Northeast Wisconsin Technical College

Affirmative Action/Equal Opportunity Annual Update

2019-2020

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Section 1 – Goals/Initiatives Activities

Indicate the Goals/Initiatives on the 5-year plan and the efforts made to achieve those Goals/Initiatives in the past year. Provide all Goals/Initiatives even if there has been no activity on them. Specify if the Goal/Initiative is new or has changed from the 5-year plan. **Highlight the items that you would like in the Annual Update Summary that will be distributed to the other colleges.**

Employment Program Affirmative Action Initiatives

Goal/Initiatives	Activities
Program Initiative #1: Decrease the gap between the percentage of students of color and the percentage of the college workforce of color, at all levels (workforce goal by 2024 is 13.5%).	
Research best practices and implement activity to increase the recruitment of employees, noting the areas where there are gaps (Leadership, Faculty, etc.)	Working on the centralized goal of having an employee population that mirrors its student body, a cross-functional core team was assembled to create the framework for creating and sustaining a welcoming environment for diverse staff based on and guided by current staff. In 2019, this core team created two work teams; individually focusing on different recruitment efforts. **Student Today, Employee Tomorrow:** With the goal of creating a program to highlight multiple career pathways within student employment and to create interest in working at NWTC right out of graduation, this team has begun work to collect data, create marketing and identify ways to increase leader awareness for hiring student employees. **Equity in the Interview Process:** This work team developed a question bank to assist hiring team with selecting 1-3 questions to include in an interview and demonstrates the importance of diversity, equity and inclusion. With providing "Ideal Answers" and "Watch Outs", hiring teams can create a consistent and effective way to evaluate a response. Currently, this team is now working toward creating a "Voice of Equity Champion" to be a part of all interviews. To improve the visibility and attractiveness of employment at NWTC, the college applied for and received the 2019 Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine. The annual HEED Award is a

	national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.
Research educational opportunities for leaders, hiring teams, etc. to further the hiring of a diverse workforce	In 2019-2020, work has been completed to research, create and begin implementation planning for two educational professional development opportunities. **Inclusive Hiring Training** walks participants through a process of creating awareness, understanding, and application to interview individuals with an understanding and value for their different backgrounds and opinions. This training highlights the intersections of legal and illegal questions, bias, and our impressions of how a hiring process should work. **Managing Inclusively:** This training (required for all benefit-eligible supervisors) continues to build upon the understanding of equity and inclusion and to begin applying this knowledge within a supervisor/leader role. Key components of the curriculum include leading a multicultural environment; developing strategies for managing conflict; demographic data; student/alumni feedback; identity and bias; highlights from Teaching Inclusively and Serving Inclusively; and a capstone.

Program Initiative #2: The college maintains a PACE score greater than benchmark colleges. FY18 Baseline = 3.98, FY23 Goal = 4.1 (disaggregated data by race/ethnicity stays a 4.1 average).	
Identify retention strategies to impact employee engagement and satisfaction.	To provide another avenue for employee engagement, Employee Involvement Groups (EIG) were created in 2019 to aid in NWTC's efforts to diversify the workforce by supporting the recruitment and retention goals tied to employee and student success. EIGs are self-initiated, employee-led groups that focus on a common human characteristic (such as race, ethnicity, generation, ability, gender, etc.). Groups are open to all employees who want to support the goals of the EIG. To date, NWTC has established 4 EIGs. - Intertribal - Hmong Professionals - Pride and Allies Network - Women of Color Network

Strengthen AA/EO awareness and programs.	A team is working to create one policy and two sets of procedures for how it handles sexual misconduct, equal opportunity, discrimination and harassment. This move is in response to the New Regulations that were announced by the DOE.
	Programming was created for Sexual Assault Awareness Month - but due to COVID-19, the programming was canceled. Team focused more on passive marketing to help promote awareness - creation of a video.
	Work was completed to update, revamp and showcase NWTC's "*Everyone Has Worth – A Guide to Diversity, Equity, and Inclusion at NWTC*" with the College Community.
	This guide highlights various strategic practices, initiatives, programs and goals that support diversity and inclusion at the College. Information provided shares NWTC's journey and allow the reader to discover opportunities and resources available to our College community.

Student Affirmative Action Initiatives

Goal/Initiatives	Activities
Program Initiative #1: 100% of programs will demonstrate multiculturalism of curriculum.	
Research and implement a process where existing and new faculty can adopt course modifications and new development.	- Created an Institutional Definition for Multicultural Education - Created a Skills-Based Framework for Multicultural Education in a Technical/ Vocational Setting - Addressed the metrics for 100% of programs containing multiculturalism and means to analyze multiculturalism of courses in the 8-week Course Redesign Peer Rubric - Identified 6 core dimensions of multiculturalism that can be applied to the teaching and learning environment to facilitate skills-based instruction for Multicultural Education: Mindfulness, Curiosity, Empathy, Non-verbal Communication, Cross-Cultural Conflict Resolution (Individualist-Collectivist Orientations), Cross-Cultural Conflict Resolution (Power Distance)

Goal/Initiatives	Activities
	In FY 21, the team is beginning to break each of those dimensions down further into learning activities, measures/metrics, and assessment techniques. These will eventually add to those definitions of program metrics and determining how to support professional development for staff and faculty to incorporate the Multicultural Framework more purposely.
Research best practices to measure impact.	Due to the outbreak of COVID-19, meetings for this initiative were stalled and will resume in FY 20-21.

