

**Office for Equal Opportunity
Compact Plan, 2007-2010**

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Office for Equal Opportunity & Equity Compact Plan, 2007-10

General Overview

Key Findings from Recent Program Reviews and Evaluations

The Office for Equal Opportunity & Equity (OEO) developed an assessment plan in 2004 as part of the 2nd round (2004-2007) of compact planning. The assessment plan identified evaluative measures that monitor (1) OEO's effectiveness and efficiency and (2) OEO's ability through its programs and services to complement and enhance the institution's stated mission and educational effectiveness. The assessment plan was reviewed and updated in January 2007 and the findings were used to revise and improve OEO's programs and services and to gauge staff performance. Some specific findings include: 1) The Equal Opportunity Institute (EOI) increased participants' knowledge of equal opportunity laws, policies, procedures and resources. 2) Study Circles participants reported that they are more likely to address instances of discrimination. Both of these programs will continue to be offered through OEO.

RGG Architects' July 2006 report, "Preliminary Short and Long-Term Planning Report for the Disability Services Office," indicated that DSO would need to move to an existing space that is fully accessible and has at least a net square footage of 4,695. Consequently, OEO is submitting an action item (#9—Additional Space for Disability Services Office) as part of the 2007-2010 compact planning cycle for consideration by the Provost and discussion with other executive officers as needed.

OEO's programs are currently being reviewed as part of the 5-year review of the vice provost for equal opportunity & equity. Upon the conclusion on the review process in spring 2007, findings will be added to the compact plan.

Dashboard Measures

The following are performance measures used to monitor the performance of critical processes within OEO.

- Number of completed exit interviews with separating faculty.
- Numbers of OEO program participants compared to numbers of faculty, staff and students on campus.
- Timely completion and submission of mandated reports on or before deadline.
- Approved compliance reports.
- Number of search committee orientations conducted and decreases in adverse impact.

- >90 percent of participants in New Student Orientation understanding concepts of unlawful harassment and discrimination and knowing where to report concerns/complaints as indicated on evaluation forms.
- Number of current employees completing approved unlawful discrimination and harassment training and indicating knowledge of unlawful workplace harassment and of how and where to report concerns.
- EOI program evaluations.
- Negative residuals from Faculty Salary Equity Study.

Forecast

Critical external events or trends influence the office's past performance and future goals. "Across-the-board" or UNC-system permanent budget reductions continue to negatively impact OEO's educational programming, especially diversity programming that is supportive of the university's investment priority of "developing a faculty and staff of the highest quality." While studies indicate that this programming is an essential component of effective compliance activities, recurring reductions of an operating budget that has witnessed no measurable increase over the last ten years make it near impossible to continue many of OEO's award-winning outreach activities such as Study Circles and "*Building Bridges: Leadership for Diverse Communities*" workshops.

The numbers of students with disabilities matriculating at NC State and registered with the Disability Services Office (DSO) will continue to increase in the foreseeable future. An accompanying trend is the dramatic increase in the testing accommodations provided by DSO. For example, on December 1, 2006, DSO administered 39 exams with the average exam lasting two hours and 5 minutes. If this trend continues as it has over the past two years, students and professors who want to utilize DSO as the preferred place for testing accommodations will have no campus recourse.

Recent U.S. Census data reveals that North Carolina is among the top three fastest-growing Hispanic/Latino population centers in the United States. This trend will shortly impact NC State University as English may not be the "native" language of many of our students and employees. OEO currently provides workshops to employees in the Facilities Division with the assistance of a Spanish language interpreter. It is foreseeable that the use of a Spanish language interpreter may become as common as are interpreters for persons with hearing impairments or deafness. To communicate effectively with Hispanic/Latino employees and students, additional resources may be needed to ensure that these members of the campus community are able to access information.

Office Goals for 2010

OEO's chief goals to be met by 2010 include securing of additional resources (human, fiscal, and physical) to enable the office to accomplish its mandated compliance functions. These goals would include requesting an increase in the

OEO operating budget and the hiring of a data analyst to assist with mandated reporting activities. Also, high on the list of goals is the acquisition of adequate, accessible office space for OEO and DSO that meets (or exceeds) the university's space standards. By 2010, OEO would like to conduct exit interviews with at least 90 percent of separating faculty. Another goal is to identify reliable availability data that assists unit heads in setting realistic hiring goals vis-à-vis a diverse NC State faculty and staff. Over the next three years, OEO will partner with the McKimmon Center to offer equal opportunity workshops on a for-fee basis to small businesses.

