Equal Employment Opportunity Plan
November 1, 2020 – October 31, 2021

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EAST CAROLINA UNIVERSITY

Equal Employment Opportunity Plan
November 1, 2020 through October 31, 2021

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# East Carolina University

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Nondiscrimination and Affirmative Action

It is the policy of the State of North Carolina, to provide equal opportunity in employment for all qualified persons and to prohibit discrimination in employment because of race, religion, color, national origin, ethnicity, sex, pregnancy, gender identity or expression, sexual orientation, age (40 or older), political affiliation, National Guard or veteran status, genetic information, or disability.

Consistent with the policy of the State of North Carolina, East Carolina University reaffirms that it has been, and will continue to be, the policy of this University to be an equal opportunity employer. East Carolina University is committed to equality of opportunity and prohibits unlawful discrimination based on race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service) (“Protected Class”).

Discrimination includes actions that subject individuals to unfavorable or unequal treatment based on a Protected Class. Harassment is a form of discrimination and is unwelcome conduct based on a Protected Class which creates either quid pro quo harassment or a hostile environment. It also includes sexual harassment as defined in the University’s Title IX Compliance and Resolution Regulation. In keeping with this policy, and to further the principle of equal opportunity, the University will recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters including but not limited to advertising, selection, award of tenure, compensation, job assignment, job classification, organizational structure, position description, performance appraisal, disciplinary action, benefits, transfers, separations, reduction in force, grievance procedures, tuition assistance, social and recreational programs, and any other term, condition, or privilege of employment will continue to be administered in accordance with this policy and without regard to University Protected Classes listed above. The University will ensure that all employment decisions are based only on valid job requirements.

East Carolina University supports the protections available to members of its community under all applicable federal laws, including Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 799A and 845 of the Public Health Service Act; the Equal Pay Act of 1963, as amended; the Age Discrimination in Employment Act of 1967, as amended; the Rehabilitation Act of 1973, as amended; the
Pregnancy Discrimination Act of 1978; the Civil Rights Restoration Act of 1988; the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended (VEVRAA); the Civil Rights Act of 1991; the Americans with Disabilities Act of 1990, as amended; Title II of the Genetic Information Nondiscrimination Act of 2008; Executive Order 11246 of 1965, as amended; the N.C. General Statutes Section 126-16, as amended; other applicable federal and state laws; and other related University policies and procedures. The University’s policy is also consistent with the Code of the University of North Carolina, Chapter 100, Section 103.

Pursuant to its obligation under applicable federal law, the University will take affirmative action to ensure that applicants are employed and that employees are treated during employment without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin and to employ and advance in employment qualified employees and applicants who are protected veterans¹ and individuals with disabilities at all levels of employment.

In compliance with Section 503 of the Rehabilitation Act of 1973, as amended; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, as amended; and the VEVRAA, accommodations for individuals with disabilities extend to student programs, employment practices, elimination of physical barriers, and special assistance to students and employees within the University who are individuals with disabilities.

The University accommodates the religious observances and practices of students and employees except where such accommodation causes undue hardship for the University.

Consistent with Executive Order 11246, as amended, ECU will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by ECU, or (c) consistent with ECU’s legal duty to furnish information.

The University’s Notice of Nondiscrimination and Affirmative Action Policy prohibits retaliation against an individual for using applicable policies responsibility. Retaliation is defined as any act of interference, restraint, penalty, discrimination, coercion, reprisal, intimidation, threats, or harassment against an individual for using applicable policies responsibly (including making a charge of discrimination protected by the University’s Notice of Nondiscrimination and Affirmative Action Policy; testifying, assisting, or participating in a hearing, proceeding, review process or investigation of discrimination; opposing an illegal act; requesting a reasonable disability or religious accommodation; or exercising any other right protected by the University’s Notice of Nondiscrimination and Affirmative Action Policy).

¹ As a point of clarification, a “protected veteran” as referenced here includes: disabled veterans, recently separated veterans for three years, active duty wartime or campaign badge veterans, and Armed Forces service medal veterans, consistent with amendments to the VEVRAA by the Jobs for Veterans Act of 2002 (JVA). Protected veterans are covered under the affirmative action provisions of the VEVRAA. Both protected veterans and other veterans are covered under the nondiscrimination provisions.
Retaliation interferes with free expression, inhibits openness that is important to the University, and violates University policy.

The Chancellor of East Carolina University fully endorses and supports this policy and, along with line administrators, is responsible for implementation of this policy. Vice Chancellors, Deans, Department Chairpersons, principal administrative directors, supervisors, and managers are also responsible for assisting the Chancellor in implementing these policies. They will assure that decisions involving recruitment; selection; appointment; promotion; and any other term, condition, or privilege of employment for faculty and staff at all levels are made in a non-discriminatory manner and in accordance with the goals of the ECU Equal Employment Opportunity Plan.

The monitorial and evaluative aspects of the Equal Employment Opportunity Plan, including analysis and reporting, are the responsibilities of the Office for Equity and Diversity. The Chancellor has appointed Ms. LaKesha Alston Forbes, Associate Provost for Equity and Diversity, Title IX Coordinator, to coordinate all aspects of the ECU Equal Employment Opportunity Plan; initiate programs to assist in reaching the goals of the ECU Equal Employment Opportunity Plan; maintain a record system; identify problem areas; monitor progress; and assist faculty, staff, and students to resolve problems. Any member of the University community with concerns or questions is encouraged to direct them to the Associate Provost or to the appropriate administrators in the Office for Equity and Diversity.

Ron Mitchelson, Interim Chancellor
East Carolina University

2/18/21
Date
Affirmative Action Program for Protected Veterans

As previously stated, East Carolina University prohibits unlawful discrimination based on veteran status; and the University will take affirmative action to employ and advance in employment qualified employees and applicants who are protected veterans at all levels of employment.

The University will recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters including but not limited to advertising, selection, award of tenure, compensation, job assignment, job classification, organizational structure, position description, performance appraisal, disciplinary action, benefits, transfers, separations, reduction in force, grievance procedures, tuition assistance, social and recreational programs, and any other term, condition, or privilege of employment will continue to be administered in accordance with this policy and without regard to an individual's veteran status. The University will ensure that all employment decisions are based only on valid job requirements.

A Protected Veteran is a veteran who is protected under the non-discrimination and affirmative action provisions of the VEVRAA (and who was discharged or released therefrom under conditions other than dishonorable) including, specifically, a veteran who may be classified as a disabled veteran, recently separated veteran, active duty wartime or campaign badge veteran, and an Armed Forces service medal veteran as defined below.

A Disabled Veteran is (1) a veteran of the US military, ground, naval or air service who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or (2) a person who was discharged or released from active duty because of a service-connected disability.

A Recently Separated Veteran is a veteran during the three-year period beginning on the date of the veteran’s discharge or release from active duty in the U.S. military, ground, naval or air service.

An Active Duty Wartime or Campaign Badge Veteran is a veteran who served on active duty in the U.S. military, ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized, under the laws administered by the Department of Defense.

An Armed Forces Service Medal Veteran is any veteran who, while serving on active duty in the U.S. military, ground, naval or air service, participated in a United States military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985 (61 Fed. Reg. 1209).

East Carolina University's Veteran Affairs Office, within the Office of the Registrar, is located at 207 East 5th Street and is available to assist veterans.
The Department of Human Resources administers requests for veteran preference in employment and is available to provide assistance and guidance regarding these provisions. The Department of Human Resources is available to assist units and University employees returning to the University following qualifying service in the uniformed services, pursuant to the Uniformed Services Employment and Reemployment Rights Act.

Additionally, federal law requires employers to provide reasonable accommodation to qualified individuals with disabilities, including veterans. The ADA Coordinator is available to assist individuals who believe they require a reasonable disability accommodation in order to perform their job. The ADA Coordinator may be reached by phone at (252) 737-1018 or by email at ada-coordinator@ecu.edu.

Additional affirmative action program elements regarding protected veterans are outlined in the sections that follow.

Affirmative Action Program for Individuals with Disabilities

As previously stated, East Carolina University prohibits unlawful discrimination based on disability; and the University will take affirmative action to employ and advance in employment qualified employees and applicants who are individuals with disabilities at all levels of employment.

The University will recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters including but not limited to advertising, selection, award of tenure, compensation, job assignment, job classification, organizational structure, position description, performance appraisal, disciplinary action, benefits, transfers, separations, reduction in force, grievance procedures, tuition assistance, social and recreational programs, and any other term, condition, or privilege of employment will continue to be administered in accordance with this policy and without regard to an individual’s disability status. The University will ensure that all employment decisions are based only on valid job requirements.

A person with a disability is any individual that (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such impairment, or 3) is regarded as having such impairment.

The University will provide reasonable accommodations for otherwise qualified applicants and/or employees with a documented disability as defined by the ADA when doing so will enable them to successfully perform job duties or benefit from training and to the extent that such accommodation does not impose an undue hardship on the conduct of its business.

In offering employment or promotions to individuals with disabilities, the University does not reduce the amount of compensation offered because of any disability income, pension, or other benefit the applicant or employee receives from other sources.

The Office for Equity and Diversity handles all ADA related grievances and compliance related issues. The ADA Coordinator coordinates the University's compliance with the ADA and Section 504. The ADA Coordinator is available to assist individuals who believe they require a reasonable
disability accommodation in order to perform their job. Accommodation request information may be obtained by contacting the ADA Coordinator by phone at (252) 737-1018 or by email at ada-coordinator@ecu.edu. The Office for Equity and Diversity may be reached by phone at (252) 328-6804 or by email at oed@ecu.edu.

Additional affirmative action program elements regarding individuals with disabilities are outlined in the sections that follow.
Assignments of Responsibility and Accountability

The Governor of the State of North Carolina has overriding responsibility for the State's equal employment opportunity policies and programs. The responsibility for the actual development and implementation of individual equal employment opportunity/affirmative action plans and programs is delegated by the Governor to each university Chancellor. Administration of employment policies and procedures is delegated to applicable line administrators, including responsibility to ensure employment policies and procedures are in compliance with all applicable regulatory governing bodies.

The Chancellor of the University has the ultimate responsibility for implementation of the University's Equal Employment Opportunity Policy. The coordination of responsibilities for the implementation of the policy has been assigned to the Office for Equity and Diversity, namely, the Associate Provost for Equity and Diversity who also serves as the Title IX Coordinator. The Associate Provost is assisted by a staff of managers, specialists, investigators, a data analyst, and other support staff whose work, collectively, encompasses institutional equity and diversity functions which support our efforts to successfully implement our EEO program.

Duties of the Associate Provost for Equity and Diversity

The Associate Provost for Equity and Diversity shall be responsible for:

1. interacting with management and employees to interpret and apply all federal laws, state statutes/policies, regulations, and guidelines that involve discrimination in employment and equal opportunity;

2. reviewing hiring processes to ensure EEO compliance prior to the final hiring decisions;

3. coordinating, implementing and monitoring institutional efforts to comply with laws, regulations and internal policies relating to equal employment opportunity including the development of strategies to prevent unlawful workplace harassment and retaliation;

4. assisting in the development and implementation of goals set forth in the Equal Employment Opportunity Plan;

5. maintaining and analyzing workforce utilization data and employment practices for development of the Equal Employment Opportunity Plan and maintaining and
monitoring records of all complaints and grievances alleging discriminatory practices;

6. coordinating and implementing a comprehensive plan to establish institutional readiness for internal and external reviews and audits;

7. guiding administrators and human resources staff members in interpreting compliance obligations and institutional data;

8. leading senior leaders in efforts to integrate equity/diversity practices into institutional employment and workplace practices;

9. providing confidential counseling to employees and management in matters involving equity concerns or problems and reviewing complaints alleging discrimination;

10. providing for and/or coordinating special emphasis programs (internally or in cooperation with State Human Resources) to allow for employee and management input, training, and assistance in program development and implementation;

11. circulating and/or posting current EEO Plan and policy information as well as federal discrimination laws throughout the University;

12. administering the compliance component of employees exempt from the State Human Resources Act (EHRA) search processes to ensure adherence to EEO/ADA policies;

13. serving as a liaison for the Provost or Chancellor on committees and task forces focusing on protected class group or related issues;

14. serving as point person for the review and resolution of equity issues among employees on campus;

15. providing diversity, harassment, discrimination, EEO and EHRA search training to faculty and staff, including management;

16. ensuring that each manager and supervisor has, as a part of his or her performance plan, the responsibility to comply with EEO laws and policies, and assist in achieving EEO goals established by the university;

17. facilitating Equal Employment Opportunity and Diversity Fundamentals (EEODF) training for managers and supervisors and disseminate notices regarding the requirement to complete the EEODF training; and

18. ensuring the EEO Plan is submitted by March 1 annually in accordance with the EEO Plan Requirements and Program Guidelines as specified by the Office of State Human Resources.
Responsibilities of Managers and Supervisors

In addition to the responsibilities of managers and supervisors outlined in Section I (page 8), all managers and supervisors are responsible for:

- compliance with University employment policies and procedures;
- implementing efforts to support an equitable workforce and/or address any areas of identified underutilization of minorities, females, protected veterans and individuals with a disability;
- ensuring awareness of the University’s Notice of Nondiscrimination and Affirmative Action Policy;
- creating and maintaining a supportive and harassment-free work and academic environment for all members of the campus community; and
- responding promptly and adequately to complaints of harassment including knowing where to obtain assistance for resolving concerns.

SHRA and CSS employee managers and supervisors are held accountable on their performance appraisal for helping ECU accomplish its EEO and diversity objectives as explained below.

All SHRA employees are evaluated on whether they meet expectations in the Institutional Goals as outlined in the UNC System SHRA Performance Appraisal Policy, which include but are not limited to:

Compliance & Integrity

“Complies with personnel and equal opportunity policies, including prohibitions on harassment, discrimination, and workplace violence, and all other policies, including appropriate use of university resources.”

“Complies with university personnel and equal opportunity policies, including prohibitions on harassment, discrimination, and workplace violence. Protects confidentiality of records for patients, employees, students, research subjects, and others, as required.”

“Appreciates individual and cultural differences, treats all people with dignity and respect. Effectively works to bridge cultural gaps toward common goals and provides equal opportunities for diverse individuals to participate. Does not contribute to and discourages comments and actions that stereotype, insult, or belittle people with diverse backgrounds”

All CSS employees are evaluated on whether they meet expectations as outlined in ECU’s Core Work Values, which include but are not limited to:

“Complies with any university- and/or departmental-specific programs, related policies and procedures, guidelines, expectations, etc. (including performance and conduct) as well as standards of safety, accreditation, and other regulations.”
“Diversity …
1. Is willing to explore and overcome own biases.
2. Is open to different ideas and approaches.
3. Learns about characteristics, values and beliefs that are different from one’s own.
4. Acknowledges and respects different customs and values in meeting customer needs.
5. Is courteous and non-judgmental when interacting with others.
6. Respects, appreciates and values all employees as individuals.”

SHRA employees in a managerial or supervisory role are also annually evaluated on whether they meet expectations as outlined in these additional Institutional goals, which include but are not limited to:

Supervision
“Hires individuals with the qualities and skill sets for success and contributes to meeting University EEO and affirmative action goals.”
“Serves as role model. Engenders trust, commitment, and civility. Deals proactively with interpersonal or individual matters to improve team dynamics”

CSS employees in a managerial or supervisory role are also annually evaluated on whether they meet expectations as outlined in additional ECU Core Work Values, which include but are not limited to:

“Demonstrates commitment to university and organizational values.”
“Actively promotes workplace diversity.”

For faculty, the Academic Council, which includes the Vice Chancellor for Health Sciences and Provost, and the Deans of the academic units, received guidance about including language in performance evaluations of supervisors and managers acknowledging their role in helping ECU accomplish its EEO and diversity objectives.

All EHRA non-faculty evaluations include a signed statement that indicates the employee’s acknowledgment that they agree to abide by all University policies, rules and regulations, to include the Notice of Nondiscrimination and Affirmative Action Policy. The signed statement reads as follows:

“In addition, by my signature, I acknowledge that I have read and agree to comply with all University policies, rules and regulations, found at http://www.ecu.edu/prr/, including, but not limited to, the University’s prohibition against the misuse of state resources and the Notice of Nondiscrimination and Affirmative Action Policy”

Equal Employment Opportunity Advisory Committee

The Equal Employment Opportunity (EEO) Advisory Committee is critical to the success and acceptance of the University’s EEO Plan and related programming. The EEO Advisory Committee advises and assists the Office for Equity and Diversity by making
recommendations to the Office regarding the EEO Plan and its implementation including providing input and insight regarding the achievement of the University’s EEO goals. While the Office for Equity and Diversity works collaboratively with various other committees and working groups who provide advice and assistance to the Office regarding EEO regulations, procedures and programs to include recommendations to improve upon any identified problem areas, this specific formalized Committee had been inactive but was reactivated in 2016.

