



System-wide Equity Report

∞ December 2018 ∞

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Executive Summary

Faced with an aging population, a historically low unemployment rate and changing demographics, Wisconsin's employers are struggling to fill skilled positions. At the same time, the state continues to face persistent gaps in educational outcomes for underrepresented populations.

The Wisconsin Technical College System (WTCS) provides open-access educational opportunities for all Wisconsin residents and a reliable talent pipeline for employers in all sectors and geographic regions. For this connection to thrive, students need not only access to WTCS institutions, but we must effectively support their success in chosen courses and programs.

Closing opportunity gaps has emerged as an economic imperative for Wisconsin. The WTCS is actively engaged in an aligned, accelerated and System-wide approach to addressing these gaps and improving success for all students.

This report identifies existing gaps in access and success for technical college students and staff and sets three goals to advance equity and inclusion System-wide.

Key Findings

The analytical framework underlying this report led to several key findings related to equity for a range of populations in Wisconsin:

- the proportion of Wisconsin's population consisting of people of color and families living in poverty has increased; and
- gaps exist between people of color and white peers when looking at postsecondary credential attainment, median wage and median family income.

When specifically looking at equity gaps within WTCS:

- students of color and students who are female, economically disadvantaged or have disabilities are disproportionately enrolled in programs with the lowest median earnings; and
- people of color employed at the colleges are over-represented in maintenance and service positions and under-represented in faculty and administration positions.

Action Items & Resources

The WTCS System-wide Equity Report sets the stage as the System moves forward with a collaborative approach to addressing equity gaps for students and staff. The report's key findings set the direction with a focus on:

- identifying and addressing gaps in student and staff data, which will help to create a more accurate understanding of equity at each institution;
- supporting and maintaining a culture of equity and inclusion at every level of WTCS through informed decision-making and strategic resource allocation; and
- setting and sustaining the expectation that equity and inclusion are core values underlying the work of every employee and every WTCS institution.





Mission of the

Wisconsin Technical College System (WTCS)

The mission of the Wisconsin Technical College System is to provide individuals with comprehensive technical and general education that:

- ✓ enables individuals to acquire the occupational education necessary for full participation and advancement in the workforce;
- ✓ provides basic education to adequately prepare individuals who would not otherwise be able to attend college; and
- ✓ fosters economic development through on-site training and technical assistance for business, industry, and labor.

Purpose of the Report

The purpose of this report is to:

- highlight Wisconsin’s pressing need for an expanded talent pool;
- identify gaps in college credential attainment, including significant gaps in the opportunities available to students when considering race and ethnicity;
- emphasize that the combination of these factors creates an economic imperative to address inequity in college access and to support success for all students; and
- present resources for assessing and addressing equity gaps at institutions System-wide.

Wisconsin’s Economic Imperative: Educational Equity

Talent Pipeline

An economic gap exists in the state of Wisconsin based on several factors, including an aging population, the increasing demand from employers across sectors for individuals with technical skills, and inequities in postsecondary credential attainment. As a result:

1. Employers are increasingly looking to underutilized or untapped labor markets.
2. State agencies and organizations, including the Wisconsin Department of Veterans Affairs and the Wisconsin Economic Development Corporation, have responded by creating strategic marketing campaigns to attract new families from surrounding states to relocate for career opportunities in Wisconsin (Wisconsin Department of Veterans Affairs, 2018; Wisconsin Economic Development Corporation, 2018).
3. Wisconsin’s economy has lagged. For example, it is estimated that in 2015, the state’s productivity would have increased by \$18.6 billion if race-based income gaps had not existed (National Equity Atlas, 2016).

Wisconsin’s technical colleges can help to assure all Wisconsin residents have the skills needed to successfully participate in the state’s workforce by delivering equitable educational outcomes.

By identifying and addressing equity gaps in student outcomes, Wisconsin’s technical colleges will not only continue to lead the state in innovative educational practices, they will also increase the prosperity of individuals and communities and strengthen the state’s economy.

Shifting Demographics

In addition to an aging population, Wisconsin’s demographic make-up – as is true nationally – is shifting toward a greater proportion of people of color, a trend that is expected to continue (National Equity Atlas, 2016; Figure 1).

In the next ten years, Wisconsin’s non-Hispanic White population is projected to be stable or decrease while all other racial-ethnic groups increase steadily. Poverty is also increasing in Wisconsin, with the proportion of students eligible for Free and Reduced Lunch doubling from 21 percent in 2001 to 43 percent in 2012. More than half of students in many rural districts are eligible (Department of Public Instruction, 2018).

As Wisconsin communities continue to experience these trends, they will also affect traditional college-age students and those in the workforce.

