OFFICE OF CIVIL RIGHTS AND COMPLIANCE
Agenda

• Civil Rights overview
• EEO statements
• “And Justice For All”
• Parity
• REGs (Race, Ethnicity and Gender) data
• Demographic Survey
Introduction: Shirley F. Brown  
Director, Civil Rights and Compliance

I work in conjunction with the Office of Human Resources, United States Department of Agriculture (USDA), National Institute of Food and Agriculture (NIFA) and Equal Employment Opportunity (EEO) to:

• Ensure compliance with all applicable civil rights legislations and equal opportunity policies in the implementation of our Extension programs
• That every customer and colleague is treated with fairness, equality, and respect
• That we are inclusive and have adequate diversity.
CIVIL RIGHTS

The Office of Civil Rights and Compliance

Location: Morrison Mayberry Hall
Phone: (334) 727-8652
Director: Shirley Brown

University Equal Opportunity Statement:
Tuskegee University is committed to providing a place of work and learning free of discrimination on the basis of a person's age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related conditions), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion. Where discrimination is found to have occurred, the University will act to stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible.
We are a recipients of Federal Funding

Tuskegee University is an equal-opportunity employer. The University programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status.
With Federal Funding comes great responsibility!!!

• Because we receive federal funding to educate the public we are held up to a high standard of ensuring we make every effort to reach all segments of the community.

• We fall under **Title IX** of the Civil Rights Act which prohibits any kind of discrimination under **any educational program and any educational activity receiving federal financial assistance**.

• We are legally required to document our efforts related to teaching, employment, recruitment, and the populations involved in programming.

• As a recipient of federal funds, we are subject to reviews from USDA (U.S. Department of Agriculture) and NIFA (National Institute of Food and Agriculture) who make the determination if we are following all proper polices and procedures.
What is a Civil Rights audit?

• Because we receive federal funding we are up for review.
• Referred to as an “official visit” as opposed to an “audit”
• A regular, systematic inspection by the USDA to determine if a Federally funded university is complying with the provisions of U.S. Civil Rights laws and regulations.
• Audits includes Extension program participants, employment, and the analysis for faculty, classified and temporary positions.
• Audits include interviewing all types of employees with Extension and includes program practices and outreach efforts to ensure compliance.
Civil Rights is an integral part of our work

- Administration and Operations
- Program Planning
- Program Outreach
- Human Resources
- Recruitment
- Employment
- Teaching
How We Can All Participate

• Integrate Civil Rights information and goals into each part of work, planning and outreach efforts.

• Inform program participants that we are federally funded and display “And Justice for All” poster when teaching (wherever that may be).

• Capture REGs (Race, Ethnicity and Gender) of program participants.

• Communications free from bias which tries to promote and encourage underrepresented groups and strive for ‘parity’

• “All staff members are expected to be knowledgeable and skilled in implementing equal opportunities in Extension Programs”**

** USDA Civil Rights Compliance Review Guide
Utilizing the “And Justice For All” poster

- This poster **must** be displayed and explained when teaching.
- Emphasis on “our programs are open to everyone” and “explain the complaint process”.
- If your class meets more than one time, only explain the poster once.
- If teaching in person, the poster must be in color on a 11 x 17 piece of paper. **Having this info on a presentation slide or handout is acceptable for remote learning and COVID accommodations.**
- Having it placed on a wall in a permanent location is ideal, but if teaching in the field, it can be brought with you along with your other teaching materials. Having one laminated is recommended.
- Displaying this poster is not just an Extension policy, it is a requirement implemented through the USDA and must be followed.

**Copies of this poster is easy to access from several sources including:**

Blue Supplemental Nutrition Assistance Program (SNAP) and Food Distribution Program

Green all other educational programs

“...procedure for informing the public of the University and Extension’s responsibility for implementing the requirements for equal opportunity”

- USDA Civil Rights Compliance Review Guide
Parity and Programming
(not Parody...we will leave that to Saturday Night Live)

Parity Definition: The quality or state of being equal, an even ratio, or an equivalence between entities or groups.

For our outreach efforts, we must attempt to reach parity between the various and diverse populations who make up our community and who we actually reach out to, teach and educate.