The EEO Advisory Committee includes representation from the various demographic groups and occupational categories of the University to include faculty, staff and administration.

The Committee meets at least annually and is charged with: (1) reviewing and evaluating the existing EEO Plan and annual results and providing recommendations to improve upon any identified problem areas; (2) providing feedback to the Office for Equity and Diversity regarding EEO regulations, procedures, and programs including recruitment and outreach; and (3) communicating information about the EEO Plan to employees and managers. Members who have not yet attended the Equal Employment Opportunity and Diversity Fundamentals (EEDOF) training will be encouraged to do so.

A list of the current EEO Advisory Committee membership is provided below. With respect to demographic characteristics, 75% of the Committee’s membership is female (with 25% male). With regard to race/ethnicity, 35% of the Committee’s membership is Black or African American; 15% of the membership is either American Indian/Alaskan Native or Asian; and 50% of the membership is White.

<table>
<thead>
<tr>
<th>Name/Title</th>
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<tbody>
<tr>
<td>Anderson, Derrick (Plumber Supervisor)</td>
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<tr>
<td>Bagnell, Bill (Associate Vice Chancellor for Campus Operations)</td>
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<tr>
<td>Bone, Michelle (Staff Senate, Social Clinical Research Assistant)</td>
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<td>Bristol, Andrea (Administrative Support Specialist)</td>
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<td>Daughtery, Paula (Manager Health Sciences HR)</td>
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<td>Desai, Priti (Associate Professor)</td>
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<td>Forbes, LaKesha (Associate Provost for Equity and Diversity; ex-officio member)</td>
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<tr>
<td>Garcia, Nonie (Director of Classification and Compensation, HR)</td>
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<td>Gray, Stephen (Director for Disability Support Services)</td>
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<td>Kiser, Meagan (Associate University Attorney)</td>
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<tr>
<td>Lillington, Sherry (Director for Academic Affairs Personnel Admin)</td>
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<td>Locklear, Chris (Chief of Staff)</td>
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<td>Morris, Michelle (Director of Employment and Clinical Support Services, HR)</td>
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<td>Moye, Alexis (University Library Technician)</td>
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<td>Nix, Donna (Administrative Support Specialist)</td>
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<tr>
<td>Reisch, John (Associate Dean, College of Business)</td>
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<td>Stiller, John (former Faculty Senate Chair; Associate Professor)</td>
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<td>Suggs, Patricia (Business Officer)</td>
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<tr>
<td>Waters, Amy (Affirmative Action Compliance Program Manager; ex-officio member)</td>
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</table>
Dissemination of the Equal Employment Opportunity Plan

Internal Dissemination

East Carolina University’s efforts to disseminate its Equal Employment Opportunity (EEO) Plan internally include:

1. presenting equal employment opportunity policies to all newly hired employees;
2. including the Notice of Nondiscrimination and Affirmative Action policy in East Carolina University’s University Policy Manual and the University’s webpage;
3. posting the policy on all official bulletin boards of the University and in waiting areas in the Human Resources Department where it can be seen by the general public and prospective employees;
4. including the policy on all staff and faculty vacancies;
5. discussing the EEO Plan and/or the policy, when appropriate, in meetings with senior executives and administrators of the University;
6. official email notices and other communication regarding the EEO Plan and policy to the campus community; and
7. making the EEO Plan available to employees, visitors and prospective employees by posting the plan online at the Office for Equity and Diversity’s website.

External Dissemination

East Carolina University’s efforts to disseminate its policy externally include:

1. informing recruiting sources in writing of University policy;
2. including the policy on all staff and faculty vacancies;
3. incorporating the Equal Opportunity clause in all contracts covered by Executive Order 11246, as amended, and other regulations as required;
4. informing subcontractors, including subcontracting vendors and suppliers, of the University policy; and

5. notifying in writing, minority and women's organizations, community agencies, and community leaders of the University policy.
Workforce Analysis

*Workforce Analysis might alternatively be titled, “What you currently have, listed by department.”

Organization of the University

There are six major divisions in the University. They are the Division of Health Sciences; Division of Academic Affairs; Division of Student Affairs; Division of Administration and Finance; Division of Research, Economic Development and Engagement; and the Division of University Advancement. Each division is headed by a Vice Chancellor who reports directly to the Chancellor. In addition, the Athletics Department has the status of a division, and its Director reports to the Chancellor.

Within the Health Sciences Division there are two professional colleges and two professional schools: the Colleges of Nursing and Allied Health Sciences, the Brody School of Medicine, and the School of Dental Medicine. Each is headed by a Dean. The Laupus Health Sciences Library is a separate unit within the Health Sciences Division headed by a Director who has similar status to that of a Dean. The Academic Affairs Division consists of the Graduate School and professional colleges, including the Colleges of Fine Arts and Communication, Business, Education, Engineering and Technology, Health and Human Performance, and the Honors College. In addition, this division contains the Thomas Harriot College of Arts and Sciences with its 16 departments, as well as Academic Library Services. The Graduate School and each professional college is headed by a Dean. Academic Library Services is headed by a Director who has similar status to that of a Dean.

A table of organization is included in the Appendices.

Categories of Employees

For the purposes of this Equal Employment Opportunity Plan, the workforce of East Carolina University is divided initially into two categories, (1) EHRA faculty, non-faculty, and administrators, and (2) SHRA and CSS employees. (The designation of EHRA refers to "exempt from the State Human Resources Act"; the designation SHRA refers to "subject to the State Human Resources Act"; and the designation CSS refers to "clinical support services"). EHRA faculty and administrators are those employees hired primarily for the purposes of instruction and research and those administrators supervising those functions. The EHRA administrator category includes senior administrators, including deans and chairpersons. Also included in this category are directors of various units (e.g., Director of Residence Life) and assistants to senior administrators (e.g., Associate Director of Athletics).
Other employees in the EHRA category include non-faculty instructional, research and public service employees such as academic advisors, instructional consultants, research associates, and various counselor and coaching positions.

Employees in the SHRA/CSS categories are generally those individuals hired in support roles to the instructional, research, or service functions of the University (e.g., administrative support associates, housekeepers, various technicians). In addition, this category includes several professional SHRA/CSS positions such as budget or financial analysts and nurses.

Workforce Array

The workforce array, found in the attachments (available in the Office for Equity and Diversity), is presented by assigned unit. For each unit, the employees are listed by job title, sex, and minority status. The array is dated November 1, 2020.

This computerized report does not make any distinction between SHRA/CSS and EHRA employees. Thus, in the computerized report, the support staff, faculty, and management personnel assigned to an individual college or department appear in the workforce array for that department. In forming job groups, however, we have not combined EHRA and SHRA/CSS employees because the wages, duties, and/or qualifications for faculty, EHRA administrators and non-faculty, and support staff are significantly different.

This report includes persons employed with the University in a permanent position as of November 1, 2020, excluding individuals who were on leave without pay as of November 1 and temporary, intermittent, student, or post-doctoral employees.

Lines of Progression

A line of progression may be defined as a “usual promotional sequence”. In the case of EHRA faculty, entry level for probationary-term (tenure-track) faculty is at the Assistant Professor rank. In the case of an Assistant Professor, after a five-year period, the faculty member petitions for tenure and for promotion from the rank of Assistant Professor to the rank of Associate Professor. The faculty member may be granted permanent tenure and granted a promotion in rank at the same time. If tenure is not conferred, the faculty member is provided written notice of the non-conferral of tenure. In accordance with the ECU Faculty Manual, this written notice is provided to the employee at least one year prior to the end of the employee's current appointment. Once promotion to the rank of Associate Professor and tenure is conferred, it is the responsibility of the faculty member to subsequently apply for further promotion to the academic rank of Professor in accordance with the ECU Faculty Manual and the department’s approved Tenure and Promotion Guidelines.

Fewer promotions occur from Associate Professor to Professor. It is reasonable, therefore, to consider the most common line of progression for faculty job groups involves promotion from Assistant Professor to Associate Professor.

An additional faculty classification is defined as “fixed-term”. These faculty have academic titles (rather than academic ranks) that include a modifier. Examples of modifiers include “research”, “teaching”, “clinical” and “library”. As such, these fixed-term faculty hold titles such as "Teaching Professor" or "Clinical Assistant Professor". Faculty holding fixed-term appointments petition for an “advancement in title”, as opposed to a “promotion in rank”, in accordance with approved department guidelines for Advancement in Fixed-Term Title.
While there are a variety of titles in the EHRA administrator and non-faculty categories for each unit, we have not identified clear lines of progression. For example, an individual who is a Director has no definitive expectation of upward progression to, say, the Executive Director or Vice Chancellor position.

Within the SHRA/CSS positions, we have analyzed the data to determine whether there are lines of progression and have concluded that there are. An employee can advance to another classification or level in one of two ways. His or her own position can be studied by the ECU Department of Human Resources (HR) Classification and Compensation unit and the classification changed on the basis of changed job content. Second, a person could apply for a vacant position which is higher than the one that he or she currently holds. If that person is deemed to be the most qualified, he or she will assume the new position with the new job title.

Promotions data has been analyzed for SHRA/CSS positions to determine if there were “feeder jobs” and identify the relevant “feeder groups”. A feeder job is a position which can provide a normal promotion path into a particular job group. In addition to actual promotion actions, we also reviewed job groups to determine if there was a reasonable expectation of future promotional activity. For example, even if no actual promotions occurred during the past year, it is reasonable to assume that related jobs in a lower-market job group may promote to an associated position in an upper-market job group, as the upper-market job groups typically include higher level positions.

The following chart provides the feeder groups for SHRA/CSS job groups for this EEO Plan year:

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Feeder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRO; Business et al; LOWER MKT</td>
<td>CLERICAL; Administrative Support</td>
</tr>
<tr>
<td></td>
<td>CLERICAL; Supervisory/Managerial</td>
</tr>
<tr>
<td></td>
<td>TECH; Business, et al</td>
</tr>
<tr>
<td>PRO; Business, et al; UPPER MKT</td>
<td>PRO; Business et al; LOWER MKT</td>
</tr>
<tr>
<td>PRO; Nurses; UPPER MKT</td>
<td>PRO; Nurses, LOWER MKT</td>
</tr>
<tr>
<td>PRO; Human Services, Social Sciences</td>
<td>TECH; Human Services</td>
</tr>
<tr>
<td>PRO; Information Technology; LOWER MKT</td>
<td>TECH; Information Technology and Technology-Related</td>
</tr>
<tr>
<td>PRO; Information Technology; UPPER MKT</td>
<td>PRO; Information Technology; LOWER MKT</td>
</tr>
<tr>
<td>PRO; Scientific and Engineering</td>
<td>TECH; Scientific and Engineering</td>
</tr>
<tr>
<td>CLERICAL; Supervisory/Managerial</td>
<td>CLERICAL; Administrative Support</td>
</tr>
<tr>
<td>TECH; Business, et al</td>
<td>CLERICAL; Administrative Support</td>
</tr>
<tr>
<td></td>
<td>CLERICAL; Supervisory/Managerial</td>
</tr>
<tr>
<td>SKILLED; Operations and Trades; Supervisors/Specialists</td>
<td>SKILLED; Operations and Trades</td>
</tr>
<tr>
<td>SERVICE; Institutional Services, et al; Managerial/Spec</td>
<td>SERVICE; Institutional Services, et al</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>SERVICE; Public Safety and Security; Supervisors</td>
<td>SERVICE; Public Safety and Security</td>
</tr>
</tbody>
</table>

Movement across these job groups will again be monitored during the 2021 EEO Plan year.
Equal Employment Opportunity Program and Activities

Affirmative Action and Equal Employment Opportunity at ECU

East Carolina University is committed to equality of opportunity and affirmative action. All employment decisions will be made to further the principle of equal employment opportunity. The University will recruit, hire, train, and promote persons in all positions without regard to race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, or veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service).

Federal Laws

As a federal contractor, we are legally obligated to follow guidelines set forth in Executive Order 11246 of 1965, as amended; Title VII of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination in Employment Act of 1967, as amended; the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended; the Americans with Disabilities Act of 1990, as amended; Title II of the Genetic Information Nondiscrimination Act of 2008; and all other applicable federal laws.

State Laws and UNC System Policy

As a state entity, we are governed by various North Carolina General Statutes – specifically relevant is N.C.G.S. Section 126-16, as amended. As a part of the University of North Carolina System, we are also governed by the Code of the University of North Carolina, Chapter 100, Section 103.

East Carolina University Policies and Procedures

The University has also set forth specific policies and procedures that support equal employment opportunity, including: (1) the Notice of Nondiscrimination and Affirmative Action Policy and (2) the Title IX Compliance and Resolution Regulation.
What is Affirmative Action and Equal Employment Opportunity?

The concepts “equal employment opportunity” and “affirmative action” are often confused and/or misunderstood. It is important, especially when engaged in recruitment activities, to understand what the two concepts mean and the differences in their meanings as it relates to the recruitment and selection process. Equal opportunity laws ban discrimination. Affirmative action goes farther by requiring employers to take “affirmative” steps to achieve a balanced representation of workers.

Equal employment opportunity means providing the same opportunities with regards to employment decisions to all individuals without discriminating based upon their membership in or identification with a protected class group. [Note: A protected class is a group of people who share common characteristics and are protected from employment discrimination by federal and/or state law or University policy. There are twelve protected classes or groups at East Carolina University: race/ethnicity, color, genetic information, national origin, religion, sex (includes pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service).] In the recruitment and selection process, this means, for example, applying the same standards to all applicants both in the application review and the interview process. In the spirit of equal employment opportunity, it is recommended that the search committee meet before the application review begins to agree on the job-related criteria upon which each applicant will be judged and develop a rating sheet to be used for this purpose.

Affirmative action, with respect to recruitment, means actively seeking to recruit underrepresented groups to the workplace. It is a policy to encourage equal opportunity and to level the playing field for groups of people who have been and are discriminated against. There is a common misperception that affirmative action requires meeting quotas or that a female or minority candidate should be hired regardless of qualifications. This is wrong. Although there are often goals associated with affirmative action, there are no quotas that must be met to be in compliance with the law. Affirmative action does not seek to hire individuals because of minority status or membership in an underrepresented population who are not qualified for the position. Affirmative action means casting a wider net by developing a recruitment plan that will reach a diverse pool of qualified individuals for the position. This usually means setting goals and timetables and using a variety of aggressive recruitment and outreach methods, to include discipline specific journals and periodicals, web-based advertising, networking at conferences, word of mouth, local/state media, etc.

Affirmative action seeks to recruit a diverse pool of applicants to select from and equal employment opportunity requires applying the same standards to all applicants during the selection process. In this manner, the practice of affirmative action and equal employment opportunity work together to form the basis of affirmative action planning.
Recruitment, Selection, Promotion and Classification/Compensation

SHRA and CSS

The Department of Human Resources maintains administrative responsibility for the employment of employees subject to the State Human Resources Act (SHRA) and the ECU Physicians Faculty Practice Plan Clinical Support Services (CSS) employees. Human Resources also has responsibility for and must approve all personnel actions for staff including, but not limited to, recruitment, selection, promotion, transfer, disciplinary action, and demotion.

RECRUITMENT/ADVERTISING ACTIVITIES

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Identify diverse-targeted recruitment/outreach strategies. (2) Provide guidance and education regarding diverse-targeted recruitment/outreach strategies, with emphasis on EEO Plan job groups with underutilization. (3) Engage in recruitment/advertising activities that will best generate a well-populated, diverse pool of qualified applicants.

The recruitment process is applied in a non-discriminatory manner to promote open and fair competition and the hiring of a diverse workforce. Recruitment procedures are reviewed periodically to identify any needed changes. The University’s job openings website, https://ecu.peopleadmin.com/, was developed to include job openings and information relevant for all positions at ECU.

The recruitment area for most SHRA and CSS positions typically ranges from regional to state-wide.

The Department of Human Resources lists position vacancies with the Department of Commerce’s Division of Employment Security (formerly the Employment Security Commission), UNC System Office (formerly UNC General Administration), community colleges and other applicable state agencies. Positions are also posted on HigherEdjobs.com, InsideHigherEd.com, INSIGHTIntoDiversity.com, Military Spouse Employment Partnership jobs site, and the ECU Jobs site via the PeopleAdmin system at no cost to the hiring department. Additionally, all positions are posted to the HERC (Higher Education Recruitment Consortium) Job Board; and, through that integration, the positions are posted on Directjobs.com, Juju, Glassdoor, Jobmail, Google for Jobs, DirectEmployers, and USMilitaryPipeline.com at no cost to the hiring department. After a position is posted on DirectEmployers, it is further posted throughout their network of employers which reaches a diverse national and international workforce. Beginning in 2017, ECU also subscribes
to LocalJobNetwork where ECU jobs are posted, which consists of over 600 locally-focused employment and diversity websites designed to bring local talent and businesses together through innovative solutions. Through an automatic distribution to local community partners and a detailed Outreach Management System, this subscription facilitates good faith efforts and access to enhance the livelihood, diversity, and growth of the ECU community — including women, racial/ethnic minorities, veterans and individuals with a disability. In September 2018, Human Resources partnered with ECU Career Services to utilize a new recruitment platform, Handshake. Human Resources posts all available positions on Handshake which are available to over 700 institutions of higher education. By posting positions through this platform, ECU is able to reach students and alumni at these institutions many of which serve underrepresented populations.