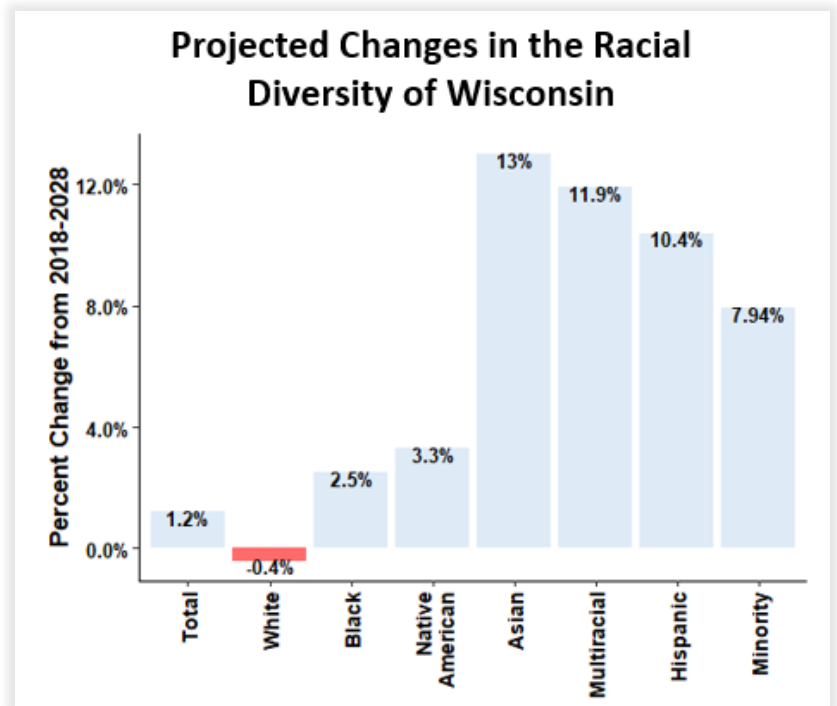


Figure 1. Projected percent change in Wisconsin demographics from 2018 to 2028 by race/ethnicity group. Data are derived from projections based on U.S. Census Bureau data using Economic Modeling Software, Inc. (ESMI).

College Credential Attainment

Currently, about 48 percent of Wisconsin’s working age population has a postsecondary credential (U. S. Census Bureau, 2016; Figure 2). While this “postsecondary attainment rate” is above the national average disaggregating data by race-ethnicity reveals that the attainment rate is much lower for those that identify as Black/African American, American Indian/Alaskan Native, and Hispanic/Latino.

Gaps in credential attainment exacerbate the state’s skills gap, especially considering that 62 percent of the jobs in Wisconsin currently require a postsecondary credential of some type (Carnevale, Smith & Strohl, 2013).

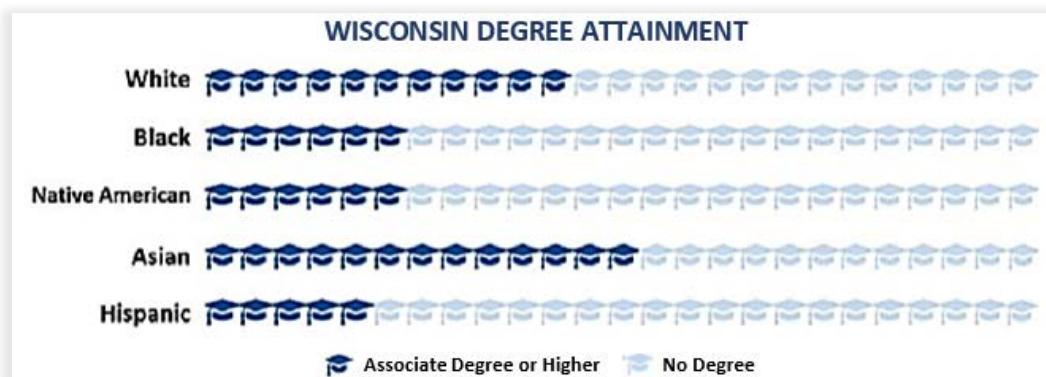


Figure 2. Post-secondary degree attainment (associate degree or higher) of Wisconsin citizens (ages 24-64) by race/ethnicity group. Data are derived from the U.S. Census Bureau’s American Community Survey 5-Year estimates from 2012-16 for Wisconsin. Each icon represents 4% of the total.

Income and Social Implications

Postsecondary credential attainment gaps of 20 percent or more between racial-ethnic communities also compound social inequalities related to race-ethnicity, income levels and poverty.

Earning a postsecondary credential is a powerful tool for individuals and families seeking upward economic mobility. Data on Wisconsin median earnings by education attainment are in line with studies that demonstrate a positive relationship between more education and a higher standard of living (U. S. Census Bureau, 2016; Attewell & Lavin, 2007; Hout, 2012; Ma, Pender & Welch, 2016; WTCS Graduate Outcomes 2018).

