



COLLEGE OF AGRICULTURE AND NATURAL RESOURCES
Office of Human Resources Management & Compliance Programs

Devising an Affirmative Action Plan for the College of Agriculture

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Why have an Affirmative Action Plan (AAP)

The College of Agriculture is a business with multiple funding streams, federal, state, county resources who value leading change.

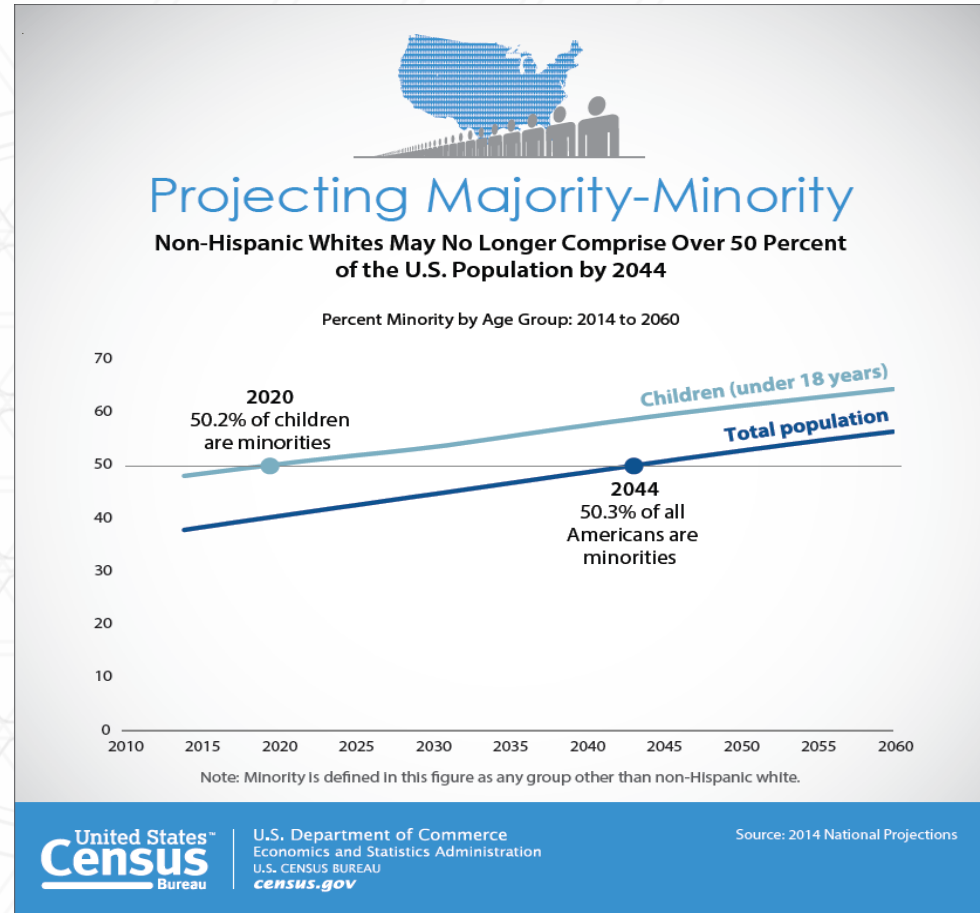
Understanding the needs base of the community in which you operate, the entities with regulatory oversight creates an opportunity to employ best practices, establish new models, test theories and ultimately define and shape your organizational uniqueness.

How do we strategically incorporate compliance constructs, inclusive mindsets, measure attainable results and create access and parity in our programs?



America's Continual Transition

- Examine fundamental requirements;
- Examine outreach mechanisms to isolate demographic transformations;
- Implement forecasting techniques and analytical processes;
- To lead and champion compliance, organizations must maintain proactive positions, change agent adoption and stakeholder buy-in.



Titles of Importance

- “No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving federal financial assistance.”

Title VI



- “It shall be an unlawful employment practice for an employer to fail or refuse to hire or discharge any individual, or otherwise to discriminate against any individual with respect to his compensation terms, conditions, or privileges of employment, because of such individual’s race, color, religion, sex, or national origin.”