At the hiring department’s request, Human Resources can assist with broadening recruitment efforts to include strategies to reach individuals with disabilities, racial/ethnic minorities, women, and veterans. In 2017, Human Resources began utilizing LinkedIn as a recruitment tool which allows for four vacancies to be featured. These recruitment spots are used to aid in recruitment of difficult to recruit positions, positions that have been identified as underutilized, and positions that require a unique skill set. As LinkedIn has diversity related professional groups and organizations, this allows ECU to reach additional individuals. The Employment staff also uses their personal LinkedIn accounts to network with diverse candidates, share vacant positions, and recruitment activities. In July 2018, Human Resources developed a Twitter account to serve as a recruitment tool. This account is used to share information about vacant positions, recruitment activities, and articles including information obtained through our partnership with the Military Spouse Employment Partnership (MSEP). For both the LinkedIn and Twitter account, we connect with diverse-targeted affinity groups as well as Career Centers at various universities to include minority serving institutions.

Efforts undertaken by Human Resources designed to support recruitment of protected veterans include but are not limited to:

Post position openings on websites exclusive to veterans (such as Monster.com’s Veteran Employment Center, http://www.military.com/veteran-jobs).

ECU is an official partner of the Military Spouse Employment Partnership (MSEP), which allows ECU to post ECU vacant positions on their MSEP web portal. Through this partnership, Human Resources also meets with spouses of veterans to counsel them regarding resume and application building and attends job fairs at local military bases that target military spouses and which are also attended by current military and veterans.

Human Resources staff attended a “Boots to Suits” Conference for hiring managers and human resources professionals which covered topics including but not limited to: business reasons for hiring veterans, translation of military
job skills to real-world civilian skills, and marketing to attract military applicants.

Efforts undertaken by Human Resources designed to support recruitment of individuals with disabilities include but are not limited to:

Human Resources has met with the Department of Vocational Rehabilitation Services office located in Greenville to discuss employment opportunities for their clients along with services that ECU can provide to assist their efforts.

Human Resources maintains membership in the Pitt County Committee on Employment of People with Disabilities.

Additionally, Human Resources led the formation of a Higher Education Recruitment Consortium (HERC) of the Carolinas. HERC's mission is to advance the ability of member institutions to recruit and retain the most diverse and talented workforce. Currently HERC of the Carolinas has 27 member institutions representing public and private universities and community colleges. HERC has partnerships with organizations with diverse constituencies to ensure diverse higher education professionals are familiar with the HERC website, provides advertising campaigns in print and online media to reach diverse higher education jobseekers and professionals, attendance and booths at higher education professional conferences that serve historically underrepresented populations to promote the HERC jobs websites, and provides conferences and webinars for member institutions on best practices for diversity recruitment and retention programs, policies, and practices.

Additionally, the Department of Human Resources and Office for Equity and Diversity work collaboratively to identify and institute measures to enhance recruitment/outreach for SHRA/CSS positions, with an emphasis on EEO Job Groups with underutilization.

The University communicates with recruitment resources regarding ECU's commitment to equal opportunity, diversity and inclusion, and requests their assistance with recruitment and outreach. Communication to these recruitment resources includes information about the wide range of occupations at the University and provides the link to access our job openings.

RECRUITMENT PROCEDURES

The Department of Human Resources will post all position openings for SHRA and CSS positions on the ECU Jobs site via the PeopleAdmin system located on the ECU Home Page and provide computer access for applicants. Positions are posted daily on PeopleAdmin, an online applicant tracking system, and posting continues for five working days unless an extended search is requested. However, CSS postings approved for internal recruitment must be posted for a minimum of three working days.
Hiring departments are responsible for creating and submitting to Human Resources a position vacancy to be posted on the PeopleAdmin system. Applicants interested in SHRA and CSS positions must complete a staff application within the PeopleAdmin system to be considered. After posting for the required period, an Employment Consultant screens the applications and refers qualified applicants for the position. At least three applicants must be invited for interview for each vacancy.

SPECIAL EMPLOYMENT AND RE-EMPLOYMENT CONSIDERATIONS

Veterans Preference
The State of North Carolina requires that departments give employment preference to qualified veteran applicants. Priority should be given to veterans who served in the Armed Forces of the United States during a period of war, certain disabled veterans and their spouses and dependents.

Priority Re-employment
The State of North Carolina requires that employees scheduled for reduction-in-force and employees removed from exempt policy making/confidential exempt positions for reasons other than just cause receive priority re-employment.

State Government Promotional Priority
Career State employees are eligible for priority considerations over non-State employees when the individuals possess substantially equal qualifications.

SELECTION AND ONBOARDING

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Provide search committee education outlining applicable recruitment procedures. (2) Widely disseminate the Notice of Nondiscrimination and Affirmative Action policy and EEO Plan. (3) Inform new employees about their role and applicable benefits and other information, consistent with and applicable to employee type. (4) Follow applicable policies, regulations and related procedures.

Selection procedures and methods should be used in a consistent and equitable manner to identify the best applicant for the job. By way of the screening and interview process, the hiring department determines the desired applicant for hire and submits a compliance form through the PeopleAdmin system to Human Resources.

To ensure that recruitment and selection processes are conducted appropriately, training sessions are provided by Human Resources.
Additionally, the Office for Equity and Diversity, in collaboration with the Department of Human Resources, provides continuous online search committee training sessions to educate search committees about conducting processes appropriately. Search committee education includes information regarding implicit bias and steps to take to challenge implicit bias. The search committee education also includes specific guidance regarding planning for the interview process including but not limited to: development of interview questions as well as guidance on behavioral interviewing and nondiscriminatory interviewing. The Department of Human Resources and the Office for Equity and Diversity, as applicable, is available to consult with hiring units regarding their selection process.

Please see the SHRA/CSS Classification and Compensation portion of this Section, below, regarding job analysis and review.

Please see Section 3 for information regarding dissemination procedures for the Notice of Nondiscrimination and Affirmative Action policy and EEO Plan.

New hire SHRA/CSS employees receive an employment offer letter from the Department of Human Resources which includes their job title, offered salary, and information about an upcoming orientation session that will cover information regarding benefits available and eligibility requirements.

The Office for Equity and Diversity analyzes applicant data to include screening and selection information. Please see the Monitoring Procedures and the Equal Employment Opportunity Reports portions of this Section, below, for additional information regarding analysis of applicants.

Please see the Recruitment/Advertising Activities portion of this Section, above, which outlines recruitment/outreach activities designed to best generate a well-populated, diverse pool of qualified applicants.

All postings include a statement informing individuals requesting a disability accommodation about the appropriate contact information to do so.

**PROMOTION**

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Provide educational opportunities designed to support upward mobility. (2) Follow applicable policies, regulations and related procedures. (3) Widely disseminate the Notice of Nondiscrimination and Affirmative Action policy.

Within the SHRA/CSS positions, an employee can advance to another classification or level in one of two ways. His or her own position can be
studied by the ECU Department of Human Resources (HR) Classification and Compensation unit and the classification changed on the basis of changed job content. Second, a person could apply for a vacant position which is higher than the one that he or she currently holds. If that person is deemed to be the most qualified, he or she will assume the new position with the new job title.

As previously mentioned, the University’s job openings website, https://ecu.peopleadmin.com/, is developed to include job openings and information relevant for all positions at ECU and is available to all current employees seeking a promotional opportunity.

Please see information regarding educational programming included in the Employee Training and Development portion of this Section, below, which includes training designed to enhance employees’ knowledge, skills and abilities.

Please see information regarding the dissemination procedures for the Notice of Nondiscrimination and Affirmative Action policy in Section 3.

Promotional procedures are reviewed periodically to identify any needed changes.

Please see the Equal Employment Opportunity Reports portion of this Section, below, for additional information regarding analysis of promotions.

CLASSIFICATION AND COMPENSATION

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Maintain campus-wide equity in job classifications by applying consistent criteria, as documented through data collection and analysis, to the duties and responsibilities assigned to SHRA and CSS positions. (2) Maintain equity in salary administration by applying appropriate criteria. (3) Follow applicable policies, regulations and related procedures.

JOB DESIGN AND JOB CLASSIFICATION

East Carolina University maintains institutional equity in the classification of SHRA and CSS positions throughout the campus. The classification process is conducted in a uniform manner employing consistent review and analysis of job duties and responsibilities to comply with the Office of State Human Resources (OSHR) and CSS specifications for position designations. The OSHR is the governing authority for SHRA positions and the ECU Board of Trustees the governing authority with respect to CSS positions. Within their respective authorities, these entities establish and govern all state and clinical support services (CSS) position classifications and compensation systems. At East Carolina University, SHRA and CSS positions are under the purview of the Department of Human Resources. Human Resources provides guidance
and assistance to supervisors and managers in determining job design based on the needs within the particular department.

The Classification and Compensation Unit within the Department of Human Resources is responsible for administering the State of North Carolina Classification and Compensation Plan and CSS Classification and Compensation Plan for all ECU SHRA and CSS positions. Its objectives are to maintain campus-wide equity in job classifications by applying consistent criteria, as documented through data collection and analysis, to the duties and responsibilities assigned to SHRA and CSS positions and to assist the campus in effectively and appropriately utilizing the state classification and CSS broadbanded classification systems to address classification/organizational design needs.

The Classification and Compensation Unit encourages all departmental managers and supervisors to maintain current job descriptions and the unit conducts all applicable analyses and maintains all SHRA and CSS position related documentation in a manner consistent with OSHR and CSS guidelines.

Classification and Compensation achieves its objectives primarily through job analysis and position classification. This process usually begins with a description of the position to be evaluated. The job description is the principal documentation used by the HR Consultant, although supplementary data is also considered.

The job analysis process involves a review of a position's assigned duties and responsibilities. The analysis involves research, examination, and clarification of a job's distinct functions, objectives, and organizational relationships to fully reflect the role of the position within the organization.

The job description should be written by the department head or supervisor and submitted to the Department of Human Resources for review and approval.

Managers and supervisors are advised that each employee should have a copy or access to a copy of his/her job description. To maintain an accurate and complete job description (and appropriate classification), the job description should be reviewed and revised, if necessary, when a new employee is placed into the position or if there has been change in the organizational unit. A job description should be reviewed at least once a year by the supervisor to ensure that it is still accurate.

Position classification is the formal assignment of a classification title, salary band, and descriptive title to a job or a group of jobs which are so similar in duties and responsibilities that they justify common treatment in selection, compensation, and other employment processes. Positions at the University are classified according to designated occupational categories. Jobs are evaluated and measured against standard criteria applied consistently for all jobs within designated occupational classes. The analytical process involves an examination of the relative degree of common job characteristics present in a position.
All vacancy narratives are reviewed and modified as necessary to comply with state or broadbanded specifications for the designated job classification.

East Carolina University has criteria for approval of SHRA and CSS salary recommendations within the job classification’s salary range. The Employment Unit of Human Resources administers approval of hiring recommendations for all SHRA and CSS hires.

Salary determination includes but is not limited to evaluation of related education, training, and experience as well as salaries of current employees performing similar duties and responsibilities. The Department of Human Resources conducts analyses in evaluating salary recommendations for salary setting. The Office for Equity and Diversity will collaborate with the Department of Human Resources to review and monitor the salary approval process.

**EHRA**

East Carolina University has seven (7) academic colleges, two (2) professional health sciences colleges, two (2) professional health sciences schools, two (2) libraries, a graduate school and several non-academic units that initiate EHRA faculty and EHRA non-faculty appointments, promotions and salary recommendations. All actions are approved by the appropriate authority (e.g. Vice Chancellor or Provost, Chancellor, Board of Trustees, President, and/or Board of Governors) depending on the action as defined by applicable University policies including the University’s Management Flexibility to Appoint and Fix Compensation policy.

As a part of its ongoing Equal Employment Opportunity Program, the Office for Equity and Diversity actively monitors and reviews the recruitment procedures to determine that no discriminatory practices are being employed and to assure that the University acts affirmatively to recruit women, minorities, individuals with disabilities, and veterans.

**RECRUITMENT/ADVERTISING ACTIVITIES**

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Identify diverse-targeted recruitment/outreach strategies. (2) Provide guidance and education regarding diverse-targeted recruitment/outreach strategies, with emphasis on EEO Plan job groups with underutilization. (3) Engage in recruitment/advertising activities that will best generate a well-populated, diverse pool of qualified applicants.

There are no strict guidelines within the University regarding where positions are advertised, except that the Department of Human Resources lists EHRA
position vacancies with the Department of Commerce’s Division of Employment Security (formerly the Employment Security Commission). In general, faculty positions are advertised online in national publications and in the academic journals which would be most widely read by professionals in that discipline. However, all positions are posted on HigherEdjobs.com, InsideHigherEd.com, INSIGHTIntoDiversity.com, and the ECU Jobs site via the PeopleAdmin system at no cost to search committees or the hiring authority. Human Resources also posts EHRA positions with the UNC System Office, community colleges and other applicable state agencies. Positions are also posted on the Military Spouse Employment Partnership jobs site at no cost to the hiring department. Additionally, all positions are posted to the HERC (Higher Education Recruitment Consortium) Job Board; and, through that integration, the positions are posted on Directjobs.com, JuJu, Glassdoor, Jobmanji, Google for Jobs, DirectEmployers, and USMilitaryPipeline.com at no cost to the hiring department. After a position is posted on DirectEmployers, it is further posted throughout their network of employers which reaches a diverse national and international workforce. Beginning in 2017, ECU also subscribes to LocalJobNetwork, where ECU jobs are posted which consists of over 600 locally-focused employment and diversity websites designed to bring local talent and businesses together through innovative solutions. Through an automatic distribution to local community partners and a detailed Outreach Management System, this subscription facilitates good faith efforts and access to enhance the livelihood, diversity, and growth of the ECU community - including women, racial/ethnic minorities, veterans and individuals with a disability.

At the hiring department’s request, Human Resources can assist with broadening recruitment efforts to include strategies to reach individuals with disabilities, racial/ethnic minorities, women, and veterans. Search committees also often make use of other web-based advertising recommended for use as a cost effective mechanism for casting a broad recruitment net to capture diverse talent.

Efforts undertaken by Human Resources designed to support recruitment of protected veterans include but are not limited to:

ECU is an official partner of the Military Spouse Employment Partnership (MSEP), which allows ECU to post ECU vacant positions on their MSEP web portal. Through this partnership, Human Resources also meets with spouses of veterans to counsel them regarding resume and application building and attends job fairs at local military bases that target military spouses and which are also attended by current military and veterans.

Human Resources staff attended a “Boots to Suits” Conference for hiring managers and human resources professionals which covered topics including but not limited to: business reasons for hiring veterans, translation of military job skills to real-world civilian skills, and marketing to attract military applicants.
Efforts undertaken by Human Resources designed to support recruitment of individuals with disabilities include but are not limited to:

Human Resources has met with the Department of Vocational Rehabilitation Services office located in Greenville to discuss employment opportunities for their clients along with services that ECU can provide to assist their efforts.

Human Resources maintains membership in the Pitt County Committee on Employment of People with Disabilities.

Human Resources led the formation of a Higher Education Recruitment Consortium (HERC) of the Carolinas. HERC’s mission is to advance the ability of member institutions to recruit and retain the most diverse and talented workforce. Currently HERC of the Carolinas has 27 member institutions representing public and private universities and community colleges. HERC has partnerships with organizations with diverse constituencies to ensure diverse higher education professionals are familiar with the HERC website, provides advertising campaigns in print and online media to reach diverse higher education jobseekers and professionals, attendance and booths at higher education professional conferences that serve historically underrepresented populations to promote the HERC jobs websites, and provides conferences and webinars for member institutions on best practices for diversity recruitment and retention programs, policies, and practices.

Additionally, the Office for Equity and Diversity works collaboratively with search committees, hiring authorities, and managers to identify and institute measures to enhance recruitment/outreach for EHRA positions, with an emphasis on EEO Job Groups with underutilization.

The University communicates with recruitment resources regarding ECU’s commitment to equal opportunity, diversity and inclusion, and requests their assistance with recruitment and outreach. Communication to these recruitment resources includes information about the wide range of occupations at the University and provides the link to access our job openings.