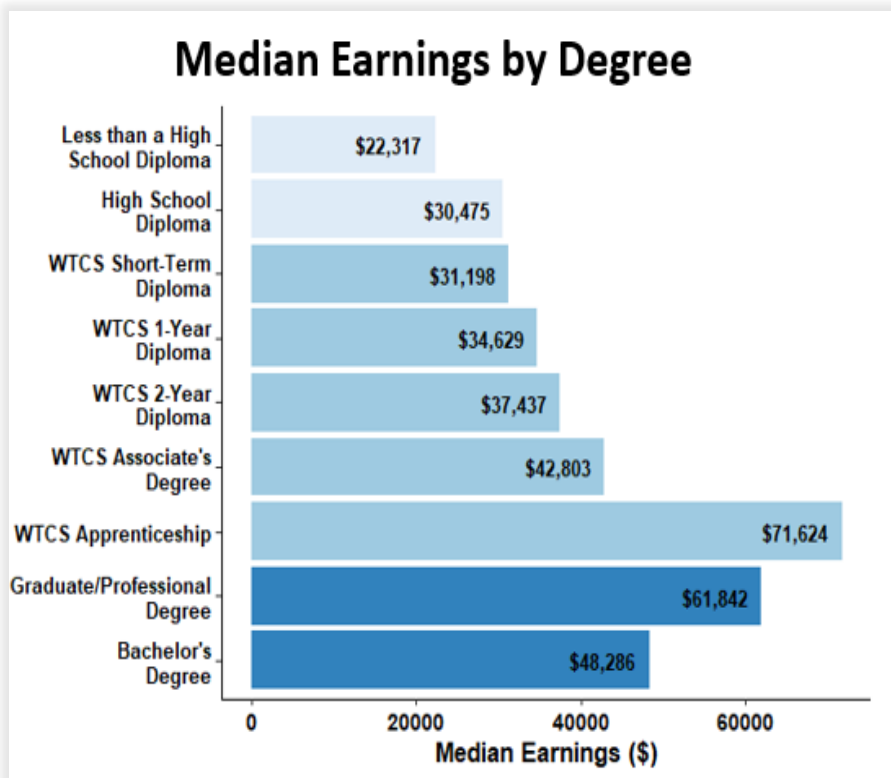


Figure 3. Median earnings based on educational attainment. Data are derived from the U.S. Census Bureau's American Community Survey 5-Year Estimates from 2012-16 for Wisconsin, WTCS Graduate Outcomes Report, & WTCS Apprenticeship Completion Report.

However, data show that some racial-ethnic groups benefit more than others from this correlation between education and income.

According to the U. S. Census Bureau's 2016 American Community Survey, Black/African American, American Indian/Alaskan Native, and Hispanic/Latino families are less likely to complete a postsecondary credential and more likely to live in poverty.

In 2016, 12 percent of all households in Wisconsin were living under the Federal Poverty Level (Figure 3). When data are disaggregated by race-ethnicity, the relationship between race and poverty are evident, with 9.4 percent of white families living in poverty compared to 28.4 percent of

families of color.

This gap aligns with the fact that the median hourly wage for people of color in Wisconsin is 5 dollars less than for white workers (National Equity Atlas, 2016). This disproportionate experience of poverty across racial-ethnic categories is especially striking for the Black population in Wisconsin, for whom more than one in three households live in poverty (United States Census Bureau, 2016).

While individuals living below the Federal Poverty Level experience the greatest financial barriers to education, a large percentage of Wisconsin's population lives just above that level and are also in need of support. This segment of the population, not formally recognized as living in poverty, is less likely to benefit from educational opportunities because of financial barriers, while also potentially facing food, housing, healthcare and child care insecurity (Goldrick-Rab, Broton, & Gates, 2013).

Data from the United Way's 2018 *Asset Limited, Income Constrained, Employed (ALICE)* report indicate that being employed or having income above the federal poverty threshold does not ensure sufficient income to meet basic needs. The report includes a basic need income threshold, calculated based on the costs of necessities including housing, child care, food, transportation, health care and communication, and adjusted for diversity across counties and household makeup.

When individuals living below the ALICE threshold are included, a higher proportion in each category is unable to meet basic needs. Notably, the increase differs by race-ethnicity, with White families rising to 34 percent, racial-ethnic minority families increasing to 60 percent, and seven out of ten Black/African American families in Wisconsin struggling to cover necessary expenses (Figure 4).

This relationship between race, credential attainment and income in Wisconsin shows that in addition to meeting workforce needs, addressing the credential gap could lift a significant proportion of Wisconsin citizens out of poverty.

This information presents a sobering reality. A significant proportion of Wisconsin residents are struggling to meet basic needs and as a result, are unable to access educational opportunities. This becomes still more important when considering that the state’s demographics are changing in a way that suggests credential attainment may be out of reach for an even larger proportion of the state’s population in the future.

Overall, these data indicate a need to focus on equitable educational outcomes to ensure every individual has an equal opportunity for economic advancement, and to provide employers with the skilled workers they need to grow and succeed and fuel the state’s economy.

Taking the steps necessary to assure equitable education outcomes and inclusive campus environments that afford every student the opportunity to be successful is more important than ever.

Aligning State and National Efforts

The urgent need to address inequities in postsecondary education in Wisconsin is a topic that has been recognized nationally. The Penn Institute for Research on Higher Education (2018) ranked Wisconsin 40th in the nation on postsecondary participation equity, and 47th in terms of postsecondary completion equity in their *College Opportunity Risk Assessment*. The Institute recognized the state for excellence in other areas.