OEO contributes to the university's vision and investment priorities in two very distinct ways. First, OEO's programs and services insure a welcoming and inclusive climate that enables the university to attract and retain a faculty and staff of the highest quality. OEO's work with search committee orientations and diversity programming are key components in helping to foster this investment strategy. In addition, OEO's diversity programming is supportive of the university's investment strategy of enriching undergraduates' educational experience through their active engagement with society. OEO's diversity programming is effective because it teaches conflict resolution and effective listening skills, managing dialogue across group lines and a rationale for creating a welcoming [university] that becomes everyone's responsibility.

Action Items

1. Increase in OEO Operating Budget

Purpose and Description:

OEO requires additional operating funds in its state-appropriated budget to maintain its current level and quality of mandated compliance functions. OEO will experience an operating budget deficit in 2007-08, if additional operating funds are not allocated. Lapsed salary underpinned OEO's inadequate operating budget during the past biennium while OEO conducted its searches to fill vacant positions. Since those positions are currently filled, additional permanent operating funds are needed to remedy years of an inadequate operating budget funding. Additional operating funds will allow OEO to (1) sustain and strengthen its mandated compliance activities and (2) support staff development activities that ensure maintenance and enhancement of staff skill levels in complaint resolution, affirmative action planning, and knowledge of EO/AA laws.

Justification and Intended Impact:

OEO's operating budget has not increased measurably in the past ten years. In fact, OEO's operating budget has decreased. During the first year of compact planning in 1999-2000, for example, OEO's operating budget was \$30,920. In 2006-07, OEO's operating budget is \$22,687. Since 1999-2000, OEO has added four new permanent staff positions; however OEO received no concomitant increase in operating funds. Additionally, OEO's budget has been reduced due to

repeated annual permanent reversions and the reorganization of disability compliance functions in DSO.

Federal and state guidelines regarding equal opportunity programs state that offices such as OEO should have appropriate resources (fiscal and human) and senior level administrative support to carry out compliance activities that are part of the university's affirmative action or EEO plan obligations.

Other activities that are directly impacted by an inadequate operating budget are search committee orientations and diversity programming. An additional impact affects OEO's ability to seek grant funding or compact plan funding due to its lack of cost-sharing in grant funding proposals and collaborative compact plan action items.

Statistics indicate that the costs of permitting (sexual) harassment are over thirty-one times the initial costs of preventing it. And, given that the average jury award in a harassment lawsuit is \$250,000, OEO's modest request for an additional \$50,000 in operating funds will more than pay for itself in the savings OEO provides to the university with effective discrimination and harassment prevention and resolution activities as well as OEO's award-winning outreach and educational programs.

This action item will contribute to three **university investment priorities A, D, and H**--develop a faculty and staff of the highest quality; enrich undergraduates' educational experience through their active engagement with society; and integrate global perspectives into our programs and functions. Additional operating funds will allow OEO to remain a compliance office that is worthy of emulation by its peers.

2. Analyst Position

Purpose and Description:

OEO requires additional staff to support its compliance and programmatic activities. Equal opportunity and affirmative action guidelines indicate that compliance offices such as OEO should have adequate resources and institutional support to accomplish its mission. A position essential to an equal opportunity/affirmative action compliance office is a data analyst. Such a position would be responsible for maintaining the office databases and providing mandated reports regarding equal opportunity and affirmative action activities. The data analyst will utilize the regulatory reporting options available in PeopleSoft to generate customized reports and eliminate the need to purchase commercial software packages for affirmative action planning and reporting.

Justification and Intended Impact:

Realization of this initiative will support enhanced affirmative action compliance activities by enabling OEO to provide timely, unit-specific information to academic and administrative departments or units regarding their affirmative

action activities and unit progress tracking to aid their recruitment and retention of a diverse workforce. The reports generated by the data analyst will enable OEO to be more proactive in identifying potential problem areas in affirmative action planning as required by the Office of Federal Contract Compliance Programs (OFCCP). OEO's equal opportunity officers can better focus their efforts on assigned compliance areas since the data analyst will reduce the need for EO officers to handle logistics of compiling data for compliance reports. It is anticipated that reports generated by the data analyst will facilitate the sharing of best practices with unit affirmative action officers and administrators to foster improvement in recruitment and retention of high quality faculty and staff (**university investment priority A**).