**RECRUITMENT PROCEDURES**

The recruitment procedure to fill an EHRA position in which the appointment’s duration will be 190 or more calendar days and FTE of .75 or greater (except Fellow positions in Health Sciences) involves recruiting nationally for a minimum period of 14 calendar days for non-faculty positions and fixed-term only faculty positions and 30 days for any faculty positions that may be filled as tenure-track. For filling an EHRA position in which (1) the appointment’s duration will be greater than three days and in which the FTE will be less than .75, (2) the appointment’s duration will be greater than three days but less than 190 calendar days (regardless of FTE), or (3) Fellow positions (in Health Sciences), the recruitment procedure involves recruiting nationally for a minimum of three calendar days. There are, on occasion,
extenuating circumstances that make it necessary to deviate from these procedures. In these extenuating circumstances, the appropriate Division Office, the Office for Equity and Diversity, and the Department of Human Resources may grant approval for an exception to the recruitment process to accommodate. The hiring official must submit a special permission request through the PeopleAdmin system. Deviations from the stipulated procedure may occur in the following situations depending on the parameters of the position being filled:

- Current applicant pool requests may be granted to fill a vacant position with an existing, diverse pool of applicants;

- Abbreviated searches may be granted when advertising less than 30 days for tenure-track faculty positions, less than 14 days for fixed-term only faculty positions, and less than 14 days for non-faculty positions;

- Internal searches may be granted when there is knowledge of strong candidates that are already employed by the University;

- Waived searches may be granted in very rare situations to hire an individual without any advertising or recruitment process. Underutilization and related affirmative action goals in the current EEO Plan and diversity will be considered in evaluating requests for waivers. Waivers may be considered in the following extenuating circumstances, including but not limited to:
  
  - Programs of Strength: a stellar candidate with expertise in an area currently underrepresented within the University who is, therefore, expected to strengthen the University's programs;
  
  - Chief Executive Officer employment or his/her core staff;
  
  - A Principal Investigator, Co-Principal Investigator, or individual named in a grant proposal and funding is contingent upon individuals named serving in the specified capacity;
  
  - Spousal or domestic partner hire; and
  
  - High profile coaching positions (i.e., football, basketball, baseball).

The University recognizes that the recruitment and retention of the most qualified faculty may involve the necessity of a concomitant appointment for dual career academic couples and has enacted the Faculty Spousal and Domestic Partner Hiring Standard Operating Procedure.
In certain limited situations, no search or special permission request is required to fill an EHRA position. These situations include:

- Positions in which the appointment period is three (3) days or less;
- Positions filled from within the University where no applicant external to the University has been considered for the position, in accordance with the specific provisions outlined in the applicable procedures;
- Executive and senior management (SAAO) employees being placed in a short-term position (i.e., less than 190 calendar days); and
- Positions with zero-based salary and zero-based FTE (i.e., volunteers).

The University’s procedures with respect to EHRA recruitment may be found here: https://oed.ecu.edu/policies/recruitment/.

SPECIAL EMPLOYMENT CONSIDERATIONS

Veterans Preference
EHRA employees enjoy the protections of and are subject to the provisions of Veterans Preference. Priority should be given to veterans that served in the Armed Forces of the United States during a period of war, certain disabled veterans and their spouses and dependents.

OTHER IMPORTANT CONSIDERATIONS

Other important considerations when conducting a search/selection process include, but are not limited to: the Regulation on Recruitment of Employees from Other Campuses Within The University of North Carolina, found in the UNC Policy Manual; the ECU Employment of Related Persons (Anti-Nepotism) Policy, found in the ECU Policy Manual; and the ECU Faculty Criminal Background Check Policy and Procedures and ECU Criminal Background Checks for SPA/CSS and SAAO/Non-faculty EPA Employees, both found on the Department of Human Resources website.

SELECTION AND APPOINTMENT

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Provide search committee education outlining applicable recruitment procedures. (2) Widely disseminate the Notice of Nondiscrimination and Affirmative Action policy and EEO Plan. (3) Inform new employees about their role and applicable benefits and other information,
consistent with and applicable to employee type. (4) Follow applicable policies, regulations and related procedures.

Candidate profiles are submitted by potential candidates via the PeopleAdmin system and are evaluated during the screening process along with the required application materials. Search committees and hiring authorities must ensure that the screening process provides for careful, thorough, and systematic consideration of job qualifications (i.e., rating sheets). During the recruitment planning period, the committee should develop the rating sheet of requirements and attributes of the specific position to be used by search committee members in an effort to fairly and consistently screen and evaluate all applicants. There is no predetermined or formal University rating system for applicants. After screening, the interview process begins. After the interviews are complete and the hiring authority decides who should be selected for the position, the EHRA Hiring Proposal must be completed and submitted via the PeopleAdmin system. The Hiring Proposal must be approved by Human Resources and the Office for Equity and Diversity prior to initiating an offer of employment or any related notices or negotiations with the candidate of choice. The Chancellor and the Board of Trustees must approve appointments for tenured faculty, and the Dean recommends appointments for probationary-term (tenure track) faculty with final approval given by the Provost/Vice Chancellor.

The Office for Equity and Diversity, in collaboration with the Department of Human Resources, provides continuous online search committee training sessions to educate search committees about conducting processes appropriately. Search committee education includes information regarding implicit bias and steps to take to challenge implicit bias. The search committee education also includes specific guidance regarding planning for the interview process including but not limited to: development of interview questions as well as guidance on behavioral interviewing and nondiscriminatory interviewing. The Office for Equity and Diversity also routinely consults with search committees, hiring authorities, and other personnel representatives regarding EHRA recruitment compliance.

Please see Section 3 for information regarding dissemination procedures for the Notice of Nondiscrimination and Affirmative Action policy and EEO Plan.

New hire EHRA employees receive an appointment letter from the appropriate divisional office informing them about their appointment and related policies and other information. EHRA faculty and new administrator orientation is administered by the Office for Faculty Excellence, and EHRA non-faculty orientation is administered by the Department of Human Resources.

The Office for Equity and Diversity analyzes applicant data to include screening and selection information. Please see the Monitoring Procedures and the Equal Employment Opportunity Reports portions of this Section, below, for additional information regarding analysis of applicants.
All postings include a statement informing individuals requesting a disability accommodation about the appropriate contact information to do so.

**TYPES OF EHRA APPOINTMENTS**

**Teaching Faculty Appointments:**

- **Fixed-Term Appointments:** Fixed-term faculty do not hold professorial ranks, but hold titles such as Teaching Instructor, Senior Teaching Instructor, Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor, Research Instructor, Research Assistant Professor, Research Associate Professor, Research Professor, Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor and Library Professor as outlined in the ECU Faculty Manual. Fixed-term faculty are not eligible for permanent tenure and have a specific beginning and ending date of the appointment. Multi-year fixed-term appointments may be issued for a period up to five (5) years; however, typical fixed-term appointments are one (1) to three (3) years in length. There is no limit to the number of subsequent fixed-term appointments. Fixed-term appointments may be permanent (full-time or part-time) or short-term (full-time or part-time).

- **Probationary-Term (Tenure-Track) Appointments:** Probationary-term (tenure-track) appointments are made at the professorial ranks of Assistant Professor, Associate Professor, or Professor. Probationary-term (tenure-track) Assistant Professor faculty are hired with a three-year initial appointment followed by two (2) successive two-year term reappointments. Associate Professor tenure-track faculty are hired with an initial three-year appointment then one (1) two-year reappointment. All reappointments are contingent on satisfactory performance. Professors on the tenure-track receive one (1) three-year tenure-track appointment and no successive reappointments, because they must petition for tenure during their initial three-year appointment. See the ECU Faculty Manual for requirements for each rank.

- **Appointments with Permanent Tenure:** Appointments with permanent tenure are continuous until retirement, resignation, or removal according to the provisions of the ECU Faculty Manual and the UNC Code.

- **Additional Faculty Titles:** Appointment with titles such as Artist-in-Residence, Writer-in-Residence and prefix titles such as Adjunct; Affiliate; or Visiting
TYPES OF NON-FACULTY EHRA APPOINTMENTS

ECU currently has two classifications of non-faculty EHRA positions – senior academic and administrative officers (Tier I SAAOs and Tier II SAAOs) and Instructional, Research and Information Technology (IRIT) positions.

Definition of “Senior Academic and Administrative Officers” [from The UNC Policy Manual (UNC-GA), Chapter 300.1.1]:

Senior officers of the University of North Carolina who are subject to the provisions of Section II of this policy are designated as Tier I SAAO. This group includes … the chancellors of the constituent institutions [N.C.G.S. §116-11(4)]; the vice chancellors, provosts, and deans of the constituent institutions, and the directors of major administrative, educational, research and public services activities of the constituent institutions designated by the Board of Governors [N.C.G.S. §116-11(5)].

Other senior officers of the University of North Carolina who are subject to the provisions of Section III of this policy are designated as Tier II SAAOs. This includes … associate and assistant vice chancellors; associate and assistant deans; and other administrative positions within the constituent institutions, other than those identified in [the paragraph] above, that have been designated by the president [N.C.G.S. §116-11(5)].

Definition of “EPA (EHRA) Non-Faculty Instructional, Research, and Information Technology” (IRIT) (from The UNC Policy Manual 300.2.1 and 300.2.5[G]):

[These] positions are not subject to the State Personnel Act [the title of which has been changed to the State Human Resources Act] (N.C.G.S. Chapter 126) and are not otherwise categorized. This category does not include: (1) faculty positions subject to institutional tenure regulations; (2) positions within administrative categories of employment subject to N.C.G.S. §116-11(4), N.C.G.S. §116-11(5), or N.C.G.S. §116-14; (3) positions within the “physicians or dentists” category under N.C.G.S. §126-5 with faculty appointments; and (4) University students who are employed incident to their status as students, as in graduate teaching assistantships or work-study positions.

N.C.G.S. §126-5(c1)(8) specifically provides that “[i]nstructional and research staff” are exempt from the State Human Resources Act, and UNC Policy Manual 300.2.5[G] describes how the Office of State Human Resources and the University of North Carolina have agreed to interpret and apply the terms “instructional” and “research” in N.C.G.S. §126-5(c1)(8).

EHRA IRIT position appointments can be “at will” (full-time or part-time) or stated definite term (full-time or part-time).
EHRA Faculty Appointments, Promotions and Salary Setting

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Follow applicable policies, regulations and related procedures. (2) Widely disseminate the Notice of Nondiscrimination and Affirmative Action policy.

There are seven (7) academic colleges, two (2) professional health sciences colleges, two (2) professional health sciences schools, two (2) libraries, and a graduate school that initiate faculty appointments, promotion, advancement in fixed-term title, and salary recommendations. The Provost and the Vice Chancellor for Health Sciences, respectively, review and approve faculty appointment recommendations for their Divisions.

While some of the criteria for initial appointment, promotion, reappointment (i.e., for probationary-term), subsequent appointment (i.e., for fixed-term), and/or salary recommendations may be similar among departments, some criteria are quite different. Similarly, education, skills, and experience may also vary in departments, schools/colleges, and divisions. A variety of factors impact the assignment of value and the different criteria for appointment, promotion, and salary recommendations among departments, units, schools/colleges, and divisions.

Faculty Rank/Title
Faculty academic rank or title is recommended by the respective committee (i.e., promotion) to the Unit Administrator (i.e., Chair or Director), the Dean, and the Provost (or appropriate Vice Chancellor). The academic ranks or titles that will be considered to fill a position are determined before the search begins. When making faculty appointments, the following factors may be considered when extending an offer:

- the needs of the department in areas of scholarly competence,
- evidence of ability and interest in teaching,
- evidence of potential contributions to scholarship, research, and creative activities,
- academic credentials,
- related professional experience,
- market conditions for discipline specialty,
established salary ranges,

- salaries in the academic unit (i.e., department, school, and/or college),

- letters of reference,

- publications, quality of publications,

- evidence of ability to participate in joint research projects,

- evidence of interest in and ability for public service and engagement activities, and

- research compatibility with other members of the scholarly community.

Faculty Promotion and Tenure
The requirements for promotion and tenure are broadly outlined in the ECU Faculty Manual as well as the Unit Codes of Operations, which are more specific. Unit Code Tenure and Promotion requirements are approved by the Unit, the Unit Code Screening Committee, the Faculty Senate, and the Chancellor. The Tenure and Promotion Guidelines, broadly defined in the ECU Faculty Manual, are developed by the Faculty Governance Committee for approval by the Faculty Senate, the Chancellor, and the Board of Trustees. Departmental/unit tenure and promotion criteria must be consistent with the requirements outlined in the ECU Faculty Manual. For Academic Affairs, evaluation begins at the academic unit level with subsequent reviews by the Dean, Provost, the Chancellor and Board of Trustees. For Health Sciences, evaluation begins at the academic unit level with subsequent reviews by the School/College, Dean, Vice Chancellor for Health Sciences, the Chancellor and Board of Trustees. The ECU Faculty Manual can be referenced at https://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/manual.pdf.

Initial Salary Setting
Initial salary shall be based on credentials, relative experience, salary trends as detailed in professional salary surveys, professional and creative activity, research efforts, scholarly publication or its equivalent, level of responsibility, and consideration to the salaries of personnel presently in the unit and salaries within the discipline in comparable institutions.

Annual Salary Increments
The Department Chair (or Unit Director) will recommend annual salary increments to appropriate administrative officials in accordance with requirements imposed by the North Carolina General Assembly, the University of North Carolina Board of Governors, established University administration salary guidelines, clinical productivity (if applicable), and any additional criteria established in the ECU Faculty
Manual or Unit Codes. Basic criteria for assessing merit shall include the degree of
teaching excellence; creative activity; research; clinical and/or research productivity (if
applicable); service to local, state and national organizations; as well as contributions
to the development of public forums, institutes, continuing education projects, and
patient services.

Employee Training and Development

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other
personnel matters and any other term, condition, or privilege of employment will
continue to be administered in accordance with the Notice of Nondiscrimination and
Affirmative Action policy.

Objectives: (1) Inform departments about University policies, procedures, as well as
the applicable state and federal laws. (2) Enhance employees’ knowledge, skills and
abilities, including those around equity and diversity. (3) Equip supervisors and
managers with the necessary information and guidance to provide effective leadership.
(4) Facilitate Equal Employment Opportunity and Diversity Fundamentals (EEODF)
training for managers and supervisors and disseminate notices regarding the
requirement to complete the EEODF training.

East Carolina University offers a number of educational and training programs to
employees without regard to race/ethnicity, color, genetic information, national origin,
religion, sex (includes pregnancy and pregnancy related conditions), sexual orientation,
gender identity, age, disability, political affiliation or veteran status (including
relationship or association with a protected veteran; or Active Duty or National Guard
service). Most programs are sponsored by the University, although employees are also
encouraged and—when appropriate—mandated to attend some offerings provided by
the University and/or the OSHR.

Most educational, training and professional development programs are open to all
employees. Such programs include, but are not limited to:

- **NEW EMPLOYEE ORIENTATION** – An orientation for new
  SHRA, CSS, and EHRA employees (including temporary employees)
  designed to familiarize these employees with all policies, procedures and
  laws applicable to East Carolina University employees

- **CERTIFICATION PROGRAMS** – A series of workshops designed to
  further enhance the skills of faculty and staff in specific job roles

- **SUPERVISION INSTITUTE** – A series of workshops designed to
  further enhance the skills of employees working within a supervisory or
  managerial capacity
• **MANAGER’S BOOT CAMP** – A day and a half session designed for mid-level managers to further understand policies/procedures and available resources for successful management at ECU.

• **TUITION WAIVER PROGRAM** – Any permanent or probationary full-time employee, working 32 hours or more, is eligible to take University classes each academic year without being charged tuition or other required fees. The number of classes per year is defined by General Statute and may vary from year to year.

• **MANDATORY ONLINE DISCRIMINATION AND HARASSMENT TRAINING** – All staff and faculty as well as student employees must complete the online training module, “Diversity, Inclusion, and Equal Opportunity at ECU”. The module is designed to provide employees with the fundamentals regarding the many forms of harassing and discriminatory behavior in the workplace.

• **EQUAL EMPLOYMENT OPPORTUNITY AND DIVERSITY FUNDAMENTALS TRAINING (EEODF)** – For managers and supervisors, the EEODF is a state-mandated Office of State Human Resources, Talent Management Division sponsored course designed to inform those working in a supervisory capacity about EEO/ADA federal and state laws and policies. The Office for Equity and Diversity coordinates the EEODF for the University. The EEODF is a two-part course and managers and supervisors must first enroll in “Part 1” of the EEODF curriculum by creating an Extended Enterprise account in the North Carolina Learning Center operated by OSHR. When the seven online modules of “Part 1” are completed, participants must wait one calendar day to log in and register for “Part 2,” which is the one-day classroom session.

• **GREEN ZONE** – Green Zone training is offered and “helps faculty and staff provide supportive services necessary to ensure that veteran students are successful in their academic pursuits, adjust to the campus environment, and eventually transition to civilian employment”.