This challenge has also been the focus of various System, state and national partnerships aimed at addressing educational inequities, such as:

- a Lumina Foundation “Attainment Challenge Grant” to support [60 Forward](#), the work of the state’s higher education partners – WTCS, the University of Wisconsin (UW) System and the Wisconsin Association of Independent Colleges & Universities (WAICU) – to increase postsecondary attainment and address disparities in completion rates for students of color, low-income and first-generation students;
- an Ascendium Education Philanthropy grant, with technical assistance from Jobs for the Future, to support the [WTCS Student Success Center](#), which is focused on improving student success metrics for all students and closing gaps in college success rates;
- Wisconsin’s effort, as one of a few states to allocate [Emergency Grant](#) funds with the passage of 2015 Act 282, to support under-resourced students experiencing unforeseen financial emergencies;
- the successful work of WTCS colleges under the federal [Trade Adjustment Assistance for Community College and Career Training \(TAACCCT\) Grants](#). Each grant had a unique industry focus (Manufacturing, Healthcare, and Information Technology) and focused on serving Trade Adjustment Assistance (TAA) workers, veterans, unemployed and under-employed individuals, and low-skilled workers;

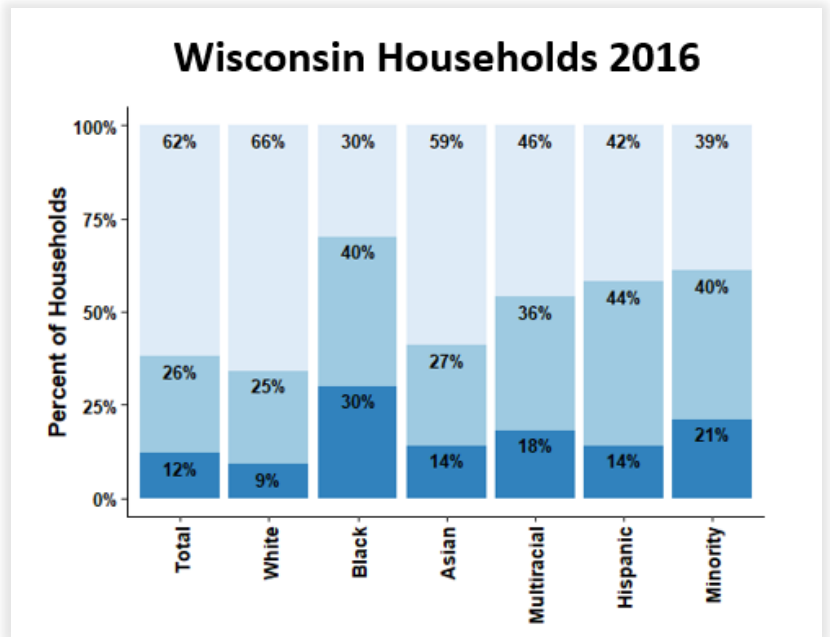


Figure 4. Percentage of Wisconsin households in 2016, grouped by race/ethnicity, that are below the national poverty line (Dark blue (lowest level on chart)) and the United Way’s ALICE threshold (medium blue (middle level on chart)). All other households are above the ALICE threshold (light blue (highest level on chart)). Data are derived from the United Way’s ALICE report (2018).

- specific [WTCS grants](#) that fund direct services for historically underserved populations, including students with disabilities, veterans, students of color, English Language Learners and low-income students (Perkins, Completion, Adult Education and Family Literacy Act (AEFL));
- [WTCS Outcomes-Based Funding](#) criteria, which allocate state funds to technical colleges working with underserved populations through Adult Basic Education and other college programs; and
- the annual [WTCS Common Ground Conference](#), designed for instructional and student support staff from technical colleges and their local partners to learn about and share innovative practices and instructional interventions when working with veterans, English language learners, refugees, struggling students and students who are under-resourced.

This work, driven by educational and financial need in the state, provides an important opportunity for growth and alignment of efforts. WTCS is uniquely situated to leverage resources across state and national networks to make significant, rapid progress in addressing equity gaps within the System.

Equity Considerations in Data Collection and Analysis

Addressing equity not only means closing gaps in racial-ethnic postsecondary attainment rates, it will require a critical assessment of inclusive practices in each facet of college operations and a commitment to continuous improvement.

For example, it will be critical to note which demographic fields are currently recognized at the state and national level, realizing that a complete and accurate analysis of access and success is possible only with complete and accurate data.

For example, robust data are not available for gender identity and first-generation status. Nor is it possible to disaggregate large racial-ethnic groups like “Asian,” despite known, important distinctions within such categories. For example, the Hmong population is included in the broader “Asian” category, despite that East Asian populations, also included in the broader category, generally are in higher income brackets and have access to greater financial resources¹. Finally, in Wisconsin, Native Americans often make up such a small proportion of students at each institution they are simply dropped from statistics.

To best address equity and inclusion, it will be important to identify where particular student and staff populations are poorly represented in data, or not represented at all, and are as a result absent from analyses and the development of plans for institutional equity. Doing so, along with generally raising awareness of existing equity issues in higher education, will allow WTCS institutions to remedy harmful oversights in data collection and analysis with all due urgency and consideration.