Goal/Initiatives	Activities
Program Initiative #2: Increase percentage of students of color enrolled in and completing programs that have a media starting wage greater than the overall college median.	
Research existing college programs and best practices for adopting a more equitable way of recruiting and enrolling students of color, and other targeted groups, into programs.	A team was established to focus on this effort. The IR team completed the research and categorized over 120 programs according to high, medium and low wages. Enrollment by race/ethnicity was determined and the results research were presented to the Dream Core team and the project team. A framework for structuring the interventions is in draft format and will be completed in the Fall of 2020.The project team is piloting interventions in manufacturing and allied health programs in FY21.

Goal/Initiatives	Activities
Program Initiative #3: Reduce Graduation Rate achievement gap among racial groups.	
Continue to monitor groups that are not achieving at the College's identified rate.	The college reporting solution continues to be enhanced to enable all employees to review graduation and completion rates for racial groups. Training for end users will begin in Fall of 2020.
Research best practices to assist targeted student groups on their path to obtaining a credential.	The *Next One Up* project (a transitional program targeting students of color into the College of Business) will begin piloting interventions based on best practice research in the college of business in FY21.

Goal/Initiatives	Activities
Program Initiative #4: Reduce Successful Gateway Course Completion Rate achievement gap among racial groups.	

Continue to monitor groups that are not achieving at the College's identified rate.	This project has been placed on hold and is likely to become the focus of a new retention team in FY21.
Research best practices to assist targeted student groups on their path to completion.	See above

Goal/Initiatives	Activities
Program Initiative #5: The college maintains scores surrounding student climate and engagement, greater than benchmark colleges (if applicable), and/or above a 4.0 in the Five Factors of its Student Climate Survey.	
Identify retention strategies to impact student engagement and satisfaction.	This will become the focus of a new retention team in FY 21.
Strengthen AA/EO awareness and programs.	See above

Section 2 – Diversity/Equity Activities for Culture

- Inclusively Course Series completion update for benefit eligible employees: 84% have completed Living Inclusively (launched in 2014), 77% of faculty have completed Teaching Inclusively (launched in 2014), and 24% of staff have completed Serving Inclusively (launched in 2017). There are currently 26 full and part-time employees who are facilitators.

- Student Services and Human Resources received a $50,000 grant from the Carl D. Perkins Career & Technical Education Act tied to Capacity Building for Equity and Inclusion to focus on developing an Equity Scorecard and supporting more intentional professional development.

- The Center for Equity & Growth partnered with Wello and received a Capacity Building Grant through the Greater Green Bay Community Foundation for approximately $8,000.

- 35 iRespect! and Diversity related professional development opportunities were offered to students and employees.

- Over 60 employees have participated in the iRespect! Certification Levels program.

- The RISE student leadership series completed its second year, with approx. 24 students participating on a regular basis through its entirety (versus 8 completing the series in year one). Of those who attended sessions regularly, 35% identified as students of color. 89 total students attended the Fall event and 47 students attended in the Spring (with 14 being new series participants).

- NWTC participated in coordinating and sent over six students and seven employees to Wisconsin's first conference on race and ethnicity called WISCORE. =

Section 3 – Policy Changes

A new Accessible Information and Technology Policy was adopted by the district on November 18, 2019. The policy outlines the requirements for creating accessible materials and utilizing universal design standards.

Section 4 – Evaluation and Monitoring

Prepare a short summary of your monitoring and evaluation activities for the district.

Please see review the previously stated activities.

Section 5 – Data Analysis

Report workforce analysis or underutilization data <u>if there has been a change</u> in the last year (an example would be an increase or decrease in workforce demographics that result in a numerical change that effects compliance). Indicate the reason for the improvement or declines in the protected category numbers.

Workforce 6/30/2020						
	Benefit Eligible Status			Total Workforce		
	Total	Ethnically Diverse	Percent	Total	Ethnically Diverse	Percent
Non-Exempt	192	20	10.42%	792	94	11.87%
Exempt	227	26	11.45%	227	26	11.45%
Faculty	253	14	5.53%	253	14	5.53%
Total	672	60	8.93%	1272	134	10.53%

Workforce as of 6/30/2019						
	Benefit Eligible Status			Total Workforce		
	Total	Ethnically Diverse	Percent	Total	Ethnically Diverse	Percent
Non-Exempt	210	21	10.00%	948	102	10.76%
Exempt	213	25	11.74%	213	25	11.74%
Faculty	257	13	5.06%	257	13	5.06%
Total	680	59	8.68%	1418	140	9.87%