• **SAFE ZONE** – Safe Zone training is offered with the purpose to “create a network of allies who are willing to talk to students about sexual orientation, gender identity and gender expression”. The program’s objectives include but are not limited to “provide support specifically for LGBT students, faculty and staff, and to educate and raise awareness about LGBT issues within the ECU community”.

• **OTHER OFFERINGS** – The Office for Equity and Diversity provides a variety of educational offerings with the primary goal of educating employees on how to understand and apply employment discrimination and harassment laws and incorporate best practices for a more diverse and
inclusive work environment. These offerings introduce and explore many of the basic harassment and discrimination concepts, which include, but are not limited to, education about equal employment opportunity (EEO) laws, protected classes, workplace discrimination and harassment, Title IX, cross cultural relations, bias in selection decisions, as well as strategies for creating an inclusive work environment. Examples of additional trainings offered include: “The Escalation of Assumptions, Stereotypes and Microaggressions” and “Creating an Inclusive Environment for People With Disabilities.” Examples of educational offerings include Diversity Seminars, which continuously encourage and support development of diversity and inclusion in a variety of ways; and the Valuing Inclusion Program, which provides educational opportunities for open dialogue of beliefs and values and developing skills to create an actively inclusive community.

All employees at ECU are required to complete the OED’s above mentioned “Diversity, Inclusion, and Equal Opportunity at ECU” educational module every five years. This module covers all of ECU’s protected classes as outlined in the Notice of Nondiscrimination and Affirmative Action Policy. It provides education about equal opportunity laws and preventing, recognizing and reporting protected class discrimination, harassment and related retaliation at ECU. It also reiterates the responsibility of managers and supervisors to enforce the Notice of Nondiscrimination and Affirmative Action Policy and assist in achieving EEO goals. Further, this module outlines ECU’s affirmative action obligations, including that we accommodate individuals with a disability as well as good faith efforts and strategies that may be employed to support a diverse workforce.

Training and professional development programs include offerings that are very broad allowing them to support training needs for job classes across the University.

In addition to the above, information regarding training and education programming is available for all employees including but not limited to the following: on the Cornerstone Employee Training Portal, found here: https://itcs.ecu.edu/; Department of Human Resources’ Learning and Organizational Development Unit’s website, found here: https://humanresources.ecu.edu/training-calendar/; the Office for Faculty Excellence, found here: https://ofe.ecu.edu/; and the Office for Equity and Diversity’s website, found here: https://oed.ecu.edu/education/. Individual units also offer training and education; examples include: Facilities Services provides safety training to their staff; and Information Technology and Computing Services (ITCS) provides various technology-related training for their staff including topics such as project management, information security, IT accessibility, and cloud-based platforms. The University of North Carolina (UNC) System’s Program and Degree Finder website, found here: http://www.unitedcarolina.edu/apps/programs/index.php, allows employees planning to utilize the Tuition Waiver Program to search for educational
programs offered at campuses across the UNC System. The NC Office of State Human Resources also offers training opportunities to state employees, and information regarding those opportunities may be found here: https://oshr.northstateemploye-resources/training. These sites include qualifications, if any or as applicable, or contact information whereby employees may get further information about the program.

East Carolina University’s website includes an “Accessibility” link that provides contact information for requesting an accommodation.

The Office for Equity and Diversity staff facilitates the classroom portion of the EEO training for managers and supervisors and periodically disseminates notices to managers and supervisors regarding the requirement to complete the EEO training, including available sessions and enrollment procedures.

Managers and supervisors are trained on equal employment opportunity and diversity including but not limited to the training for managers and supervisors mandated by the Office for State Human Resources. Managers and supervisors are also informed about their EEO responsibility by notices including but not limited to direct communication from the Office for Equity and Diversity regarding their responsibility to enforce the Notice of Nondiscrimination and Affirmative Action Policy, including assisting in achieving EEO goals.

Performance Appraisal/Annual Evaluations

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Widely disseminate the Notice of Nondiscrimination and Affirmative Action policy, EEO Plan results and the EEO responsibility of managers and supervisors. (2) Follow applicable policies, regulations and related procedures.

SHRA/CSS

The performance appraisal process is administered according to the guidelines set by the Office of State Human Resources and the University of North Carolina System Office. All SHRA and CSS employees should be:

• aware of what is expected of them;

• provided with continuous feedback about their performance;

• provided with opportunities for education, training and development; and

• rewarded in a fair and equitable manner.
SHRA employees have an opportunity to review his/her job description via the PeopleAdmin system upon employment and at the beginning of the performance management cycle each year thereafter. At that time, the employee and supervisor will discuss the employee’s goals for that evaluation year. A face-to-face interim review is encouraged to be conducted by every supervisor during the middle of the work cycle with annual evaluations conducted at the end of the evaluation period. For SHRA employees, interim reviews are required for employees who have an active disciplinary action or received a rating of ‘Does Not Meet Expectations’ on their most recent annual evaluation. CSS employees should have their job responsibilities reviewed with them by their supervisor when they begin employment and receive an annual evaluation at the conclusion of the performance cycle.

Evaluation ratings and/or comments are entered into the performance management system managed by the Human Resources Department.

Please see also information regarding performance appraisals of managers and supervisors included in the Responsibilities of Managers and Supervisors portion of Section 2, above, as well as the Employee Training and Development portion of this Section, above, regarding educational offerings on bias in selection decisions.

Managers and supervisors are also informed about their EEO responsibility by notices including but not limited to direct communication from the Office for Equity and Diversity regarding their responsibility to enforce the Notice of Nondiscrimination and Affirmative Action Policy, including assisting in achieving EEO goals.

Please see Section 3 above regarding dissemination procedures for the EEO Plan and Notice of Nondiscrimination and Affirmative Action policy.

The Employee Relations Unit in the Department of Human Resources provides consultation and education on performance management.

Performance ratings are monitored for trends and patterns.

**EHRA**

The East Carolina University Policy for Employees Exempt from the State Human Resources Act (at Section III) and the ECU Faculty Manual (Part VIII and IX) mandate that all EHRA employees undergo an annual performance review/evaluation. The scheduling and coordination of reviews are conducted at the applicable division or supervisors’ discretion, or in accordance with the ECU Faculty Manual or unit’s code.

Please see also Section 2 above regarding Responsibilities of Managers and Supervisors.
Grievance Procedures

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Disseminate information about grievance procedures widely so that employees are aware of grievance procedures. (2) Widely disseminate the Notice of Nondiscrimination and Affirmative Action policy. (3) Follow applicable policies, regulations and related procedures.

SHRA/CSS

To provide a means of communication between supervisors and employees and establish principles of administration to ensure a prompt, orderly, and fair response to an employee's grievance or complaint, any permanent, career status SHRA or CSS employee is eligible to use the applicable grievance and appeal policy. In furtherance of this policy, any applicant, probationary employee, permanent employee or former employee is eligible to utilize the grievance policy if alleging discrimination on the basis of race/ethnicity, color, genetic information, national origin, religion, sex (includes pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, or veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard Service) or any allegation of inaccurate or misleading information in an individual's personnel file.

Employees utilizing the grievance and appeal policy shall have the opportunity to do so without threats or acts of retaliation, interference, coercion, restraint, discrimination, or reprisal.

Grievance procedures for SHRA employees can be found in the EEO Plan, Section 6, and in the University Policy Manual at https://www.ecu.edu/prp/06/35/02. The CSS grievance procedures can be found on the Department of Human Resources' website at https://humanresources.ecu.edu. Grievance procedures may also be accessed from the Office for Equity and Diversity's website at https://oed.ecu.edu/policies/.

Please see Section 3 above regarding dissemination of the Notice of Nondiscrimination and Affirmative Action policy.

Please see Section 1 above regarding the prohibition of retaliation.

EHRA

To provide EHRA employees with an internal means of resolving work-related concerns, problems or grievances with supervisors, grievance procedures are available to both EHRA faculty and EHRA non-faculty. Grievance procedures for complaints of unlawful harassment or discrimination for
EHRA faculty and non-faculty employees may be found in the EEO Plan, Section 6, and on the Office for Equity and Diversity's website at https://oed.ecu.edu/policies/.

For more information regarding the procedures to address other work-related concerns, please see the Review Process and Procedure for EHRA Non-Faculty Employees Policy, which may be found in the University Policy Manual by accessing this link: http://www.ecu.edu/PRR/06/35/01.

For more information regarding the EHRA faculty grievance policy see: https://www.ecu.edu/cs-acad/fsonline/custommcf/currentfacultymanual/manual.pdf.

The Office for Equity and Diversity maintains records of complaints and grievances alleging discriminatory practices and monitors to identify trends and patterns.

SHRA/CSS Disciplinary Process

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Follow applicable policies, regulations and related procedures. (2) Widely disseminate the Notice of Nondiscrimination and Affirmative Action policy and the EEO responsibilities of managers and supervisors.

The intent of the Disciplinary Policy and Procedures for Employees Subject to the Human Resources Act, and the Clinical Support Services (CSS) Disciplinary Policy is to provide East Carolina University management with a fair, clear and useful tool for correcting and improving performance problems as well as to provide a process to assist management in handling cases of unacceptable personal conduct. Any disciplinary action taken in accordance with this policy must be for just cause under one of the following bases:

- discipline imposed on the basis of unsatisfactory job performance,
- discipline imposed on the basis of gross inefficiency, and
- discipline imposed on the basis of unacceptable personal conduct.

The degree and type of action taken shall be based upon the sound and considered judgment of the management representatives of East Carolina University according to this policy. When just cause exists, the disciplinary actions that can be taken are:
• written warning,

• disciplinary suspension without pay,

• demotion, and

• dismissal.

The Employee Relations Unit in the Department of Human Resources provides consultation and education on the disciplinary process.

Please see Section 3 above regarding dissemination of the Notice of Nondiscrimination and Affirmative Action policy.

Managers and supervisors are also informed about their EEO responsibility by notices including but not limited to direct communication from the Office for Equity and Diversity regarding their responsibility to enforce the Notice of Nondiscrimination and Affirmative Action Policy.

Disciplinary data are monitored for trends and patterns.

Separation

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Follow applicable policies, regulations and related procedures. (2) Widely disseminate the Notice of Nondiscrimination and Affirmative Action policy and the EEO responsibilities of managers and supervisors.

SHRA/CSS

Reasons for separation can include one or more of the following reasons:

• Voluntary Resignation,

• Voluntary Resignation without Notice,

• Separation Due to Unavailability When Leave is Exhausted,

• Long-term disability,

• Retirement,

• Reduction-In-Force,
• Termination during the probationary period,

• Dismissal, and

• Death.

An employee may resign by submitting a letter of resignation to his/her supervisor or department head at least two weeks prior to the last work day. Department heads should then follow the ECU Employee Exit Process, which is available on the ECU Human Resources website.

Please see also Section 2 above regarding Responsibilities of Managers and Supervisors.

Please see Section 3 above regarding dissemination of the Notice of Nondiscrimination and Affirmative Action policy.

Managers and supervisors are also informed about their EEO responsibility by notices including but not limited to direct communication from the Office for Equity and Diversity regarding their responsibility to enforce the Notice of Nondiscrimination and Affirmative Action Policy.

Please see information in the Exit Interview Questionnaire portion of this Section, below.

**EHRA**

According to the East Carolina University Policy for Employees Exempt from the State Human Resources Act, separations from employment within a covered EHRA non-faculty position can be by any of the following means:

• Discontinuation of Appointment, with Notice or Severance Pay;

• Termination of Employment due to Financial Exigency, Program Curtailment, or Program Elimination;

• Discharge for Cause; or

• Expiration of Term Appointment.

Provisions regarding separation of a faculty appointment are outlined in the ECU *Faculty Manual*, Part IX; and reasons include, but are not limited to: (1) demonstrable, bona fide institutional financial exigency, (2) major curtailment or elimination of a teaching, research or public service program, (3) non-reappointment, and (4) discharge.

Other EHRA separations may involve voluntary resignations or retirement.
Exit Interview Questionnaire

ECU invites separating employees to complete an exit interview questionnaire or participate in an exit interview, as explained below; and completion of the exit questionnaire or participation in an exit interview is voluntary for the employee.

The Department of Human Resources website includes guidance on the exit process and provides an Employee Separation Checklist, which includes notice to SHRA/CSS, EHRA non-faculty, and faculty of the opportunity to schedule an exit interview/confERENCE with the appropriate office.

SHRA and CSS employees have the option of participating in an exit interview questionnaire which covers topics designed to solicit feedback about any concerns and includes but is not limited to questions related to: improvements in the department and position, communication, department's ability to deal fairly with staff, and reasons that influenced the decision to leave ECU.

EHRA non-faculty employees have the option of participating in an exit interview questionnaire which covers topics designed to solicit feedback about any concerns and includes but is not limited to questions related to: what the individual enjoyed least about their job, primary reasons for leaving ECU, communication, and department's ability to deal fairly with staff.

Faculty employees leaving ECU receive an email inviting them to either take an online survey, to attend an exit conference, or to take the survey and attend the exit conference, all of which are voluntary. These faculty employees leaving ECU are offered the opportunity to attend an exit conference with the Office for Equity and Diversity or with their division office. The survey covers topics designed to solicit feedback about any concerns and includes but is not limited to questions related to: what the individual enjoyed about their job, if the individual was satisfied with the resources they received, primary reasons for leaving ECU, communication, and whether the individual thought that the university or their department is an inclusive environment.

Benefits

Goal: Recruit, hire, train and promote persons in all job titles and ensure that all other personnel matters and any other term, condition, or privilege of employment will continue to be administered in accordance with the Notice of Nondiscrimination and Affirmative Action policy.

Objective(s): (1) Disseminate information about available benefits widely so that employees are aware of benefits available to them. (2) Widely disseminate the Notice of Nondiscrimination and Affirmative Action policy. (3) Follow applicable policies, regulations and related procedures.

In addition to information regarding benefits disseminated to new employees, the Benefits Unit of the Department of Human Resources disseminates information about benefits on their website https://humanresources.ecu.edu/benefits/) and provides
guidance to employees on benefits availability as well as interpreting and implementing benefits related policies and/or guidelines.

Benefits are provided to all permanent employees (in positions of .75 and above FTE) consistently without regard to race/ethnicity, color, genetic information, national origin, religion, sex (includes pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, or veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service). Benefits offered include the following:

- Comprehensive Major Medical Plan
- Retirement Plans
  - Teachers' and State Employees Retirement System (ISERS)
  - Optional Retirement Plans
  - Supplemental Retirement Plans
- Disability Income Plan of NC
- Vacation and Sick Leave
- Community Service Leave
- Civil Leave
- Family Medical Leave
- Faculty Serious Illness
- Paid Parental Leave
- Military Leave
- Tuition Waiver Program
- Tax-Sheltered Investment Programs
- Holidays
- Optional Insurance Plans
  - Life Insurance
  - Accidental Death and Dismemberment Insurance
  - Disability Insurance
  - Heart Attack and Stroke Insurance
  - Cancer Insurance
  - Group Home/Auto Insurance
To comply with the Federal Affordable Care Act (ACA), East Carolina University offers a High Deductible Health Plan (HDHP) to all non-permanent employees. Eligibility is determined by monitoring hours worked during the 12-month ACA measurement period. This plan is offered consistently without regard to race/ethnicity, color, genetic information, national origin, religion, sex (includes pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, or veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service).

Please see Section 3 for information regarding dissemination of the Notice of Nondiscrimination and Affirmative Action policy.

Monitoring Procedures

Positions that are determined to be underutilized are reported to the Department of Human Resources to encourage broader outreach and recruitment strategies during SHRA and CSS hiring processes.

SHRA/CSS

Positions that are determined to be underutilized are monitored throughout the employment process. The Office for Equity and Diversity directly monitors the SHRA and CSS hiring processes to encourage the inclusion and view the representation of underutilized groups within the applicant pools.

EHRA

The Office for Equity and Diversity provides compliance monitoring for all EHRA positions throughout the hiring process. During the hiring process, each stage is reviewed to ensure that underrepresented groups have been included in the process. Each position is reviewed for compliance during the following stages:

- posting approval process,
- screening process, and
- hiring proposal approval process.
Equal Employment Opportunity Reports

The Office for Equity and Diversity generates equal employment opportunity reports utilizing data obtained from the People Admin and Banner systems. In addition to monitoring mentioned in the above portions of this Section, annual reports analyzing applicant flow, hires, promotions and transfers, separations, tenure conferrals, and external outreach/recruitment efforts are produced according to the following schedule:

<table>
<thead>
<tr>
<th>Type of Report</th>
<th>Frequency Rate</th>
<th>Office Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant Flow</td>
<td>Annually</td>
<td>Equity and Diversity</td>
</tr>
<tr>
<td>Hires, Promotions and Transfers</td>
<td>Annually</td>
<td>Equity and Diversity</td>
</tr>
<tr>
<td>Separations</td>
<td>Annually</td>
<td>Equity and Diversity</td>
</tr>
<tr>
<td>Tenure Conferrals</td>
<td>Annually</td>
<td>Equity and Diversity</td>
</tr>
<tr>
<td>Recruitment Efforts</td>
<td>Annually</td>
<td>Equity and Diversity</td>
</tr>
</tbody>
</table>

Please see Section 3 for information regarding dissemination of the EEO Plan which includes discussing the EEO Plan and/or the policy, when appropriate, in meetings with senior executives and administrators of the University.