3. Mandatory Training on Discrimination and Harassment Awareness and Prevention

Purpose and Description:

Mandatory training on discrimination and harassment awareness and prevention for NC State University employees is intended to 1) educate employees on their rights and responsibilities with regard to unlawful workplace discrimination and harassment, 2) educate supervisors on how to prevent and effectively respond to incidents of unlawful discrimination or harassment, 3) reduce unlawful discrimination or harassment at NCSU, and 4) reduce NC State University's liability in unlawful discrimination and harassment litigation.

In order to achieve this action item, NC State University must adopt a regulation mandating employees to participate in unlawful discrimination and harassment awareness and prevention training. The Director of Harassment Prevention & Equity Programs and an Equal Opportunity/Affirmative Action Assistant will conduct the training sessions for employees as well as record employees' fulfillment of the requirement. OEO will notify employees of training opportunities, and employees will be responsible for fulfillment of the requirement.

Justification and Intended Impact:

Harassment and discrimination takes place within the campus community, as evidenced by complaints received by OEO each year. Demonstrating an attempt to educate employees on harassment and discrimination has reduced liability for institutions in discrimination cases. Several states mandate training on unlawful discrimination and harassment in an effort to educate employees, reduce discrimination and harassment, and protect against liability in harassment and discrimination cases. To ensure that the mandatory training is achieving its intended impact, OEO will track whether employees involved in a discrimination or harassment complaint have participated in an unlawful harassment and discrimination training session.

Mandatory training on unlawful discrimination and harassment contributes to several of the university's investment priorities. First, mandatory training will

assist in developing a faculty and staff of the highest quality by ensuring that employees work to establish and maintain a discrimination- and harassment-free workplace(**university investment priority A**). Second, a mandatory training program will enrich undergraduates' educational experience through their active engagement with society (**university investment priority D**) by ensuring students work and learn within an environment free from discrimination or harassment. Third, mandatory training will promote knowledge-based public policy (**university investment priority F**) by proving NC State to be a leader in the prevention of all forms of discrimination and harassment on campus.

Mandatory training contributes to the achievement of OEO's goals as well as improves the effectiveness of continuing programs. The mandatory training will assist in the resolution of discrimination and harassment complaints, the education of campus community members on their rights and responsibilities related to harassment and discrimination, the advocacy for non-discrimination on campus, and the fostering an academic community where individuals are judged on their academic performance or job criteria. OEO currently conducts unlawful discrimination and harassment prevention and awareness training, but requiring all employees to participate will improve the effectiveness of this training across campus.

4. Institutionalize National Coalition Building Institute (NCBI)

Purpose and Description:

This initiative seeks to gain formal University support and funding for NCBI, one of OEO's outreach programs and supports the OEO's vision 'to ensure that NC State University is an institution where commitment to equal opportunity meets or exceeds legal requirements (of) a fair and equitable campus community'.

This action item seeks to increase support for current NCBI participants and to expand the program to a larger group of participants. Currently, NCBI programming attracts about 500 workshop participants per year and 30 team facilitators. The NCBI "*Building Bridges: Leadership for Diverse Communities*" workshop is offered through the Leadership Development Series, academic classes, open enrollment and as staff training and development activities. Feedback from evaluations and participant reflections demonstrates that this program creates discussion related to diversity and provides skills for interrupting prejudicial comments. Institutionalization includes fiscal support along with academic or employment credit from instructors, supervisors and departmental administrators for participation.

Justification and Intended Impact:

OEO feedback from student and staff evaluations indicates that registrants who receive credit or recognition for participating in such programs are more likely to enroll. Additional feedback from program evaluations and assessment tools demonstrate that participation provides staff and students with new information, skills, and perceptions.

This program will contribute to three **university investment priorities (A, D, and H)**—develop a faculty and staff of the highest quality; enrich undergraduates’ educational experience through their active engagement with society; and integrate global perspectives into our programs and functions. Participation in NCBI leads those who attend to greater awareness and understanding of inclusiveness and diversity.

5. Institutionalize Study Circles

Purpose and Description:

The purpose of this initiative is to gain “formal” institutional support for Study Circles on Race and Race Relations by increasing support for current participants and making the program available to a larger group of participants. The Study Circles program currently has about 60 participants per year in the initial study circles program and about 30 ongoing participants who continue involvement by attending “All Circles” meetings, serving as facilitators and serving on the Study Circles Steering Team. Feedback from evaluations, pre-test and post-test data, and participant reflections have demonstrated that this program is an excellent tool to create discussion related to race and race relations.