We must continually strive to become aware of who is in our community, where they are located, who they are, and how we can include everyone when we design, develop, and promote our programs!
How Parity Applied to Programming

• When we take a snapshot of who we have reached out to, we need to consider each group.

• The community members reached through our programs are considered to be in “parity” when the percentage of each racial or ethnic group is at least 80% (or more) of the total percentage of a particular group within the general population.

• Think a percentage % within a percentage %
Parity – Actual and Potential Groups

- Parity is reached when the % of the actual group reached is within 80% of the potential group advertised to:
- Again, think a percentage % within a percentage %

Example 1: 1,000 people participate in a program and 72% of the population at large are Caucasian. Therefore of the 1,000 people participating, 720 are Caucasian (according the Census data). 80% of the 72% equates to 576, thus 576 Caucasians need to participate in order to reach parity for this group.

72% of 1,000 is 720. Then, 80% of 720 is 576 participants

Example 2: 1,000 people are reached out to participate in a program, and Census information indicates 17% of this population are Hispanic/Latino. Therefore there needs to be 136 Latino/Hispanics present in the audience in order to reach parity.

17% of 1,000 is 170. Then 80% of 170 is 136 participants
Is Parity Reached?

10,000 people participated in a program...

Group Advertised to (Potential)
- Caucasians: 7,200
- African Americans: 1,500
- Hispanic/Latino: 900
- Asian: 400

Group Gathered (Actual)
- Caucasians: 6,000
- African Americans: 300
- Hispanic/Latino: 700
- Asian: 150

= 83%, Yes
= 20%, No
= 78%, No
= 38%, No

Remember: % reached must be 80% or above for that population!
How can Parity be reached?

- Be aware of the demographics a program are reaching out to.
- Advertising to specific demographics: Newspapers, community centers, community churches and synagogues, schools, etc.
- Hiring faculty and staff that is representative of the communities we reach.
- Utilizing local Chambers for info and email blasts.
- Grassroots efforts: encouraging participants to spread word of mouth and to bring friends, neighbors, and family members to programming.
- Partnering with other agencies: local government, city officials, Churches, Schools, CSN, etc.
- Conduct needs assessments of the demographics within your community.
- Consider language, culture, interests and needs of all community members.
- Utilize appropriate social media to spread word of mouth.
- Document outreach efforts.

Parity efforts are an ongoing and evolving process and not a one time quick fix.
USDA Civil Rights Compliance Review Guide

- Collect and maintain race, ethnicity and gender (REG) data on program participation for each program.
- "Establish and maintain a system for collecting and reporting data on potential and actual clientele participation in Extension programs" USDA Civil Rights Compliance Review Guide
- "Data system obtains racial, ethnic and gender data on all significant aspects of program participation" USDA Civil Rights Compliance Review Guide
- "Determine whether any racial, ethnic and gender group’s percentage of actual participants is less than it’s percentage of potential customers" USDA Civil Rights Compliance Review Guide
- "Determine for each major Extension subject matter program the total number of persons by race, ethnicity and gender" USDA Civil Rights Compliance Review Guide
REGs: Race, Ethnicity and Gender

• Documentation of your audience is required for all federal funded programs so we can determine who we are reaching and from what groups. Although there are many ethnicities in our community, federal requirements dictate we only report these groups: **2 ethnicities, 3 genders and 5 race categories**

• **Ethnicity** (Hispanic and non-Hispanic) and **Race** (Black, White, American Indian or Alaskan Native, Asian, Hawaiian or Pacific Islander).

• **Gender** is designated in categories: Male, Female and Other.

Example:
An individual from Pakistan would fall under the Asian category while an individual from Turkey would be placed in the White category. While you or the participant may agree or disagree with the federal definitions of race, we are required to use these categories and record participants in the above listed categories.
Government definitions of Ethnicity and Race

**Ethnicity:**

- **Hispanic or Latino**: a person of Cuban, Mexican, Chicano, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**Race:**

- **AMERICAN INDIAN OR ALASKA NATIVE**: a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **ASIAN**: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **BLACK or AFRICAN AMERICAN** (not of Hispanic origin): a person having origins in any of the black racial groups of Africa.
- **NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER**: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **WHITE** (not of Hispanic origin): a person having origins in any of the original peoples of Europe, the Middle East or North Africa.
What is Ethnicity vs. Race?