Invitation to Self-Identify and Data Collection

The OFCCP revised certain regulations implementing both VEVRAA and Section 503 of the Rehabilitation Act of 1973, as amended. Both of these Final Rules were effective March 24, 2014 and included changes in affirmative action provisions for veterans and individuals with disabilities. Because the University’s 2014 EEO Plan was in place at the time the new regulations became effective, the University began compliance with the affirmative action provisions of the new regulations effective for the 2015 EEO Plan year. Among the affirmative action provisions are specific requirements regarding the invitation to self-identify as a protected veteran and/or an individual with a disability.

Accordingly, in addition to the opportunity to self-identify race/ethnicity and sex, the University invites applicants to self-identify as a protected veteran or individual with a disability at two points. The first invites applicants submitting the application materials to self-identify as a protected veteran or individual with a disability (i.e., pre-offer). The second occurs after the offer of employment but before the applicant begins his or her job duties (i.e., post-offer) and invites the applicant to self-identify as (1) belonging to one or more of the specific categories of protected veteran for which the University is required to report pursuant to federal regulations and/or (2) an individual with a disability. Additionally, the University initially invited each employee to voluntarily self-identify as an individual with a disability and will (1) extend this
invitation at five year intervals, and (2) at least once during the intervening years, the University will remind employees that they may voluntarily update their disability status. Submission of this information is voluntary and refusal to provide it will not subject applicants or employees to any adverse treatment. The information provided will be used only in ways that are not inconsistent with the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, or Section 503 of the Rehabilitation Act of 1973, as amended. Data collected from this voluntary self-identification will assist the University in its efforts to analyze and monitor personnel activity, including but not limited to applicants and hires.

The University maintains a separate file on persons who have self-identified as an individual with a disability.

In an effort to come into compliance with the new pre-offer data collection provisions for protected veterans and individuals with a disability, the Office for Equity and Diversity and Department of Human Resources Employment Unit worked collaboratively to review and update the University’s staff application (used with the SHRA/CSS application process) and candidate profile (used with the EHRA application process) to allow the invitation to self-identify as a protected veteran or individual with a disability, using language consistent with the new regulations, at the time the applicant completes the application process.

The Office for Equity and Diversity led a small working group to develop a process to ensure compliance with the timing provisions of the post-offer invitation to self-identify status as a protected veteran and/or individual with a disability (i.e., after the offer of employment but before the applicant begins his or her job duties). The University will ensure the post-offer invitation to self-identify by including but not limited to: adding information to initial contract letters, educating new employees in orientation, and including information about the opportunity to self-identify with required I-9 processing information. The Office for Equity and Diversity, Department of Human Resources Information Technology unit, and Information Technology and Computing Services worked collaboratively to review and/or implement invitations to self-identify disability and protected veteran status developed for use with the University's human resources enterprise management system, Banner.

EMPLOYEE RESOURCE GROUPS

As part of ECU's commitment to diversity in the workplace, the Office for Equity and Diversity assists in forming and supporting the efforts of Employee Resource Groups. These groups help foster connectedness to the university community, thus encouraging retention and recruitment especially in minority and women employees. The Office for Equity and Diversity serves in an ex-officio role in most of these organizations. These groups include the ones listed below.
BRODY WOMEN FACULTY COMMITTEE

The Brody Women Faculty Committee (BWFC) consists of women professionals at the Brody School of Medicine. The committee aims to increase institutional effectiveness by supporting the recruitment, retention and promotion of female professionals. The BWFC is a welcoming community of women who work to improve awareness of issues of particular interest to women, track information about women faculty at the Brody School of Medicine, support current and future women professionals through mentorship, and offer programming on leadership, career development, and women’s perspectives.

STAFF SENATE DIVERSITY COMMITTEE

In support of the university’s mission, the Staff Senate Diversity Committee is charged with making recommendations to the ECU Staff Senate that promote awareness of and appreciation for human and intellectual diversity at East Carolina University. The committee is comprised of staff employees and works to establish rapport with, and seek input from, the university community in an effort to identify ways to foster and encourage respect for diversity on our campus. The committee supports speakers from the University on topics around diversity and inclusion. Additionally, the committee recommends a series of meaningful programs and initiatives that will improve the racial/cultural atmosphere on our campus, promote awareness of why diversity matters, “contribute to the welfare of university staff, and foster the interaction, integration, and representation of different races/ethnicities, cultures, national origins, abilities, religions, sexual orientations, intellectual positions, and perspectives throughout our university community”.

ORGANIZATION OF BLACK STAFF

This organization seeks to achieve a visible commitment of the inclusion and value of Black staff, faculty, and students at the University. The organization promotes cultural and professional development, wellness, networking, mentorship, leadership, community outreach, scholarship, and economic prosperity through a variety of organization sponsored programs and events, such as the gala celebrating African American educators at the ECU African American Awards of Excellence.

CHINESE ASSOCIATION OF ECU FACULTY, STAFF AND FRIENDS

The focus of the Chinese Association of ECU Faculty, Staff and Friends is to serve the Chinese students, faculty, staff, visiting scholars, and their families in acclimating them into the university and community environment. The Association also provides knowledgeable channels regarding Chinese culture and society to the campus community. The Association, in collaboration with the Greenville Chinese School, has held several events, including the Chinese
New Year Celebration, Greenville International Festival, and Mid-Autumn Festival Party.

BLACK FACULTY ORGANIZATION

The Black Faculty Organization is dedicated to advancing the interests of Black faculty members at East Carolina University. Some of the activities of this organization include: providing support and assistance through social activities, scholarship, advocacy programs, and other University and community-based activities and supporting and encouraging the creation and enforcement of University policies relating to recruitment, retention, and professional development of Black and other minority faculty and staff as well as the recruitment and retention of Black undergraduate and graduate students. The organization also hosts peer mentoring and tenure workshops.

LESBIAN, GAY, BISEXUAL, TRANSGENDER AND ALLY FACULTY/STAFF GROUP

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBT) Faculty/Staff Group is an informal group for ECU faculty and staff of all sexual orientations, gender identities, and gender expressions.

AMERICAN INDIAN FACULTY/STAFF GROUP

The American Indian Faculty/Staff Group is an informal group for ECU faculty and staff who meet to discuss topics of interest to the American Indian community.

UNIVERSITY DIVERSITY COMMITTEE

The University Diversity Committee (UDC) consists of twenty-three (23) members, which serve as an advisory and working group of faculty, staff, students, and administrators to the Associate Provost for Equity and Diversity & Chief Diversity Officer. The role of UDC is to: (1) provide recommendations and guidance on equity, diversity, and inclusion initiatives, programs, and activities; (2) coordinate institutional efforts to further diversify the university community and promote equity and inclusion; and (3) develop unit-level programs and activities designed to support the University Diversity Plan’s Commitments and Strategies. In addition, the committee will provide an annual report to the Executive Council.
Unlawful Workplace Harassment Prevention Strategies

East Carolina University’s Commitment to Prohibit Unlawful Workplace Harassment, Sexual Harassment and Retaliation

As specifically stated in East Carolina University’s Notice of Nondiscrimination and Affirmative Action Policy, the University is committed to equality of opportunity and prohibits unlawful discrimination based on the following protected classes: race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service) (“Protected Class”). Harassment is a form of discrimination and is unwelcome conduct based on a Protected Class, which creates either quid pro quo harassment or a hostile environment. It also includes sexual harassment as defined in the University’s Title IX Compliance and Resolution Regulation. Additionally, the Notice of Nondiscrimination and Affirmative Action Policy prohibits retaliation against an individual for using applicable policies responsibly. East Carolina University’s Notice of Nondiscrimination and Affirmative Action Policy, as approved by the University’s Board of Trustees, is included in the University Policy Manual and may be accessed here: https://www.ecu.edu/prr/05/25/02. The University’s Title IX Compliance and Resolution Regulation is also included in the University Policy Manual and may be accessed here: https://www.ecu.edu/prr/06/40/04.

Administration of the Notice of Nondiscrimination and Affirmative Action Policy and Prevention Strategies

Ms. LaKesha Alston Forbes, Associate Provost for Equity and Diversity, Title IX Coordinator, has been delegated the responsibility by the Chancellor for implementation of the policy, including resolution efforts as well as prevention measures. The Office for Equity and Diversity provides education and training to all current and new employees regarding unlawful discrimination, harassment, and related retaliation; disseminates the policy; and is responsible for resolution efforts in the case of allegations of unlawful discrimination, harassment, and related retaliation. Members of the University community with concerns or questions are encouraged to contact the Office for Equity and Diversity. The Office is located in Suite G-406 in the Old Cafeteria Building.
Objectives and Time Table

1. Provide education and training to all current and new employees regarding unlawful discrimination, harassment, and related retaliation.
   Target Completion Date: On-going

2. Review current grievance policy and procedures for confidential reporting and resolution of complaints and propose any necessary revisions to ensure consistency with the policy.
   Target Completion Date: Procedures established; review on-going

3. Review the timeframes to determine the need for modifications to other existing policy governing employee grievances.
   Target Completion Date: On-going

4. Disseminate new brochures, posters, and/or training handouts.
   Target Completion Date: On-going

5. Disseminate policy in various university publications.
   Target Completion Date: On-going as each edition is updated

Dissemination of Policy

East Carolina University will disseminate the Notice of Nondiscrimination and Affirmative Action Policy, as well as information about the Notice and its enforcement, to new and existing employees by, at least, the following means:

Supervisors and managers will be informed of management’s responsibilities for enforcing the policy.

The policy will be included in the Equal Employment Opportunity Plan.

The policy will be posted on all appropriate official bulletin boards.

The policy will be posted on the Office for Equity and Diversity’s web page, in the online University Policy Manual, and a direct link from the University’s home web page.

New employees will receive information and training on the policy at orientation.

Various university publications will also be used to distribute the policy to all employees.

Training and Other Methods to Prevent Unlawful Discrimination, Harassment, and Related Retaliation

Comprehensive web-based educational modules have been developed for employees and supervisors, which increase awareness by providing an understanding of what constitutes unlawful discrimination, harassment, and related retaliation, what to do about it, and how to report it. The policy is listed within the online discrimination and harassment prevention training modules, which are mandatory for all ECU employees.

Orientation sessions for new employees will include training on the policy.
A training program on all EEO policies, including the Notice of Nondiscrimination and Affirmative Action Policy, is available per departmental request and/or upon recommendation by the Associate Provost for Equity and Diversity.

Internal Grievance Procedures for Complaints of Unlawful Discrimination, Harassment, and Related Retaliation

The University provides resolution procedures for complaints of unlawful discrimination, harassment and/or related retaliation, as defined in the Notice of Nondiscrimination and Affirmative Action Policy. The grievance procedures for filing complaints of unlawful discrimination, harassment and related retaliation are listed below. Copies of the grievance procedures are also available in the Office for Equity and Diversity and are accessible through the Office for Equity and Diversity’s Webpage.

The Office for Equity and Diversity maintains records of complaints that allege unlawful protected class discrimination, harassment and related retaliation.

Procedures for Reporting Unlawful Discrimination, Harassment, and Related Retaliation for SHRA Employees

Effective May 1, 2014, complaints filed by an East Carolina University SHRA employee are governed by the grievance procedures presented in the ECU Mediation and Grievance Procedure for SHRA Employees and/or the Resolving Allegations of Discrimination regulation in the University Policy Manual.

Disciplinary Policy and Procedures

East Carolina University has established disciplinary actions to provide management with a fair, clear and useful tool for correcting and improving performance problems, as well as to provide a process to assist management in handling cases of unacceptable personal conduct. The University’s (1) Disciplinary Policy and Procedures for Employees Subject to the Human Resources Act (SHRA), and (2) Clinical Support Services (CSS) Disciplinary Policy are available on the Department of Human Resources’ Webpage.

OTHER EQUITY POLICIES*

* Policies can be found by accessing web links in the appendices of this document.

Administration of the Title IX Compliance and Resolution Regulation

The University’s Title IX Compliance and Resolution Regulation covers all students and employees and outlines the University’s response to reports of sexual assault, dating and domestic violence, stalking, and sexual harassment. The Regulation also includes a resource guide for both student and employee complainants and respondents.

The University has enacted the Regulation, and the Office for Equity and Diversity is responsible for its implementation. This includes dissemination of the Regulation and assuring that an appropriate process is carried out in the event of violations of the regulation. Complaints related to sexual harassment and other forms of interpersonal violence filed
against students and employees will follow the procedures listed in the Title IX Compliance and Resolution Regulation and supersede the procedures indicated below.

Administration of the University Regulation on Reports of Prohibited Interpersonal Violence and Related Misconduct

The University's Regulation on Reports of Prohibited Interpersonal Violence and Related Misconduct supplements the Title IX Compliance and Resolution Regulation and covers the jurisdiction not covered by that Regulation. Additionally, the Regulation on Reports of Prohibited Interpersonal Violence and Related Misconduct prohibits sexual exploitation. The Regulation contains a resource guide for both student and employee complainants and respondents. The University has enacted the Regulation, and the Office for Equity and Diversity is responsible for its implementation. This includes dissemination of the Regulation and assuring that an appropriate process is carried out in the event of violations of the Regulation. Except for the Title IX Compliance and Resolution Regulation, the Regulation on Reports of Prohibited Interpersonal Violence and Related Misconduct supersedes the procedures indicated below.

Administration of the Board of Governors of the University of North Carolina Policy Concerning Improper Relations between Students and Employees

The Office for Equity and Diversity is also responsible for the implementation of the policy passed by the UNC Board of Governors concerning improper relationships between employees and students.

Procedures for Reporting Harassment and/or Discrimination Based on an East Carolina University Protected Class Filed By an East Carolina University SHRA Staff Member

Effective May 1, 2014, complaints filed by an East Carolina University SHRA employee are governed by the grievance procedures presented in the ECU Mediation and Grievance Procedure for SHRA Employees in the University Policy Manual and/or the procedures presented in the Resolving Allegations of Discrimination regulation available in the University Policy Manual and on the Office for Equity and Diversity website. [For the purposes of this policy, political affiliation is not a protected classification under federal EEO law but may be grieved pursuant to NC statute as a contested case after completion of the university grievance procedure and the Office of State Human Resources review.]

Procedures for Reporting Harassment and/or Discrimination Based on an East Carolina Protected Class Against East Carolina University Students

Complaints brought against East Carolina University students by East Carolina University students, staff, faculty, administrators or visitors are governed by the grievance procedures available on the Dean of Students Office's website except complaints filed by an East Carolina University SHRA employee, which are governed by the grievance procedures presented in the ECU Mediation and Grievance Procedure for SHRA Employees in the University Policy Manual.
Procedures for Reporting Harassment and/or Discrimination Based on an East Carolina Protected Class Against an East Carolina University Faculty Member

Complaints brought against East Carolina University faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators or visitors ordinarily are governed by the procedures presented in the Grievance Procedures for Complaints of Unlawful or Prohibited Harassment, Discrimination or Improper Relationships Brought Against East Carolina University Faculty Members or Administrators Holding Faculty Status in the ECU Faculty Manual except complaints filed by an East Carolina University SHRA employee, which are governed by the grievance procedures presented in the ECU Mediation and Grievance Procedure for SHRA Employees in the University Policy Manual.

Procedures for Reporting Harassment and/or Discrimination Based on an ECU Protected Class Against a CSS, SHRA, or EHRA Non-faculty Employee

Protected class complaints brought against CSS, SHRA, or EHRA non-faculty employees are governed by the procedures presented in the Resolving Allegations of Discrimination regulation except complaints filed by an East Carolina University SHRA employee, which are governed by the grievance procedures presented in the ECU Mediation and Grievance Procedure for SHRA Employees in the University Policy Manual.

Consultation and Assistance

The Office for Equity and Diversity's staff members are available and sought out frequently for consultation and assistance on various aspects of the ECU Equal Employment Opportunity Plan. This assistance ranges from helping students understand the meaning of the concept "affirmative action" for a class assignment to assisting leadership in making personnel decisions. The Associate Provost for Equity and Diversity is a member of the Chancellor's Executive Council and the Provost's staff and meets with each group regularly.