¹ For an in-depth comparison of the widely varying educational attainment rates of different Asian-American sub-populations, refer to the detailed chart in this recent [National Geographic Article](#).

WTCS Imperative: Educational Equity

As Wisconsin’s population changes, so do WTCS student and staff populations. Regularly reviewing both student and staff data, disaggregated across demographics, reveals how increasingly diverse communities are being served and where improvement is needed.

Student Access

As open-access institutions, it is often mistakenly assumed that access is not an issue for two-year colleges. While enrollment may not pose a problem for most students, taking a closer look at the programs in which students choose to enroll, based on median graduate salaries, raises important considerations.

Specifically, students of color are disproportionately enrolled in programs that offer graduates a median annual income of less than \$26,000, while White students are disproportionately enrolled in programs with annual median income exceeding \$56,000. The disparity is particularly striking between Black and White students (Figure 5).

Similar patterns emerge when considering gender, disability and income. For example, 84 percent of students enrolled in programs with the lowest median incomes identify as female, as opposed to 15 percent who identify as male. Nearly the reverse is true for programs with the highest median income – 34 percent female and 65 percent male. Students with disabilities and economically disadvantaged students are also under-represented in programs with higher median incomes and over-represented in programs with lower median incomes. Enrolling in programs linked to high-wage jobs takes on more importance for those seeking postsecondary credentials to improve their economic status.

These disparities merit further analysis to identify practices or structures that may encourage or discourage students’ awareness of or interest in programs given full information on median graduate income.

WTCS Program Enrollment

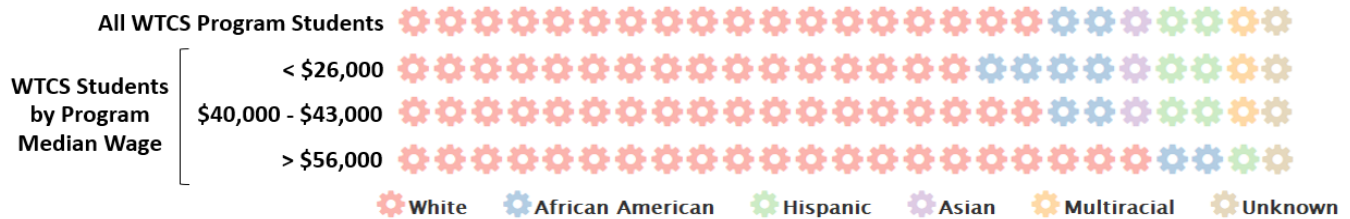


Figure 5. Demographic breakdown of race/ethnicity groups for WTCS students enrolled in academic programs (aid codes: 10, 20, 30, 31, 32, and 50) from 2014-17. This information is summarized by program: (top row) all programs, programs with graduates whose median earnings are less than \$26,000 a year, programs with graduates whose median earnings are between \$40,000 and \$43,000 per year, and (bottom row) programs with graduates whose median earnings are more than \$56,000 a year. Data are derived from WTCS Client Reporting and the Graduate Outcomes Report. Each icon represents 4% of the total. Any racial/ethnic groups representing less than 4% are not captured.

Student Success

An initial goal of the WTCS Student Success Center was to refine System-wide data infrastructure and provide resources for the exploration of disaggregated student success data. The resulting Student Success Data Dashboards allow a look at success metrics across the System and at individual colleges. Program completion is a key measure of student success and credential attainment. One national benchmark for 6-year program completion among first-time program students is 37.5 percent (NCES Signature Report 2017). While the WTCS completion rate of 48 percent is well above this, disaggregating WTCS data by demographic categories reveals striking discrepancies in program completion.

Specifically, White and Asian students’ completion rates of approximately 50 percent are close to the state rate, while American Indian/Alaskan Native, Black/African American and Hispanic/Latino students complete at rates 10-20 percent lower (Figure 6). Likewise, a 10 percent gap exists between the 6-year completion rates of students that are disabled and those that are not, and a 20 percent gap also separates students who are economically disadvantaged and their peers.