Title VII



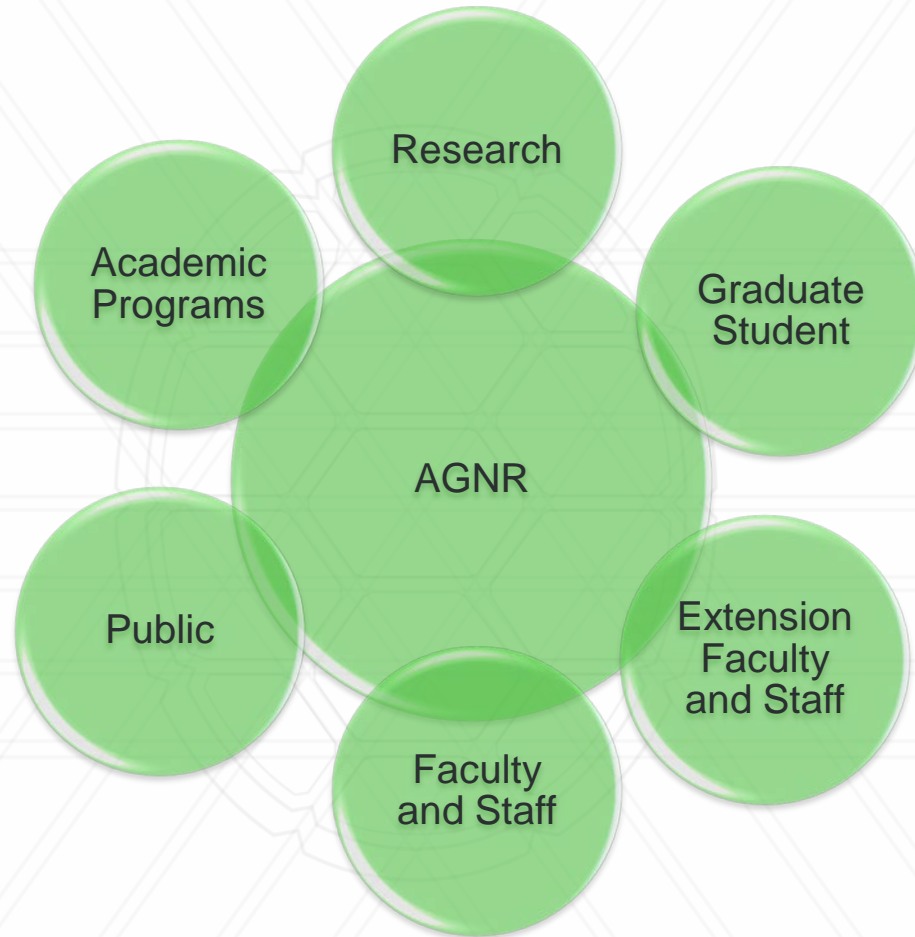
- “No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX



*United States
Department
of Agriculture*

*Equal
Employment
Opportunity
Commission*



*Department
of Labor*

*Department
of Education*



Who Am I?



Is an educated guess
a valid prediction?

What are you
reporting and What is
required?

White
Black or African
American
Asian
American Indian or
Alaska Native
Native Hawaiian or
Other Pacific Islander
Two or More Races
Some Other Race



Critical Components of a Model Plan

- Organizational Commitment and Leadership Message
- Programmatic Accountability and Management Responsibilities
- Demonstration of Quantitative and Qualitative Efforts
- Workforce Analysis, Internal Equity and Climate Assessments
- Utilization Analysis: Comparing Incumbency to Availability



Organizational Commitment and Leadership Message

- Organization Official Responsible for Plan Oversight
- AGNR Policy for Program Inclusivity, Access and Parity
- Incorporation of Program Elements into Institution Strategic Plan
- Diversity and Culture Transformations



Grow Your Own...