As explained in Section 5, the Office for Equity and Diversity's staff members also serve as ex-officio members of most Employee Resource Groups including but not limited to the Staff Senate Diversity Committee and the University Diversity Committee.
Reduction in Force Guidelines

East Carolina University recognizes the importance of maintaining a workforce that adequately reflects cultural diversity. Gains made in the past as a result of aggressive affirmative action strategies can be damaged beyond repair through layoffs. In order to minimize such damage, East Carolina University makes every effort, through long-range planning, to avoid layoffs. When necessary, at the discretion of the specific department, all other options are exhausted before a reduction-in-force will be implemented. To note, state policy dictates that the following examples of reasons have failed to satisfy the need for reduction-in-force: a freeze on vacant positions, limits on purchasing and travel, early retirement, voluntary layoffs, work schedule alternatives, and job sharing.

East Carolina University follows North Carolina's Reduction in Force Policy, applicable to SHRA employees, and the CSS Reduction in Force Policy, applicable to CSS employees. The policy and procedures for reductions in force specify that a report shall be written by the supervisor of the appropriate unit outlining the rationale for the layoffs, other means that have been explored to avoid layoffs, etc. The Associate Provost for Equity and Diversity reviews this report for its impact on the affected job groups before the report is submitted to the Chancellor.
Job Group Analysis

*Job Group Analysis might alternatively be titled, “What you currently have, listed by Job Group.”*

For the purposes of this Equal Employment Opportunity Plan, the positions with similar wages, content, and promotional opportunity are arranged in groups. In this way, utilization can be calculated and, when underutilization is found to exist, goals can be set.

The terms “availability”, “utilization”, “underutilization”, and “problem area” appearing in this Equal Employment Opportunity Plan are terms that OFCCP regulations require the University to use. These terms have no independent, legal or factual significance whatsoever outside the context of OFCCP’s regulations. Although East Carolina University will use the terms in good faith in connection with its Equal Employment Opportunity Plan, such usage does not necessarily signify that the University agrees that these terms are properly applied to any particular factual situation.

EHRA Employees

Faculty

EHRA teaching faculty positions are grouped into job groups by college/school, unit, and rank/title. In most cases, each professional college/school has two job groups – one that includes junior faculty ranks and titles and one that includes senior faculty ranks and titles. Faculty ranks and titles in job groups for the junior level include: Assistant Professor, Teaching Instructor, Research Assistant Professor, Clinical Assistant Professor, Visiting Assistant Professor, etc. Examples of faculty ranks and titles in job groups for the senior level include: Associate Professor, Professor, Chair, Dean, Associate Dean, Vice Dean, Director, etc. Positions filled with employees designated as senior academic or administrative officers who also have a faculty rank and an administrative role in a specific college/school or academic division are grouped with the position’s associated faculty job group.

In the Health Sciences Division, the College of Nursing and the College of Allied Health Sciences each form separate job groups, which are then further grouped by rank and title. The School of Dental Medicine began classes in August 2011 and, due to having a small number of faculty during its initial growth years (small numbers do not make for meaningful analysis), its faculty were previously included with a general job group for Health Sciences faculty. However, given the School's growth, a separate EEO job group was established for the School of Dental Medicine faculty beginning with the 2016 EEO Plan, which will be further grouped by rank and title in future EEO Plan years, as appropriate.
Because of the size and diversity of the faculty within the School of Medicine, there are three separate groups for this School, which are then grouped by rank and title. The first of the three groups are faculty in the basic sciences (Departments of Anatomy and Cell Biology, Biochemistry and Molecular Biology, Comparative Medicine, Bioethics and Interdisciplinary Studies, Microbiology and Immunology, Pharmacology and Toxicology, Physiology, and Public Health). The second group for the School of Medicine consists of faculty in the clinical departments (i.e., those concerned with patient care). These departments include Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pathology and Laboratory Medicine, Pediatrics, Physical Medicine and Rehabilitation, Psychiatry and Behavioral Medicine, and Radiation Oncology. Faculty in the clinical departments of Surgery and Cardiovascular Sciences form the third group for the School of Medicine.

Other faculty positions in the Health Sciences Division are included in the “Faculty (Health); All Other” job group. Examples of faculty positions in these job groups include employees in the Diabetes and Obesity Institute, the Eastern Area Health Education Center (AHEC), and the Health Sciences administrative offices.

Faculty employees from the Laupus Health Sciences Library and the Academic Library are grouped together and constitute a separate job group for Library Services, also grouped by faculty rank and title.

In the Academic Affairs Division, most of the professional colleges each form individual job groups, which are then further grouped by rank and title. These professional colleges include the Colleges of Fine Arts and Communication, Business, Education, Engineering and Technology, Health and Human Performance, and Arts and Sciences.

In the College of Arts and Sciences, because of the size and diversity of the faculty, there are three separate groups, which are further grouped by rank and title. The first group includes those employees in what is termed as "Natural Sciences", including faculty in the Departments of Mathematics, Chemistry, Geological Sciences, Physics, and Biology.

The second group for the College of Arts and Sciences is composed of faculty from the departments from social science disciplines and is also grouped by rank and title. This job group is termed "Social Sciences" and includes the Departments of Anthropology; Criminal Justice; Economics; Geography, Planning and Environment; Political Science; Psychology; and Sociology.

The third group for the College of Arts and Sciences includes employees in the humanities disciplines and is also grouped by rank and title. This group is termed “Humanities” and includes the Departments of English, Foreign Languages and Literatures, History, and Philosophy and Religious Studies.

Other faculty positions in the Academic Affairs Division as well as those in the Division of Research, Economic Development, and Engagement are included in a “Faculty (Academic); All Other Academic, Research and Graduate Studies” job group. Examples of faculty positions in this job group include those faculty in the Honors College, Graduate School, Integrated Coastal Programs, and other Academic Affairs administrative offices.
Senior Academic or Administrative Officer Employees

As stated previously, positions filled with employees designated as senior academic or administrative officers who also have faculty rank and an administrative role in a specific college/school or academic division are grouped with the position’s associated faculty job group. All other EHRA positions classified as senior academic and administrative officers form a job group, encompassing those designated both level IA and IB. Examples of positions in these job groups include: Vice Chancellors, Chief Communications Officer, Director of Residence Life, Chief Information Security Officer, University Counsel and Vice Chancellor for Legal Affairs, Director of Student Health, and Chief of Police.

Other EHRA Non-faculty Employees

Beginning with the 2017 EEO Plan, other EHRA non-faculty job titles were analyzed resulting in changes to the EHRA job groups to better group those titles by similarity of content and wage rate, as well as opportunity. Within these groups, the large EEO-6 categories are maintained. However, these categories are further broken down into smaller job groups in the same general area using the Standard Occupational Classification (SOC) Codes as used by the Integrated Postsecondary Educational Data System (IPEDS). The organizing principle is a common denominator of practice or knowledge and pay. Examples of positions in these job groups include: Directors, Associate Directors, Managers, Research Associates, Counselors, Coordinators, Coaches, Athletic Trainers, and Academic Advisors. The following job groups are established for EHRA non-faculty job titles (other than SAAO positions):

ADMIN/MGRL; EHRA NT LOWER MKT
ADMIN/MGRL; EHRA NT UPPER MKT
PRO/E; Business and Financial Operations EHRA LOWER MKT
PRO/E; Business and Financial Operations EHRA UPPER MKT
PRO/E; Coaches and Scouts EHRA LOWER MKT
PRO/E; Coaches and Scouts EHRA UPPER MKT
PRO/E; Healthcare Practitioners and Support EHRA
PRO/E; Community and Social Services EHRA LOWER MKT
PRO/E; Community and Social Services EHRA UPPER MKT
PRO/E; Computer, Engineering, and Science EHRA
PRO/E; Library, Instruction, and Instructional Support EHRA LOWER MKT
PRO/E; Library, Instruction, and Instructional Support EHRA UPPER MKT
PRO/E; Arts, Design, Entertainment, and Media EHRA
TECH/E; Athletics Related EHRA
SERVICE/E; Campus Living Recreation Related EHRA

SHRA/CSS Employees

Within the SHRA/CSS employees, the large EEO-6 categories are maintained. However, these categories are further broken down into smaller job groups in the same general area. The organizing principle is a common denominator of practice or knowledge and market rate. The following job groups are established:
Availability Analysis for Minorities and Women

*Availability Analysis might alternatively be titled, “What you theoretically should have, listed by Job Group.”*

The U.S. Department of Labor Office of Federal Contract Compliance Programs (OFCCP) revised certain regulations implementing Executive Order 11246, as amended. The Final Rule, effective December 13, 2000, specifically affected the analysis of availability data such that there are only two factors that must be considered in computing availability for minorities and women rather than the previously required eight factors. The two factors to be considered are as follows:

Factor 1 refers to the percentage of minorities or women with requisite skills in the reasonable recruitment area. The reasonable recruitment area is defined as the geographical area from which the contractor usually seeks or reasonably could seek workers to fill the positions in question.

Factor 2 refers to the percentage of minorities or women among those promotable, transferable, and trainable within the contractor’s organization. Trainable refers to those employees within the contractor’s organization who could, with appropriate training which the contractor is reasonably able to provide, become promotable or transferable during the EEO Plan year.
Consideration of Two Factors

EHRA FACULTY

For the EHRA faculty workforce, both of the factors were taken into consideration in computing availability of women and minorities. Factor 1, availability in the reasonable recruitment area, is relevant for faculty hiring. As a standard, tenure-track faculty positions are advertised on the jobs website for INSIGHTIntoDiversity.com, the Higher Education Recruitment Consortium Job Board, and other higher education-focused national job posting websites and are often advertised in publications such as the Chronicle for Higher Education, which have national circulation. We use the nation as our recruitment area.

Factor 2, the availability of promotable, transferable and trainable minorities or women within the organization is also relevant for faculty positions. Promotion within the University refers to promotion in the professorial ranks (i.e., from Assistant to Associate to full Professor) and depends on academic productivity. It is common for faculty to move from a junior-level faculty job group to a senior-level faculty job group for their college or school; thus, Factor 2 is relevant for the faculty job groups. Faculty are trained in a specific field and they generally cannot be transferred to another field. Thus, it is very rare for a faculty member to be transferred to another unit within the University. Although the University has doctoral programs, including but not limited to, within the School of Medicine, the Colleges of Allied Health Sciences, Nursing, Education, Health and Human Performance, Arts and Sciences, Engineering and Technology, and in the Coastal Resources Management Office, programs at this level typically will not generate a substantial applicant pool for faculty positions.

EHRA SENIOR ACADEMIC AND ADMINISTRATIVE OFFICER AND OTHER NON-FACULTY POSITIONS

Most of these positions are filled as a result of a national search for applicants and Factor 1 is most relevant. As a standard, EHRA SAAO and other non-faculty positions are advertised on the jobs website for INSIGHTIntoDiversity.com and other higher education-focused job posting websites, which have national circulation. The recruitment area for these EHRA positions ranges from regional, state-wide, to national.

Results from analyses of applications for these EHRA positions to determine the county of residence for each applicant show that individuals are typically recruited from either the Pitt County area, counties throughout the state of North Carolina, or other areas of the United States. Thus, Pitt County, the state of North Carolina, and the nation are viewed as the reasonable recruitment area in the various EHRA SAAO and other non-faculty job classification groups.

Factor 2 may be thought, at first glance, to be relevant. The majority of these positions require either management skill and (in most cases) management experience or another professional skill and/or experience, in addition to
education requirements. We do not operate any management training programs specifically to prepare managers for this organization, and there is no internal training program designed to feed employees into other job groups.

We have analyzed movement across job groups for EHRA SAAO and other non-faculty positions and determined that Factor 2 is not relevant. While there were occurrences of movement across job groups, we have not identified clear lines of progression; thus, it did not seem appropriate to broadly designate positions as “feeder” positions for these EHRA positions. Therefore, Factor 2 is not relevant for these availability calculations.

**SHRA/CSS EMPLOYEES**

As stated previously, the Department of Human Resources posts all position openings for SHRA and CSS positions on the ECU Jobs site via the PeopleAdmin system located on the ECU Home Page, in addition to other recruitment/advertising activities. The recruitment area for most SHRA and CSS positions typically ranges from regional to state-wide.

Factor 1 refers to the external population and labor force data for the reasonable recruitment area. Results from analyses of applications for SHRA and CSS positions to determine the county of residence for each applicant have consistently shown that the majority of the individuals are recruited from either the Pitt County area or counties throughout the state of North Carolina. In some cases, we also found that applicants were recruited from outside North Carolina. Thus, Pitt County, the state of North Carolina, and the nation are viewed as the reasonable recruitment area in the various job classification groups.

Factor 2 refers to the availability of minorities or women within the organization who could be trained, promoted, or transferred into a job group. As stated previously in the Lines of Progression analysis, feeder job groups were identified among the SHRA/CSS job groups. However, there is no internal training program designed to feed employees into other job groups. Demographic data of incumbents in the feeder job groups were used in the availability calculations for this factor.

**Assigning Weights to the Two Factors**

The task remains to assign a relative weight to each factor within the overall calculation of availability.

In each case in which feeder groups were identified, the internal availability weight (Factor 2) was assigned for SHRA/CSS groups by analyzing promotional history relative to total entrants to the job group; and the internal availability weight (Factor 2) was assigned for EHRA faculty groups by analyzing the percentage of faculty in the related junior faculty job group with five or more years of service (as previously explained, in the case of a tenure-track Assistant Professor, after a five year period, the faculty member petitions for tenure and for promotion). The percentage weight assigned to Factor 1 was then weighted based on weights assigned to Factor 2. Weights for census areas used for SHRA/CSS and EHRA non-faculty job groups were
determined based upon the aforementioned analyses of applications. In some cases, multiple sources were used to estimate Factor 1 availability for EHRA faculty and non-faculty job groups. Weights for other availability sources for faculty and non-faculty job groups, outlined below, were determined based on the relevance of the source data to the positions in the job group.

Sources of Availability Data for Two-Factor Analysis

For all SHRA/CSS and EHRA non-faculty employees, the census data for Factor 1 was from the EEO tabulation 2006-2010 American Community Survey (census) data (provided by Affirmity). For SHRA/CSS and EHRA employees, customized census areas for the local county, state, and the nation were developed based upon the applicable recruitment areas determined by a representative sample of applicant pool data from 11/1/2017 to 10/31/2019. For EHRA non-faculty employees, data used also included the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) reports for the years 2015-16, 2016-17 and 2017-182.

For EHRA faculty employees, where the data appropriately aligned with the job group, data used included: (1) the 2018-2019 “Faculty Distribution Survey of Selected Criteria” conducted by Oklahoma State University and the 2018-2020 reports for “Distribution of US Medical School Faculty by Sex, Race/Ethnicity, Rank, and Department”3, and (2) the National Science Foundation’s “Survey of Earned Doctorates (SED)” (provided by Affirmity), which includes data on PhD’s granted from 2001 through 2013, by discipline, race/ethnicity and gender; as well as the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) reports for the years 2015-16, 2016-17, and 2017-184.

Factor 2 data is based on workforce data for those job groups designated as “feeder groups”.

Utilization Analysis for Minorities and Women

*Utilization Analysis might alternatively be titled, “A comparison of what you have to what you theoretically should have.”

The workforce analysis is presented by job group in the attachments (available in the Office for Equity and Diversity). For each job group, employees are listed by job title, sex and minority status. Following these are the data for the final utilization analysis (i.e., the calculation of which job groups are underutilized using the statistical significance rule). The report depicts in which categories the University is underutilized using the appropriate formula.

---

2 Denoted in the Availability Analysis as Factor 3 (related to OFCCP’s Factor 1): “Percentage of minorities or women at institutions providing training in the requisite skills”
3 Denoted in the Availability Analysis as Factor 1: “Percentage of minorities and women among those having requisite skills in the reasonable recruitment area”
4 Denoted in the Availability Analysis as Factor 3 (related to OFCCP’s Factor 1): “Percentage of minorities or women at institutions providing training in the requisite skills”
Utilization Analysis for Individuals with Disabilities

The OFCCP revised certain regulations implementing Section 503 of the Rehabilitation Act of 1973, as amended. The Final Rule, effective March 24, 2014, includes a newly required utilization goal to establish a benchmark against which the University must measure the representation of individuals with disabilities in the University’s workforce. Specifically, the University uses a utilization goal of 7%, as provided by the OFCCP, for employment of qualified individuals with disabilities for each job group in the University’s workforce.

Goals for Minorities, Women, and Individuals with Disabilities

**Job Groups with Underutilization for Minorities, Women, and Individuals with Disabilities**

The statistical significance rule is used to establish underutilization for minorities and women, where an appropriate statistical test is used (standard deviation or exact binomial) in relation to group size. For individuals with disabilities, the aforementioned utilization goal of 7% was compared to the workforce and the any difference rule was applied to determine underutilization.

As a point of clarification, goals for minorities and females represent placement goals for employees placed into new positions, while the goals for individuals with disabilities focus on the entire workforce. In all cases, goals are not quotas.