In terms of the differences between race and ethnicity, program participants are to answer BOTH questions separately as Hispanic or Latino origins are **not Races but are ethnicities**.

Race and ethnicity are used to categorize certain sections of the population. In basic terms, **Race describes physical traits, and ethnicity refers to cultural identification**. Race may also be identified as something you inherit while ethnicity is something you learn.
DEMOGRAPHIC SURVEY
CIVIL RIGHTS

A participant is to answer BOTH sets of questions regarding Ethnicity and Race

Ethnicity:
- □ Hispanic or Latino
- □ Not Hispanic or Latino
- □ Unidentified/Unknown/Other

Race: Mark all that apply:
- □ American Indian or Alaska Native
- □ Asian
- □ Black or African American
- □ Native Hawaiian or Other Pacific Islander
- □ White
- □ Unidentified/Unknown/Other
What if someone refuses to disclose?

The federal government allows agencies to offer options such as “undisclosed” or “none of the above”

You are never to tell or suggest how participants complete the REG information and you are never to change or alter what a participant has disclosed, even if you feel it is incorrect or if you feel the individual made a mistake.

This is why it is so important to explain the REG collection process clearly and thoroughly to everyone.
Okay, I can give people the option of opting out AND I can add categories to the REGs?

Well...yes and no.
By all means, we do not want program participant to feel uncomfortable or feel a program is making them select a category that does not represent them.
This is why it is so important to explain to your audience we are federally funded and are required to document audience participation with the REG information and we must follow the federal guidelines in doing so.
At the end of the day, we need to provide the federal government with REG data from our audience, no matter how we cater, change or alter our REGs sheets for a program.
Once again they are:
Ethnicity (Hispanic and non-Hispanic) and Race (Black, White, American Indian or Alaskan Native, Asian, Hawaiian or Pacific Islander).
Gender is designated into these categories: Male, Female and Other.
I can cater the REGs sheet for my program but I don’t to report what I collected?  
*Example please!*

**Here’s an example:** Let’s say in a months time, a program had a significant educational exchange with 136 audience members including 37 Filipino individuals for a program. The breakdown looked like this:

- 12 Hispanic, 12 African Americans, 49 white, 15 Asian, 8 American Indian and 3 Pacific Islander and **37 Filipinos**.

When we report this program information to the Feds, the program will report this data:

- 12 Hispanic, 12 African Americans, 49 white, **52 Asian**, 8 American Indian and 3 Pacific Islander.

**In short, the program captured 136 audience member’s information. Some data the program needed, while providing the federal government the data that is required.**
Okay, that makes sense, but how about the non-disclosures?

Non-disclosure numbers count for the amount of people contacted, but if the non-disclosed tally are consistently and disproportionately high, it could be a sign of something...

In short, we need everyone to disclose their REGs. If many are not, we need to examine the way we communicate the importance of REGs, the method in which we are collecting this information, or the manner in which we are requesting this information from the public.

In many instances we are reaching out to diverse audiences...we simply need to prove that we are.
Okay, I’ll keep the REG sheet separate, can I still have a “NOT DISCLOSED” option?

Yes, as we never want our audience to feel that are being forced or coerced into making a selection in regards to their race, ethnicity or gender.

However, we need to accurately reflect who we are reaching...again, it is a federal requirement that we do so. If you are reaching all segments of the population, we need to document and prove that we are.

We must build a professional rapport and communicate our intent with honesty and integrity when we reach out to those in the community
Okay I get it! What other recommendations do you suggest?

• Thoroughly explain that our programs are federally funded and we are required to collect REGs.
• It is necessary to ensure we are reaching all segments of our populations equally.
• It helps us to secure funding and enrich the lives of our communities.
• Keeping REGs and attendance sheets separate to ensure anonymity.
• Providing a “not disclosed” option to those to do not want to provide REG info.
• If an individual does not want to disclose REG info, do not force, pressure, or try to convince them. Simply state it is a requirement and is helpful for us in receiving funding and reaching our community, but it is OPTIONAL. Reiterate the importance of REGs, but if an individual still won’t disclose, then let them know it is entirely up to them. Simply tell them to leave any parts they do not want to complete blank.
• REGs do NOT decide who can participate in programs. All programs are open to everyone.
QUESTIONS