Justification and Intended Impact:

Feedback from students and staff indicates that those receiving credit or recognition for participating are more willing to enroll and gain from the experience and that they learn new information and perspectives. Almost all participants comment that they are glad they participated in Study Circles.

This program contributes to three **university investment priorities (A, D, and H)**--develop a faculty and staff of the highest quality; enrich undergraduates’ educational experience through their active engagement with society; and integrate global perspectives into our programs and functions. Participation in this program leads those who attend to greater awareness and understanding of inclusiveness and diversity.

OEO works to ensure that the university is a non-discriminatory and harassment-free environment where people can work and learn. In an effort to insure the OEO’s vision of ‘an NC State campus where commitment to equal opportunity meets or exceeds legal requirements to create a fair and equitable campus community,’ OEO offers many outreach opportunities to the campus community. Study Circles is one of these outreach opportunities.

6. Search Committee Orientation Resources

Purpose and Description:

OEO developed orientation materials, guidelines and resources designed to assist campus search committees with conducting an effective, legally sufficient and successful search; yet, currently this information is provided to search

committees on an ad hoc basis. The ability to provide orientation resources (e.g., tips for enriching the applicant pool, communicating with candidates, maintaining accurate records, conducting interviews, making a final recommendation to the hiring authority) in digital format (DVD) to all campus search committees at the time they are charged would be cost effective and significantly improve the committee members' level of awareness.

Justification and Intended Impact:

The arguments for a diverse workforce are as compelling as the arguments for student diversity, which also extend beyond the obvious reasons of equity. A diverse faculty and staff contribute directly to educational quality. A diverse workforce means better educational outcomes for all students.

Although the pool of minority faculty is underdeveloped, studies have shown that it is also underutilized (Turner and Myers 2000; Smith, Wolf, and Busenberg 1996). Moreover, within the higher education community, myths and misconceptions often dominate the conversation about the recruitment of women and faculty and staff of color. It is often asserted, for example, that potential applicants are unqualified, widely sought after, or unavailable. It is important that search committees move beyond such mistaken notions. These myths, stereotypes, and assumptions help maintain the status quo and create significant barriers to achieving a racially and ethnically diverse faculty and staff.

One of the outcomes associated with the **university's investment priority (A)** of developing a faculty and staff of the highest quality is an increase in minority and female representation among our faculty and staff. Consequently, search committees will play an important role in accomplishing this goal by identifying promising candidates likely to fulfill NC State's mission of academic excellence, diversity, and inclusiveness.

Improved search committee orientation resources will improve institutional accountability in recruiting, hiring, and retaining a more diverse workforce by providing hiring officials and search committee members with consistent information, guidelines, and procedures ("best practices") in conducting effective, efficient, legally compliant and successful searches. Provision of search committee orientation resources will ensure that each search process demonstrates a good-faith effort to seek to include women and members of minority groups in the applicant and interview pools, including advertising in publications targeting women and minority populations. Achieving meaningful improvement in awareness and sensitivity to diversity issues in the search process will ensure that each search affirmatively seeks to include women and minorities in applicant and interview pools.

OEO will partner with other campus units, such as Human Resources, the Office of the Provost and the Office of Diversity and African American Affairs in updating and revising videotape presentation, "Hire the Best." OEO will

disseminate updated and revised videotape presentation in digital format (DVD) or via the Internet to deans, directors, and department in Fall 2007.

7. Discrimination and Harassment Prevention and Awareness Video Training Library

Purpose and Description:

At such a large institution, campus community members have a wide variety of roles, and as a result, discrimination and harassment can occur for individuals under very different circumstances. The purpose of expanding the video training library for discrimination and harassment prevention and awareness is to have training materials available that resonate with target audiences. OEO would develop training videos with specific audiences in mind, such as 1) undergraduate students, 2) staff members, 3) faculty members, 4) supervisory employees, 5) graduate assistants and 6) extension employees.