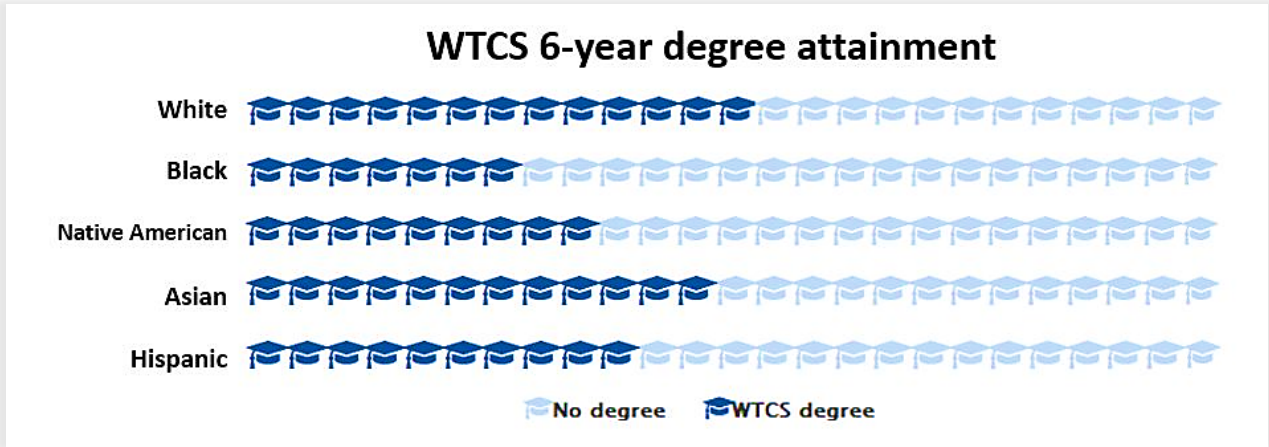


Figure 6. Six-year degree attainment rates for WTCS program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by race/ethnicity. Data are derived from WTCS Client Reporting for students who started an academic program in 2012. Each icon represents 4% of the total.

Students in *multiple* marginalized categories often must overcome interlocking structural disadvantages to meet education goals (Crenshaw, 1989). A report by the Center on Wisconsin Strategy (COWs) at UW-Madison, [Investing in Wisconsin’s Future](#), specifically discusses the combined impact of race and economic disadvantage on WTCS graduation rates. The importance of addressing race and economic disadvantage are illustrated by the fact that groups of some racial-ethnic minority students who are not economically disadvantaged have a 6-year graduation rate even with or below White students without an economic disadvantage (Dresser, Braunginn, & Ubert, 2018).

As a result, it is critical to avoid viewing students or data in single categories, instead exploring multiple student identities. For example, comparing students of color who are not economically disadvantaged with those who are to effectively identify and target effective interventions.

Employment Equity

When assessing System-wide access and success, it is important to consider both student and staff data.

To analyze staffing, we compared the proportion of each demographic group represented in the System to the total proportion of the workforce. When looking at employee representation in staff positions by demographic categories, it becomes clear that Hispanic employees and those with disabilities are under-represented across the System². When looking at the total staff category by position – faculty or maintenance/service – people of color are over-represented in service/maintenance positions and under-represented in faculty positions (Figure 7).

² All demographic data is self-reported and may not reflect actual System-wide representation.

WI & WTCS Racial Diversity

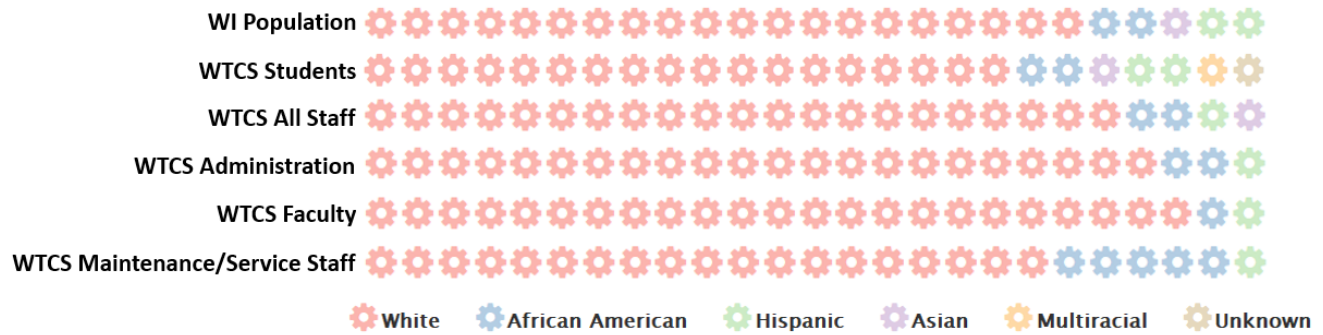


Figure 7. Demographic breakdown of race/ethnicity groups for the state of Wisconsin, WTCS students, and WTCS staff (all staff members, administrative staff, faculty, and maintenance/service staff). Data are derived from WTCS Affirmative Action Compliance Report (2017-18) and WTCS Client Reporting (2017-2018). *Note primary employee classifications may differ by college. Each icon represents 4% of the total. Any racial/ethnic groups representing less than 4% are not captured.

Comparing the demographic make-up of staff to students is a key consideration when addressing equity and inclusion at an institutional level. The benefits of a favorable comparison are supported by a wealth of research demonstrating that students with instructors and mentors with like demographic backgrounds have improved social and academic outcomes (Cherng & Halpin, 2016; Deil-Amen, 2011; Egalite, Kisida & Winters, 2015; Egalite & Kisida, 2017; Gershenson, Hart, Lindsay & Papageorge, 2017).

Discrepancies uncovered through disaggregation of data make it clear that greater equity and inclusion among WTCS staff demands an urgent focus, for both the well-being of staff and the success of students.

While hiring diverse college staff, faculty and administrators is important, ensuring that new hires are supported, retained and able to see a path to promotion is crucial for fostering and maintaining a robust campus climate of inclusion (Beneitez, James, Joshua, Perfetti & Vick, 2017).

