

Civil Rights Compliance

County Director/Supervisor Cheat Sheet

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All UC ANR academics have Affirmative Action responsibilities in their position description; see the [position description template webpage](#). As County Directors/Supervisors, you can help inform academics of the civil rights compliance cycle, reporting requirements due every February 1st, and connect academics with resources.

This graphic describes civil rights compliance reporting responsibilities of all Cooperative Extension Advisors and some other academic titles who serve external clientele. For instructions, trainings, and programmatic examples, see the [Project Board Civil Rights Compliance User Manual](#) and UC ANR’s [Office of Diversity and Inclusion’s webpage](#).



County Director/Supervisor roles in relation to Civil Rights Compliance

Excerpt from [Project Board Civil Rights Compliance User Manual](#):

County Directors/Supervisors are strongly encouraged to schedule an annual conversation about civil rights compliance with academics. Consider doing this in the fall and/or combining it with the annual Goal Discussions as per the Calendar of AHR Deadlines on the [AHR website](#).

Role #1: Reflecting on descriptive statistics

The following questions are provided to help supervisors in reflecting with academics about the descriptive statistics provided in Project Board for each academic. Supervisors cannot see each academics' Project Board and descriptive statistics. Consider asking the academic to meet and share the table(s) or send screenshots of the table(s) for discussing these questions:

- Is parity achieved for each demographic sub-group in each clientele group? If not, have you established A.R.E. for these demographic sub-groups (utilized at least three of the four A.R.E. methods)?
- Are there any demographics groups that are out of parity across multiple clientele groups?
- Can any improvements be made to the clientele group description, type, or baseline?
 - Is the baseline as up to date as possible?
 - Does the clientele group(s) reflect the academic's program?
 - It is recommended to lump, rather than split: Can some clientele groups across counties be lumped into one?

Role #2: Developing a plan

The following questions are provided to help supervisors in facilitating a dialogue about Civil Rights Compliance. These conversations should occur annually as part of the performance review meeting, with input/guidance from additional Statewide Program supervisors.

- For demographic groups in parity: What A.R.E. methods worked well? How did you achieve this? What should be done to ensure parity is maintained?
- For demographic groups not in parity: What A.R.E. methods worked well or what did not work? What is a realistic goal for achieving parity (increase by x% for next year, goal of achieving parity in x years)? What are my strategies for achieving this goal?
- Develop a multi-year plan to achieve parity and an inclusive program:
 - Get best practices from other academics who are in parity with similar groups or have similar county demographics.
 - Get multiple stakeholders/partners involved in developing your plan to increase participation (e.g., co-planning events, leveraging each other's resources).
 - Use people-first language (e.g., individuals from social disadvantaged communities; individuals with disabilities).
 - Analyze and create strategies for each demographic group separately. Recognize the problems and solutions for each demographic sub-group will likely vary.
 - Consider short term solutions. What A.R.E. outreach methods are being used? How can they be improved?
 - Consider working towards long term solutions with proven success, such as creating partnerships or hiring program employees who have the experience and expertise to work with American Indian tribes or indigenous communities.
 - Annually review, celebrate progress, and revise plan.