Justification and Intended Impact:

Individuals have different learning styles, and a significant number of evaluations from current discrimination and harassment training programs have included comments on the benefit of incorporating video into a training session. OEO currently has two different videos on unlawful discrimination and harassment prevention and awareness (one primarily targeted at students, one primarily targeted for employees), but the videos do not resonate effectively with all audiences. Expanding a video library that targets more audiences would assist in educating the campus community about unlawful discrimination and harassment. OEO will use future evaluations of training programs as evidence as to the effectiveness of the new videos. Training videos would be available for use in the event that an appropriate OEO staff member is not available to present a training program in person.

A video training library on unlawful discrimination and harassment contributes to several of the **university's investment priorities (A and D)**. First, a video training library will assist in developing a faculty and staff of the highest quality by helping to ensure that employees work to create and maintain a discrimination- and harassment-free workplace. Second, a video training library will enrich undergraduates' educational experience through their active engagement with society by providing students with training materials specific to their experiences and establishing an environment in which they feel free to work and learn free from discrimination or harassment.

An expanded video training library on unlawful discrimination and harassment prevention and awareness will contribute to several of OEO's goals and improve the effectiveness and efficiency of continuing programs. The training library would assist in publicizing equal opportunity policies, educating the campus community about their rights and responsibilities with regard to equal opportunity, advocating for non-discrimination, and fostering an academic community where diverse people have equal opportunities to learn. Video

training programs could make current training programs more efficient and effective, either by incorporating video as one aspect of a presentation, or allowing for additional presentations when live presenters are unavailable.

8. Enhanced Faculty Availability Data

Purpose and Description:

An essential component of an acceptable affirmative action plan is the required “availability analysis” which is used to determine the proportion and number of minorities and women who possess the training and skills necessary to qualify for positions with the contractor and are available in the relevant job market or recruitment area. The external “availability” and corresponding “utilization” analysis” are fundamental to how institutions document how well they are doing in hiring women and minorities. While the Office of Federal Contract Compliance Programs recommends utilizing the U.S. Census 2000 Special EEO File Datasets in calculating external availability, the sole use of census data to determine faculty “availability” estimates has always been problematic for institutions of higher education as the data is somewhat flawed because it is not based on the percentage of doctoral recipients who wish to enter academe.

Justification and Intended Impact:

The ability to identify and collect more accurate faculty availability data by discipline is critical to the integrity of the affirmative action planning process. Identifying more relevant and appropriate sources for faculty availability data will enable OEO, hiring authorities and faculty search committees to more appropriately determine whether applicant pools are truly representative of the labor market. OEO will be able to more accurately determine under utilization of minorities and women among the faculty workforce. Most importantly, OEO and university hiring authorities will be able to identify more realistic hiring goals using this enhanced availability data.

OEO will collaborate with equal opportunity officers at peer institutions (UNC-Chapel Hill and Duke) in identifying suitable sources of faculty availability data. Guidance, assistance and feedback would be sought from discipline specific associations and organizations concerning appropriate sources of faculty availability data. OEO would then construct a model dataset of faculty availability data using information collected from National Science Foundation (NSF), Integrated Postsecondary Education Data System (IPEDS), and other sources of published data. The enhanced availability data will improve OEO’s operations and is in support of the **university’s investment priority (A)** of developing a faculty and staff of the highest quality.

9. Additional Space for Disability Services Office

Purpose and Description:

The Disability Services Office (DSO) needs additional, appropriate space to support its compliance, outreach, and programmatic activities. DSO has resided

in Suite 1900 in the Division of Student Affairs' Student Health Center (SHC) since 1999. During the planning for construction of the SHC, the size of the facility was reduced due to high construction cost inflation. Upon moving in, it became quite apparent that there was less expansion room than desired or needed for all programs. Shortly after occupancy, DSO changed from being a Student Affairs program to a Provost unit through its administrative reassignment to OEO. Additional space for DSO could come from three sources: an addition to DSO's existing space through renovation or addition to the SHC; allocation of additional space within the SHC to DSO; or reassignment of space to DSO outside of the SHC. Student Affairs is currently considering building an addition to the SHC. If DSO remains in the SHC and wants to have additional space, the preliminary estimate of the Provost's share of that cost is \$1 million dollars.

Justification and Intended Impact:

Since the year 2000, DSO has consistently served over 600 students each semester. Recently, more and more students have opted to use their testing accommodations in the DSO, rather than the academic departments, resulting in over 900 exams being proctored by DSO staff in one semester. Given the increase in usage of DSO services, and the proposed increase in student body population, it is logical that the number of students served by this office will also increase. In addition, a rise in numbers served, will also render the current number of staff inadequate. Without additional square footage, adding new staff to support this growth would be problematic.