Metrics

Metric	Definition	Baseline	2020 Target
Enrollment percentage of under-represented undergraduate and graduate students	Undergraduates	11.6%	12.9%
	Graduates	7.2%	11.8%
Graduation rate for under-represented students	Undergraduates (6-year cohort)	45.2%	60.2%
	Master's (3-year cohort)	71.0%	76.0%
	Doctoral (7-year cohort)	48.0%	53.0%
Faculty	Females	37.1%	48.2%
	African American/Black	3.4%	6.9%
	Hispanic/Latino	2.8%	4.2%
Executive, Administrative, and Managerial	Female	48.9%	50.0%
	African American/Black	3.5%	7.9%
Professional	Hispanic/Latino	0.5%	6.1%
	African American/Black	4.3%	5.1%
	Hispanic/Latino	1.1%	1.5%

- Management and program accountability.
- Proactive prevention of nondiscriminatory practices.
- Establish goals and targets for any EEO occupational Category where significant levels of underutilization exist.



Is Diversity More than a Conversation?

YES! With Application....

Due diligence to promote parity in program activity

Identify benchmarks, access and opportunities

Validity studies to monitor program effectiveness

Efforts to incorporate stakeholders input and involvement

Resources are measured and sufficient

Strategies to brand and attract critical occupational positions

Inclusiveness and belonging

Training and evaluation of outreach

Yielded results of established goals



Culture Transformation Attainable



Some Avenues to Consider...

1. Perform a SWOT analysis to assess the current climate;
2. Update all policies, procedures and practices to reshape inclusive mindsets and place an emphasis on branding the value system;
3. Communicate expectations via internal and external to all individuals including vendors, associations and the public;
4. Incorporate inclusivity into performance goals, evaluations competencies and training; and
5. Create sustainability systems to navigate change and educate leaders and staff to champion equality!

Programmatic Accountability and Management Responsibilities

- Dissemination of Title VI information and public notification
- Request for reasonable accommodation
- Signed assurance agreements and memorandums of understanding
- Legal compliance and public education of rights and responsibilities
- Stakeholder involvement with programmatic direction
- Data collection systems and validity reporting



How Many LEP Individuals Live In The Community?

Limited English Proficiency (LEP)

A Federal Interagency Website

LEP.gov
Mission Statement

- LEP Information
 - Frequently Asked Questions
 - Executive Order 13166
 - Resources by Subject
 - Interpretation and Translation
 - LEP and Title VI Videos
 - Demographic Data
 - LEP Mapping Tools
- LEP Resources and Compliance
 - Federal Agency LEP Plans
 - LEP Guidance for Recipients
 - DOJ LEP Guidance for Recipients
 - Recipients of Federal Assistance
 - File a Complaint with DOJ
 - DOJ Agreements and Settlements
- Department of Justice
 - Civil Rights Division Page
 - Federal Coordination and

Limited English Proficient (LEP) Maps

Language Map App

The Civil Rights Division's Language Map App is an interactive mapping tool that helps users find out the concentration of and languages spoken by LEP individuals in a community. Click on your state or county to identify the number or percentage of LEP persons, download language data, or visually display LEP maps for presentations. We encourage users to test the features of the Language Map App and provide feedback to help us improve functionality.

[Language Map App](#) [Accessible Alternative with Downloadable Data](#)

Additional LEP Maps



- Legal Obligations
 - Lau v. Nichols, 414 U.S. 563 (1974)
- LEP Implementation Plans
 - Improving meaningful access
- Four Factor Analysis-Data
 - Number or proportion of LEP Persons
 - Frequency of contact
 - Nature and importance of program and or activity
 - Resources Available

Translation should not be considered a reoccurring accommodation...

www.lep.gov/maps



National Limited English Proficient (LEP) Population Maps

Select a dataset for the map

- County-level, number of LEP individuals
- County-level, percent of LEP individuals
- State-level, number of LEP individuals
- State-level, percentage of LEP individuals

[Get Map](#)

[Get Description of Map](#)

Mapping LEP Populations in Your Community

This tool helps users access maps of the limited English proficient (LEP) population in any given judicial district, county, or state. Maps were created using 5-year U.S. Census American Community Survey data.

State

Select a dataset for the map

- County-level, number of LEP individuals
- Federal Judicial Districts, number of LEP individuals
- Federal Judicial Districts, percentage of LEP individuals

[Get Map](#)

[Get Description of Map](#)

National Spanish Language Maps/Mapas Nacionales del idioma Español

In recognition of National Hispanic Heritage Month, two national maps are available.

