is 5.58% below expectation of our district based on minority student enrollment.

Initiative	Resource
Provide one-on-one case management for students of color including mentoring and transition activities.	Student Support Specialists; Student Support Counselors; TRiO Support Specialists; Advisors
Develop workshops addressing student success issues as it relates to financial literacy, online course environment, employability skills, learning success, and family and life.	Student Support Specialists; Student Support Counselors; TRiO Support Specialists; Advisors
Incorporate Student Success Seminars focusing on academic development and support services.	Student Support Specialists; Student Support Counselors; TRiO Support Specialists; Advisors

### Methods of Evaluation

Activities will be evaluated by using an end of the year evaluation by instructors. Student Support Specialists will also keep a spreadsheet of student grades at mid-term and end of the semester while receiving tutoring services and mentor program services.

The Diversity & Student Experience Committee will receive project status reports and make recommendations for improvement at each quarterly committee meeting. Annually the program action plan will be reviewed by the committee and examined on if the desired goals and activities were achieved. Status report will be included in the Annual Update report.