Suite 1900 of the Student Health Center (SHC) is approximately 1850 square feet. DSO's Administrative Support Associate, the Assistant Director & Coordinator of Testing Accommodations, the Alternate Format Specialist, the bi-weekly temporary employees, the client business center, and other alternate format equipment all share the lobby area. The five separate offices house: (1) the Executive Assistant and alternate format equipment, (2) the Associate Director, (3) the Assistant Director, (4) the Assistant Director & Coordinator of Assistive Technology (AT) and alternate format equipment, and (5) the Associate Vice Provost & Director of Compliance Programs. The AT Lab houses six individual testing rooms, AT equipment, workstations for nine additional guests, and high speed scanners.

NC State University was created to improve the lives of North Carolinians. According to the 2000 U.S. Census, 21.1% of individuals in North Carolina who were 5 years of age and older were identified as having a disability. This is slightly higher than the overall prevalence of disability for this age group in the general U.S. population, which the 2000 Census documented at 19.3%. Based on the 2000 Census, 8.5% of North Carolina children and youth ages 5 to 20 years are living with a disability. This rises to 20.9% for adults 21 to 64 years of age, and to 45.7% among adults age 65 and older. To be consistent with our heritage as a land-grant university, the Disability Services Offices should be allowed to grow to help the citizens of North Carolina who have disabilities.

Significant progress cannot be made with any of the university's seven Investment priorities if there are physical, environmental, programmatic, and attitudinal barriers for persons with disabilities. Allowing DSO to grow to support the ongoing development of an engaged, accessible university that embraces and celebrates diversity means that we have a viable chance to make an impact in the 21st century.

Specifically, additional/appropriate space, would allow DSO to:

- Meet with registered students (average #: 600+), registered employees, faculty, supervisors, prospective clients, visitors, and prospective and current bi-weekly temporary employees in a setting that promotes confidentiality.
- Appropriately provide and improve the facilitation of testing accommodations by: (1) increasing the number of individual/separate low-distraction testing environments for students (average rate of 20+ per day during the semester and 40+ per day during the final exam period) and (2) providing sound-proof spaces that are large enough to accommodate a tester and an assistant, if needed.
- Expand its assistive technology laboratory space to serve more clients.
- Securely store expensive assistive technology.
- Efficiently produce accessible multimedia and accessible learning materials in an environment that does not impact the workforce and clients. Currently, DSO's equipment for production of accessible learning materials, such as the Braille embosser, wide format printer, and 3-D modeler, is oversized and audibly distracting.
- Enhance its programming by having access to a space that offers general classroom seating.

To implement this action item in a timely manner, DSO will need to relocate to an existing space that is fully accessible and has at least a net square footage of 4,695. (Proposed net square footage provided by RGG Architects PLLC in the Preliminary Short and Long Term Planning Report for the Disability Services Office, July 2006.)

10. Organizational-level Discrimination and Harassment Assessment

Purpose and Description:

An assessment is proposed to explore the experience and perceptions of discrimination and harassment within the NCSU community. The purposes of the assessment include targeting areas on campus where discrimination and harassment are occurring and likely to occur, as well as enhancing the content and delivery of preventative training. The assessment will assist the Director of Discrimination & Harassment Programs with current outreach efforts as well as with the implementation of the mandatory training proposal.

The first aspect of the assessment involves understanding the social structures on campus, including roles, status, and position. The information obtained will

provide information on the structural factors that contribute to discrimination and harassment. The second aspect of the assessment involves an anonymous attitude survey in order to investigate campus community member's understanding of discrimination and harassment, direct experience and perception of these behaviors on campus, and resources available on campus. The information provided will further clarify areas on campus that require intervention, as well as general information for the continued planning of discrimination and harassment prevention at NCSU.

Justification and Intended Impact:

The proposed assessment would be a random online survey of all members of the NCSU campus. The development and analysis of the surveys would be based on social psychological principles. Research indicates that regular assessment of the campus climate is essential to cultivating a healthy organization (Bell, Campbell, Quick, & Cycyota, 2002). A more comprehensive understanding of the current campus climate will assist OEO in terms of fulfilling the following goals:

- To facilitate compliance with federal and state laws regarding equal opportunity and affirmative action.
- To investigate and resolve complaints of discrimination and harassment.
- To foster an academic community where diverse people have an equal opportunity to learn and work to their fullest potential are judged solely on academic, performance, or job criteria.