En reconocimiento del mes de la herencia hispana nacional, están disponibles dos mapas nacionales.

Select a dataset for the map/Seleccione un conjunto de datos para el mapa

- State-level, number of Spanish-speaking LEP individuals
- State-level, percent of Spanish-speaking LEP individuals
- Nivel estatal, número de individuos hispanohablantes LEP (disponible solo en inglés)
- Nivel estatal, porcentaje de individuos hispanohablantes LEP (disponible solo en inglés)

[Get Map](#)

[Get Description of Map](#)

[Consiga el mapa](#)

[Consiga la descripción del mapa](#)



What is Considered Reasonable?

How is the public notified?

- Timeline to Request Accommodation
- Social Media
- Event Brite
- Mail (Electronic or Postage)

Who is going to cover the cost?

- County Office?
- Extension?
- Sponsors?
- Participants?



What is legally required?

- Overall Responsibilities
- Ensuring Accessibility
- Prevention and Planning

Who can help?

- Campus Office of Disability Programs
- Job Accommodations Network
- DOL's Office of Disability Employment Policy



Accessibility Expectations and Liabilities

Section 503

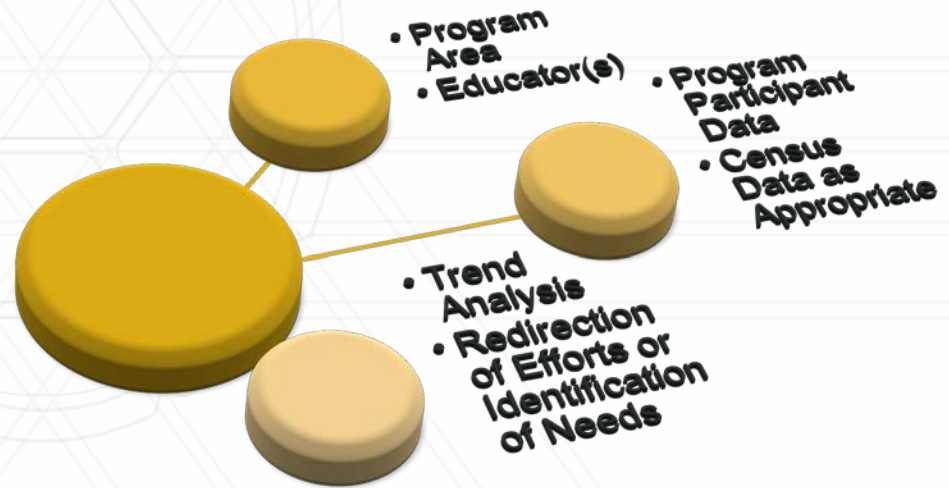
Section 504

Section 508



Demonstration of Quantitative and Qualitative Efforts

- Data Analysis and Program Evaluation
- Demonstrated Outreach Measurements and Sufficiency
- Barrier Analysis and Program Area Deficiencies
- Identification of Problem Areas and Action Oriented Goals

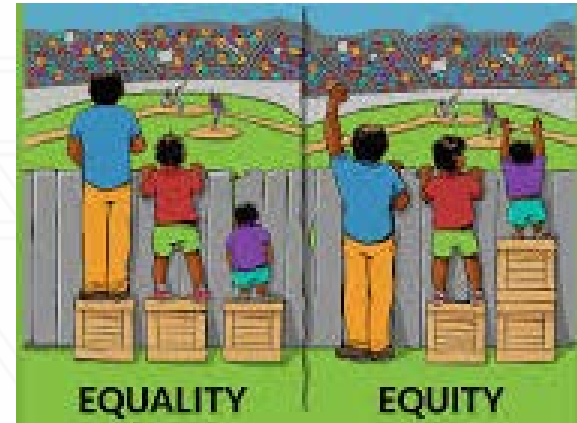


Summary

Diversity exemplifies your ability to express variation.

Access opens doors not traditionally available and demonstrates commitment to equity.

Inclusivity expresses the results of your strategic actions to reflect the dynamics of your community, ability to showcase leading research and effect change in the quality of your numbers.





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