Understanding the experiences of staff with diverse backgrounds is also critical to understanding campus climate and student experience (Beneitez et al. 2017; Winkle-Wagner, 2014). Retention data could provide information on under-represented employee experiences. Without these data, it is difficult to measure the success of institutional retention and professional development and advancement efforts.

Colleges can collect and regularly analyze quantitative and qualitative staffing data to inform equity efforts. Furthermore, as staff diversity increases, having processes in place for understanding staff experiences will become increasingly important in retaining skilled educators in the System.

System-wide Goals for Addressing Equity Gaps

As discussed, many internal and external factors suggest an urgent need for WTCS to focus on equity and inclusion.

To respond, the WTCS Diversity, Equity and Inclusion Committee encourages colleges to pursue three goals tied to specific action steps to provide equitable access and success for all students and staff, ensure the System is inclusive, and lead the state and nation in closing opportunity gaps.

Rather than prescribing specific solutions, this report is intended to start a conversation about the steps WTCS institutions can take to ensure each student and staff member is included on campus and has an equal opportunity to be successful. The following table outlines these main goals and identifies resources to maintain the System-wide momentum on the path towards equity.

System-wide Goals for Addressing Equity Gaps

Goal	Action Steps	Relevant Resources
1. Identify equity gaps in student and employee data	<ul style="list-style-type: none"> • Create local equity report to identify district specific data • Create policy supporting the regular disaggregation of data at each level of the institution for planning and decision making • Share disaggregated data college-wide on regular basis 	<p>Data:</p> <ul style="list-style-type: none"> American Fact Finder National Equity Atlas ALICE Report by County- DPI Data Information System WTCS Data Dashboard Resources <p>Policy:</p> <ul style="list-style-type: none"> ATD Holistic Student Support Redesign Toolkit (p. 91-93)
2. Review and address missing data points that are important for an accurate understanding of equity at each institution	<ul style="list-style-type: none"> • Examine data points collected at the college • Establish processes for including voices of under-represented students and employees 	<p><i>Which populations are not represented in the data your institution collects?</i></p> <p><i>What implications do these data decisions have on what you know and respond to in terms of equity and inclusion?</i></p> <ul style="list-style-type: none"> CCCSE Focus Group Toolkit Achieving the Dream’s Addressing Equity from a Student’s Perspective Toolkit
3. Institutionalize a culture of equity and inclusion that is supported and maintained by planning, resource allocation, and the expectation that equity and inclusion are the work of each employee of the college	<ul style="list-style-type: none"> • Communicate clear commitment to equity in college vision and strategic plan. Leverage EEO/AA plan to set measurable goals around equity • Review hiring practices to ensure equity and access for underrepresented populations are central to this process • Create ongoing professional development plan around equity/inclusion for all college employees 	<p>Frameworks/Inventories:</p> <ul style="list-style-type: none"> Multicultural Organization Development (MCO) Model Achieving the Dream’s Inventory on Equity and Diversity Updated Community College Research Center Scale of Adoption Assessment with Equity Considerations <p>Example Plans:</p> <ul style="list-style-type: none"> California Community Colleges Exemplary Equity Plans <p>Hiring:</p> <ul style="list-style-type: none"> 7 Practical Ways to Reduce Bias in Your Hiring Process <p>Professional Development:</p> <ul style="list-style-type: none"> Inventory of Inclusive Teaching Practices National Alliance for Partnerships in Equity Culturally Responsive Teaching Toolkit

Members of the WTCS Diversity, Equity, and Inclusion Committee and the WTCS Student Success Center will continue to collaborate to provide reports and resources to aid the System in equitably meeting the needs of all our stakeholders.

Appendix I: WTCS Definitions

The following definitions were created by and for the WTCS Diversity, Equity, and Inclusion Committee. We recognize that while these definitions may be useful reference points for the 16 WTCS colleges, no institution is obligated to adopt them. Each college may adapt these definitions or create those that reflect their individual communities and initiatives around diversity, equity, and inclusion.

Diversity:

Diversity encompasses an array of experiences including, but not limited to, age, race, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin. An appreciative awareness of diversity provides the foundation for the understanding that individuals are shaped by this array of experiences.

Equity:

Equity refers to the intentional practice of identifying the unique needs within our diverse student and employee populations, and in turn providing the support necessary for each individual to succeed in their academic and career goals.

Inclusion:

Inclusion is the degree to which all individuals in a community are welcomed, valued, respected, heard, and able to participate. Creating inclusive college communities requires intentional action to address historical under-representation and exclusion with respect to academic and career success, hiring, promotion and leadership, campus climate, curriculum, and access to resources.

Appendix II: Developing A Culture of Equity Tool

Developing a culture of equity requires adopting an equity lens horizontally and vertically throughout the institution. This toolkit is intended to serve as a guide for exploring the extent to which equity and inclusion are reflected in the practices of each division of the college.

Hiring

Questions:

- How do you educate interview teams on implicit bias?
- How do you ensure interview teams are representative of diverse populations?
- How do you regularly reach out to underrepresented communities with job opportunities?
- How do you communicate equity and inclusion expectations to candidates (position descriptions, interview questions, trainings available etc.)?
- What is your process for regularly reviewing hiring process for potential barriers to underrepresented populations?