This action item is supportive of the **investment priority (A)** of developing faculty and staff of the highest quality. In addition, the information gathered from this assessment will assist in the cultivation of a welcoming environment for all faculty and staff, increase the understanding and knowledge of faculty and staff of inappropriate and unlawful behaviors, and increase knowledge of campus resources. Undergraduates' educational experience will be enriched through their active engagement with society (**university investment priority D**). A more comprehensive understanding of the current campus climate with aid in determining the best ways to develop student thinking and communication skills, broadening perspectives, and adapting to the social world.

Anecdotally, people often express concerns about discrimination and harassment on campus, as well as not knowing the appropriate resource on campus. The relatively low number of complaints received for the size of the university may indicate that people are unaware of available resources, unaware of their rights and responsibilities, and/or afraid to address concerns. This survey would tap into those issues to determine the factors that may inhibit campus community members from reporting inappropriate and/or potentially unlawful behaviors, as well as the perceptions and experience with these kinds of behaviors. Previous research (i.e., Bell, Campbell, Quick, & Cycyota, 2002) indicates that as long as these kinds of assessments are anonymous, then invaluable information can be obtained. The intended impact is to gather information to use for future development of outreach and educational efforts. Completing the initiative will

provide the evidence needed to monitor the real impact. The survey will be developed, administered, and analyzed by 2010.

11. Comprehensive Marketing/Publicity Plan

Purpose and Description:

This action item includes the development of a comprehensive OEO publicity/marketing plan, along with its implementation. The focus of this plan will be to increase participation in OEO's education and training programs. Many campus colleagues are unaware of OEO'S broad range of responsibilities, functions and varied outreach opportunities. Workshops, reports, plans, consultation services, videos, online training, and programs are all part of what OEO provides to the campus community. OEO's goal with this initiative is to ensure that the campus is aware of these resources so they utilize these OEO resources.

Since knowledge and information are keys to a compliant, diverse and inclusive campus, OEO seeks to increase the participation of students and faculty in OEO outreach and education programs and services. Some examples of programs targeted for increased participation include equal opportunity workshops (ADA, UWH, and EEO/AA), search committee orientations, online training, EOI, Study Circles on Race and Race Relations, and NCBI. Beyond increasing participation in OEO programs and services, this plan will also inform the campus community of OEO's valuable resources for faculty, staff and students.

OEO will partner with academic programs to seek assistance in the development of this plan. In the past, OEO has successfully collaborated with the College of Design in the creation of OEO's logo and the Department of Communication in creating a plan for the university mediation program. Other strategies will include additional support, both human (work-study students, manager/coordinator) and capital (funding for students, manager/coordinator, publications) resources.

Justification and Intended Impact:

OEO seeks to ensure that NC State complies with all equal opportunity and nondiscrimination regulations thus providing a learning/working environment that is diverse and inclusive. Education and training are proven strategies for informing our campus community of its rights and responsibilities. The 2004 NC State Graduating Senior Exit Surveys indicate that many students are apprehensive about their skills to manage and lead in a global economy. Nearly 10% indicated they learned very little or nothing about working with diverse people, 12% felt similarly about tolerance for divergent views. More than 20% indicated that they learned very little or nothing at all about appreciating gender equity or racial equity. Coupling this information with recent views from corporations, 63% of whom report college graduates lack essential skills to succeed in today's global economy (National Leadership Council for Liberal

Education and America's Promise, or LEAP, and the Association of American Colleges and Universities, 2006), the need for increased participation in diversity education at NC State is imperative. OEO's commitment to this initiative is paramount.

Faculty members interact with students more than any other campus entity. Faculty must be knowledgeable and competent within NC State's diverse community. Actively engaging faculty in diversity training will assist with improving students' ability to manage and lead in a global economy.

Consistently engaging more faculty and students in OEO diversity education and training programs will reduce the number of students indicating that they learned very little or nothing about tolerance of divergent ideas, and appreciating gender and racial equity. NC State University will also produce a highly competent graduate who will excel in our global economy and eagerly be sought by corporations.

This action item contributes to **three investment priorities (A, D, and H)**-- developing a faculty and staff of the highest quality, integrating global perspectives into OEO programs and functions and enriching undergraduate's educational experience through their active engagement in society. OEO's goal is to increase participation of faculty, staff and students in OEO programs and services. Increased knowledge of our office and its services will reach a greater audience and provide information for faculty, staff and student development. Utilizing students in the development of this comprehensive plan will also enrich the participating students' undergraduate educational experience.

Resources

Progress Report on 2004-2007 Compact Plan Initiatives

Funds allocated to OEO through the compact planning process were used to hire two new assistant equal opportunity officers in 2006. The national search for these positions yielded Carson Cook, former director of the Office of Equity & Diversity Programs at Mississippi State University and Amy Circosta, former ombudsperson at San Diego State University. The money received through compact planning enabled OEO to offer competitive salaries to Mr. Cook and Ms. Circosta. Mr. Cook has been in OEO since November 2006 and Ms. Circosta joined the OEO staff in July 2006. During their short tenure in OEO, both have made an impact. Mr. Cook has begun to enhance OEO's employment programs and affirmative action planning process. He is currently working with Diversity & African American Affairs to enhance the search committee orientation process and update the search committee orientation video produced by OEO in 2000. Ms. Circosta is working on the logistics of the mandatory training proposal on unlawful workplace harassment and discrimination as well as revising the Interpersonal Relationships Policy.

Budget Review

OEO's budget consists mainly of 1xxx funds for employee salaries and benefits. OEO's operating budget has not changed appreciably in over 10 years although the size of the office staff has doubled in that time. OEO is a "proven performer" whose current budgetary resources are inadequate to maintain the office's current level of performance and its mandates. OEO's effective compliant resolution and outreach activities save NC State University millions of dollars in discrimination and harassment lawsuits. See action item #1.

Recent Efficiency Improvements

OEO participated in the implementation planning process for the online employment system (PeopleAdmin) currently used by persons to apply for jobs at NC State University. The online employment system provides budget savings to OEO since EEO data is now collected from applicants through the online application process, thereby eliminating the need for OEO's technology support specialist to collect and tabulate this information. Also, OEO's online registration for workshops and programs eliminates the need for the administrative support specialist to manually register and track program participants. OEO's online training modules on search committee orientations, unlawful workplace harassment and disability allow the office to provide information and training to a larger number of employees and students without having to hire more staff to deliver the training. While the online training does not replace the face-to-face interaction in workshops, it does allow OEO to reach employees (especially those in Cooperative Extension) without the need for employees to travel to receive training.

Also, the consolidation of disability compliance functions in the renamed DSO allowed OEO to use funding from the ADA Coordinator position to enhance disability compliance and hire a permanent EO/AA Assistant (0.5 FTE) in OEO. DSO used salary money from an abolished service provider position to create an Alternate Format Specialist position that has made a difference in the provision of accommodations to students with disabilities.

Future Efficiency Improvements

OEO is considering drastically reducing, if not discontinuing, NCBI and Study Circles. The funding saved from this effort would be used to purchase current compliance audio-visual resources as well as updating the search committee orientation video. The money saved from the reduction or discontinuation of diversity programming would be used to support action items 6 (search committee orientation resources), 7 (discrimination and harassment awareness video training library), and 8 (enhanced faculty availability data).

Summary of Action Items Requiring New Resources

- Increase in OEO operating budget
- EO/AA Analyst (new EPA position funding)
- Additional space for DSO (significant decisions and resources needed at institutional level)
- Enhanced search committee orientation resources
- Institutionalization of NCBI and Study Circles (new EPA position funding)
- Discrimination & harassment prevention and awareness A/V training library (funding to purchase recent audio/visual resources)

(See spreadsheet for detailed resources request.)

Planning Process

OEO engages in an annual planning retreat to review past performance and activities and determine future direction for the office. OEO's most recent annual planning retreat was a two-day event held at the Eastern 4-H Center on the Albemarle Sound on October 2-3, 2006. The retreat setting provided the initial discussion of OEO's compact planning process for 2007-2010. At the retreat, OEO staff identified focal areas. Additionally, OEO spent four weeks in December 2006 and January 2007 reviewing and updating its assessment plan. The feedback obtained from assessment activities was helpful in developing compact plan action items to address areas of concern. Each OEO staff member identified at least one action item for this round of compact planning. The vice provost for equal opportunity & equity drafted the compact plan which was subsequently reviewed by the entire OEO staff who recommended the action items to be included in the compact plan.