Resources:

[7 Practical Ways to Reduce Bias in Your Hiring Process](#)

Training

Questions:

- Are employees in your division regularly asked to reflect on their own identity, privilege, and bias and how this may impact their work?
- How are employees in your division trained to identify and address microaggressions and incidents of hate and bias?

Resources:

[Multicultural Organization Development \(MCO\) Model](#)

Policy/Procedures/Planning/ Decision Making

Questions

- How are equity/inclusion reflected in the mission/vision statement of your division?
- What is your division's policy for regularly reviewing and sharing disaggregated data pertinent to your work?
- What is the policy in your division for how employees should respond to incidents of hate, bias, or microaggressions?
- How does your division ensure the voices of underrepresented populations are heard? What policies/ procedures support this communication regularly?
- How are underrepresented populations considered in the formation of new policies/ procedures?

Resources:

[WTCS Effective Use of Data Framework](#)

[CCCSE Focus Group Toolkit](#)

Teaching and Learning

Questions:

- How do you ensure teaching and learning tools in your division are inclusive to all?
- What resources exist in your division to educate employees on Universal Design Learning (UDL)?
- What expectations and accountability measures are in place to ensure inclusive teaching practices are being used?
- How are curriculum and teaching tools assessed for cultural relevance?

Resources:

[Inventory of Inclusive Teaching Practices](#)

[National Alliance for Partnerships in Equity \(NAPE\) Culturally Responsive Teaching Toolkit](#)

Support Services

Questions

- How do individuals in your division learn about and access available support services?
- How do you determine which support is necessary to provide for in your division? Is this process inclusive of underrepresented voices?

Resources:

[Achieving the Dream Holistic Student Support Toolkit](#)

Equity Vision Statement

EXAMPLE: The faculty, staff, and community partners of the XX College community commit to identifying and addressing inequities through purposeful data use and intentional planning of policies, procedures, professional learning, and continuous improvement actions to ensure every student receives what they need to develop their full academic and economic potential.

ROLE	ACTIONS	RESOURCES
President & Leadership	<ul style="list-style-type: none"> • Provide clear vision and communication for institutional equity • Celebrate advancements in student outcomes and systems change • Lead development of systems for monitoring and supporting equity-related efforts as part of your strategic plan 	<ul style="list-style-type: none"> • Sample equity vision statements • Communication planning template
Human Resources	<ul style="list-style-type: none"> • Ensure hiring and onboarding practices are conducted in alignment with equity vision • Disaggregate college hiring and retention data and address inequities 	<ul style="list-style-type: none"> • 7 Practical Ways to Reduce Bias in Your Hiring Process
Professional Learning & Faculty Development	<ul style="list-style-type: none"> • Develop and deliver learning modules related to concepts such as implicit bias, white privilege, addressing microaggressions, etc. • Develop and deliver learning resources for faculty to address equitable practices in the classroom • Align faculty Professional Learning Plans and evaluation processes to include equity as a central theme 	<ul style="list-style-type: none"> • Professional Learning Plan with equity at the center • Sample tools for equitable practices in the classroom • Sample faculty resources for equitable practices
Instructional Services	<ul style="list-style-type: none"> • Develop and monitor progress on equity action plans across programmatic areas • Celebrate advancements in student outcomes • Share information across programs and with leadership regarding promising practices to advance equitable outcomes 	<ul style="list-style-type: none"> • Programmatic action plan for equity (template)
Student Success	<ul style="list-style-type: none"> • Create and provide student supports that acknowledge diverse and unique student needs from a lens of cultural competence and equity • Ensure that in-demand, high-wage pathways are explored and encouraged amongst under-represented populations 	<ul style="list-style-type: none"> • Professional development training for equity in support and services
Deans, AD's, Program Managers	<ul style="list-style-type: none"> • Utilize data to understand equity gaps and develop action plans to support improvement in equitable outcomes • Align professional learning plans and evaluation processes to include equity as a central and on-going theme 	<ul style="list-style-type: none"> • Programmatic action plan for equity (template) • Sample tools for equitable practices in the classroom
Institutional Research	<ul style="list-style-type: none"> • Collaborate with DEI staff and college leadership to determine what measures/ metrics are currently in use or are needed • Provide data and continuous improvement learning to support data-driven decision-making to enhance equitable outcomes 	<ul style="list-style-type: none"> • WTCS Continuous Improvement Data Library
Faculty	<ul style="list-style-type: none"> • Engage in professional learning to better meet the needs of diverse learners • Commit to using Culturally and Linguistically Responsive Practices (CLRP) into your classroom 	<ul style="list-style-type: none"> • Responsive Teaching Toolkit • CLRP Resources
Diversity, Equity, & Inclusion Team	<ul style="list-style-type: none"> • Collaborate with various stakeholders as subject matter experts related to equitable practices in hiring, staff retention, data use, professional learning, student support services, and instructional practices 	<ul style="list-style-type: none"> • Multicultural Organization Development (MCO) Model • Achieving the Dream's Addressing Equity from a Student's Perspective Toolkit

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