The declaration of "underutilization" does not amount to an admission of impermissible conduct. It is neither a finding of discrimination nor a finding of a lack of good faith affirmative action efforts. Rather, "underutilization" is a technical targeting term used exclusively by equal employment opportunity planners who seek to apply good faith efforts to increase the percentage utilization of minorities, women, and individuals with disabilities in the workforce.

For SHRA/CSS job groups, the following areas demarcated by “Yes” are those in which we find underutilization.

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Total Minority*</th>
<th>Females*</th>
<th>Individuals with a Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRO; Business, et al; LOWER MKT</td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO; Business, et al; UPPER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO; Communication, Artists</td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO; Information/Education-Related</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO; Nurses, LOWER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO; Nurses; UPPER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO; Medical/Health Other; LOWER MKT</td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO; Medical/Health Other; UPPER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
</tbody>
</table>
### Job Group

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Total Minority*</th>
<th>Females*</th>
<th>Individuals with a Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRO; Human Services, Social Sciences</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO; Information Technology; LOWER MKT</td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO; Information Technology; UPPER MKT</td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO; Scientific and Engineering</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>CLERICAL; Administrative Support</td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>CLERICAL; Supervisor/ Managerial</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>TECH; Business, et al</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>TECH; Information Tech and Tech-Related</td>
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<td></td>
<td>YES</td>
</tr>
<tr>
<td>TECH; Scientific and Engineering</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>TECH; Information/Education and Support Services</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>TECH; Medical/Health; LOWER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>TECH; Medical Health; UPPER MKT</td>
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<td></td>
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</tr>
<tr>
<td>TECH; Human Services</td>
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<td></td>
<td>YES</td>
</tr>
<tr>
<td>SKILLED; Operations and Trades</td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>SKILLED; Operations and Trades; Supers/ Specialists</td>
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<td></td>
<td>YES</td>
</tr>
<tr>
<td>SERVICE; Institutional Services, et al</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>SERVICE; Institutional Services, et al; Managerial/Spec</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>SERVICE; Public Safety and Security</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>SERVICE; Public Safety and Security; Supervisors</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
</tbody>
</table>

*Statistically significant results are reflected in the chart above.*

For the EHRA job groups, the following areas demarcated by “Yes” are those in which we find underutilization.

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Total Minority*</th>
<th>Females*</th>
<th>Individuals with a Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAC (Health); All Other</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Health); Nursing, JUNIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Health); Nursing, SENIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Health); Allied Health, JUNIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Health); Allied Health, SENIOR</td>
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<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Health); School of Med-Basic, JUNIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Health); School of Med-Basic, SENIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Health); School of Med-Clinical: Other, JUNIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Health); School of Med-Clinical: Other, SENIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Health); School of Med-Clinical: Cardio/Surgery, JUNIOR</td>
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<td></td>
<td>YES</td>
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</tbody>
</table>

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76
<table>
<thead>
<tr>
<th>Job Group</th>
<th>Total Minority*</th>
<th>Females*</th>
<th>Individuals with a Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAC (Health); School of Med-Clinical: Cardio/Surgery, SENIOR</td>
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<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Health); School of Dental Med; All Faculty</td>
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</tr>
<tr>
<td>FAC (Academic); Fine Arts and Communication, JUNIOR</td>
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<td>YES</td>
</tr>
<tr>
<td>FAC (Academic); Fine Arts and Communication, SENIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Academic); Business, JUNIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Academic); Business, SENIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Academic); Education, JUNIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Academic); Education, SENIOR</td>
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<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Academic); Engineering and Tech, JUNIOR</td>
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<td></td>
<td>YES</td>
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<tr>
<td>FAC (Academic); Engineering and Tech, SENIOR</td>
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<tr>
<td>FAC (Academic); Arts and Sciences - Natural, JUNIOR</td>
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<td>YES</td>
</tr>
<tr>
<td>FAC (Academic); Arts and Sciences - Natural, SENIOR</td>
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<td></td>
<td>YES</td>
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<tr>
<td>FAC (Academic); Arts and Sciences - Humanities, JUNIOR</td>
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<tr>
<td>FAC (Academic); Arts and Sciences - Humanities, SENIOR</td>
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<td>YES</td>
</tr>
<tr>
<td>FAC (Academic); Arts and Sciences - Soc Sci, JUNIOR</td>
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<td></td>
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</tr>
<tr>
<td>FAC (Academic); Arts and Sciences - Soc Sci, SENIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Library Services); Joyner, Laupus, JUNIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Library Services); Joyner, Laupus, SENIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Academic); Health and Human Performance, JUNIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Academic); Health and Human Performance, SENIOR</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>FAC (Academic); All Other plus Research and Grad Studies</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>EXEC/ADMIN; EHRA SAAO (All Divisions except Faculty)</td>
<td>YES</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>ADMIN/MGRL; EHRA NT LOWER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>ADMIN/MGRL; EHRA NT UPPER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO/E; Business and Financial Operations EHRA LOWER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO/E; Business and Financial Operations EHRA UPPER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO/E; Coaches and Scouts EHRA LOWER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO/E; Coaches and Scouts EHRA UPPER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO/E; Healthcare Practitioners and Support EHRA</td>
<td></td>
<td></td>
<td>YES</td>
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<tr>
<td>PRO/E; Community and Social Services EHRA LOWER MKT</td>
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<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO/E; Community and Social Services EHRA UPPER MKT</td>
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<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO/E; Computer, Engineering, and Science EHRA</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
</tbody>
</table>

---

77
<table>
<thead>
<tr>
<th>Job Group</th>
<th>Total Minority*</th>
<th>Females*</th>
<th>Individuals with a Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRO/E; Library, Instruction, and Instructional Support EHRA LOWER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO/E; Library, Instruction, and Instructional Support EHRA UPPER MKT</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>PRO/E; Arts, Design, Entertainment, and Media EHRA</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>TECH/E; Athletics Related EHRA</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>SERVICE/E; Campus Living Recreation Related EHRA</td>
<td>YES</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

*Statistically significant results are reflected in the chart above.

The University finds itself to be underutilized in these areas and will adopt an annual percentage goal corresponding to minority and female availability and/or the utilization goal for individuals with disabilities in each case.

The purpose of the University’s establishment and use of goals is to ensure that it meets its affirmative action obligation. The University will use goals as indicators of the mark that the particular area should move toward to increase utilization.

Hiring Benchmark for Protected Veterans

As previously stated, the OFCCP revised certain regulations implementing VEVRAA. The Final Rule, effective March 24, 2014, includes a newly required quantifiable method of analysis to measure progress toward achieving equal employment opportunity for protected veterans. Accordingly, the University will set a hiring benchmark for protected veterans on an annual basis using one of two mechanisms, as stipulated by the regulations. Specifically, for this EEO Plan year, the University will use the results of an analysis that considered multiple factors, as provided by the OFCCP, including but not limited to: North Carolina state labor force and related data, university applicant and hiring data, and our assessment of outreach and recruitment efforts.

As a point of clarification, a benchmark differs from a goal and is a “yardstick” against which ECU can measure the success of our efforts to recruit and employ qualified protected veterans. It should be noted that the only data regarding veteran availability in the labor force encompasses all veterans and is broader than the subset of veterans who are protected by VEVRAA; therefore, such data cannot be used to establish an availability-based goal.

<table>
<thead>
<tr>
<th>Hiring Benchmark</th>
<th>3.89%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Protected Veterans Hired</td>
<td>3.87%</td>
</tr>
</tbody>
</table>

Although the hiring ratio improved this year, the University finds its hiring ratio was just slightly lower than the hiring benchmark in its comparison for all protected veterans hired (SHRA, CSS, and EHRA) and will develop strategies to increase outreach/recruitment efforts for protected veterans.
East Carolina University

It is notable that, in related reports required by the Office of State Human Resources that focuses specifically on the SHRA workforce (rather than hires for that reporting year) and requires comparison to a veteran benchmark of 5.7%, the University exceeded the 5.7% veteran benchmark for the SHRA workforce in all SHRA employee categories. Therefore, the University can reasonably conclude that its development of outreach/recruitment efforts should focus on its EHRA workforce.

Identification and Correction of Problem Areas/University Achievements

In addition to our policy statements outlined in Section 1, East Carolina University maintains a strong commitment to diversity and inclusion as demonstrated in the university's mission and strategic plans. Our University Strategic Plan includes that, to “[m]aximize [s]tudent [s]uccess”, “[w]e will reflect a global workplace and society by diversifying our faculty, staff and students . . .”. Additionally, the University has maintained a strong affirmative action program for many years and seeks to identify and correct problem areas.

Facilities and University-sponsored social events are fully integrated. Union contracts and apprenticeship programs are not in effect. Training programs are administered in a manner that does not discriminate on the basis of race/ethnicity, sex, disability, protected veteran or other EEO-related factors. An EEO poster audit is conducted periodically.

The University uses a candidate profile questionnaire as part of an automated applicant system for EHRA faculty and administrators. The form used by applicants for SHRA/CSS positions is also automated. EEO data information is requested within the EHRA candidate profile and the SHRA/CSS application. Candidates provide EEO data information voluntarily within a secure system.

The University does not utilize a formal scored selection procedure for application selection.

Record-keeping and application retention is mandated by the Record Retention Schedule established under NC Statute, monitored by the University Archivist, and by applicable affirmative action regulations and ECU’s University General Records Management Regulation.

Housing is available for minorities in this geographic area. Accessible housing is also available for individuals with disabilities. Transportation is facilitated by a city bus system, which serves both the east and west campuses of the University.

In January 2019, ECU expanded its former LGBT Resource Office to open the largest LGBTQ Center in the UNC System. The Dr. Jesse R. Peel LGBTQ Center provides support and a sense of community for students, faculty, staff, and alumni of all sexual orientations, gender identities, and gender expressions. The LGBTQ Center is located in the Main Campus Student Center, Suite 209 and can be reached by phone at (252) 737-2514 or email at lgbt@ecu.edu. In addition, in 2015, the Office for Equity and Diversity launched and is available to provide educational offerings for employees that are focused on gender identity and sexual orientation. These offerings educate employees about protected classes and support our efforts to promote a diverse and inclusive work environment.

Consistent with the OFCCP's regulations implementing Section 503 of the Rehabilitation Act of 1973, as amended, and VEVRAA, the University assessed the effectiveness of its external outreach and recruitment efforts with respect to identifying and recruiting qualified
individuals with disabilities and protected veterans. Because the University’s 2014 EEO Plan was in place at the time the new regulations became effective on March 24, 2014, the University began compliance with the affirmative action provisions of the new regulations effective for the 2015 EEO Plan year. Accordingly, beginning with the 2016 EEO Plan, the University completed its data collection analysis of applicants, hires, openings, and positions filled with respect to protected veterans and individuals with a disability ("Data Metrics").

We evaluated our outreach/recruitment efforts for protected veterans and individuals with a disability and considered the related 2018, 2019, and 2020 Data Metrics. Our assessment of effectiveness of our outreach/recruitment efforts found that, based on the trends, it appears our outreach/recruitment efforts are generally having positive effects with respect to protected veterans and individuals with a disability; however, we will explore additional outreach and recruitment efforts to address fluctuations in applicants and hires for both groups.

To enhance our outreach and recruitment efforts of protected veterans, in summer 2020, we developed and disseminated a best practice document for “How to Translate Military Experience” designed to assist units with the screening process. We will continue dissemination efforts to managers and supervisors regarding strategic outreach/recruitment to protected veterans and individuals with a disability and continue working collaboratively with the Department of Human Resources and other institutional partners to consider developing additional outreach/recruitment strategies. This office will disseminate information about these sources in various ways including, but not limited to, communication with managers/supervisors, human resources collaborative partners, search committees and training.

With ECU’s upgrade of its applicant tracking system to PeopleAdmin 7, it has allowed us access to more robust analytics on number of clicks and click-throughs applicants make to navigate to our website, including search engines or other web-based advertising sources.

To enhance our assessment of the effectiveness of our outreach and recruitment efforts, in fall 2019, the Office for Equity and Diversity developed a survey designed to gather information from new employees about how they learned about their current position. We plan to routinely disseminate this survey to employees hired within the last three months of survey dissemination.

We also plan to continue working collaboratively with our Department of Human Resources to explore other ways to enhance our ability to evaluate effectiveness of individual outreach/recruitment efforts.

Analysis reveals that the University continues to have underrepresentation of both women and minorities in some academic areas and some SHRA/CSS job classification categories. This continues despite the action-oriented strategies of preceding years.

In 2017 with the University’s upgrade to PeopleAdmin 7, we developed and implemented a tab within the Posting Form which provides a list of the EEO job groups with underutilization in the EEO Plan. This tab also requires consideration and a response to whether the position for which the unit is requesting recruitment is in one of those Job Groups and then prompts the unit to consider recruitment efforts that will address the underutilization. To enhance understanding and the accuracy of unit responses, in fall 2019, the Office for Equity and Diversity enhanced our educational efforts by developing and
disseminating the “PeopleAdmin User Guide – EEO Underutilization Tab” to guide units when filling out the EEO tab section.

The Office for Equity and Diversity, in collaboration with Institutional Planning, Assessment, and Research, developed and implemented a new Diversity Dashboard in December 2016. The Dashboard is intended to provide convenient and immediate access to diversity data and trends to help identify opportunities as planning decisions are made as well as help evaluate progress with unit and strategic plan goals.

One challenge which the university faces is in the generation of an adequate applicant pool of minorities and women for faculty positions and some staff positions. Since this has been a problem in preceding years as well, several actions have been initiated. Specifically, the following activities have been undertaken as enhancements to better position our institution towards its goal to attract more diverse candidates.

The Office for Equity and Diversity directly engages with managers and supervisors in reviewing the success of the EEO Plan. These efforts include but are not limited to presentations of the EEO Plan to groups of managers and supervisors including the Chancellor’s Executive Council, academic deans and directors, and others. These presentations are tailored to the audience and include any significant changes to the EEO Plan, an executive summary showing EEO job groups with underutilization and related trends, the results of our Office’s root-cause data analysis to better identify areas in which we should focus good-faith efforts, and strategies to address underutilization. A similar presentation is made to our EEO Advisory Committee, whose membership includes broad and diverse representation, including managers and supervisors. The Office for Equity and Diversity’s direct engagement also includes meetings with the college and unit leadership groups for job groups with two or more consecutive years of underutilization, which are further discussed below. We continue to explore additional ways we can meaningfully engage with managers and supervisors around EEO goals.

In reviewing trends in EEO Plan underutilization results and to supplement educational efforts around diverse-targeted recruitment, we directly engaged with college/school leadership to discuss good faith efforts and diverse-targeted networking, recruitment and outreach strategies. This direct engagement included providing information and education regarding pipeline relationship development as a best practice and strategy for diverse-targeted recruitment and outreach in addition to other continuing support. We also provide diverse-targeted recruitment strategies specific to staff positions and post this information in our PeopleAdmin system’s advertising plan section.

In fall 2018, the Office for Equity and Diversity launched “Experience ECU”, a one-day campus visit for participants to learn about ECU and the Greenville area, engage with ECU leaders, and hear from our outstanding faculty and staff. We held our inaugural event in November with a visiting group of postdoctoral scholars and Ph.D. students who visited the campus. In spring 2019, we held our second event with a visiting group of local community college students in skilled operations and trades programs. The Experience ECU program is designed to diversify the faculty and staff pipelines with emphasis on groups underrepresented in their field.

In spring 2019, the Office for Equity and Diversity launched the “Emerging Scholars Symposium”, a three-day program for scholars nearing the end of their terminal degree studies and recent graduates, including postdoctoral scholars. The Symposium is designed to
diversify ECU's faculty pipeline with emphasis on groups underrepresented in their field. Our third Emerging Scholars Symposium was held in fall 2020.

In another example, in February 2020, the Accounting department hosted their third annual outreach program, the Accounting Research Roundtable Gathering (ARRG). Accounting, through its ARRG program, invites a diverse group of Accounting PhD students to campus for a day and a half event whereby the students present research and engage with faculty. This program was initially developed in collaboration with the Office for Equity and Diversity as a pilot in 2018 and was so well received that the department continued it as an annual event.

Additionally, the College of Business Diversity and Inclusion Action Committee also consulted with the OED and developed job ad templates that includes information about the university, their college, as well as emphasizes our collective commitment to diversity and inclusion.

In 2019, the OED partnered with several departments on campus to conduct an environmental scan for visual cues of the unit's commitment to diversity and inclusion. The scan includes reviewing materials such as websites and printed materials and may include a site visit to walk through hallways of the area. Recommendations are made to units based on findings from the scan. This environmental scan continues to be available and offered to units.

The Office for Equity and Diversity partnered with the Office for Faculty Excellence to develop the Faculty Academy, a new faculty mentoring program, launched in fall 2019. Among the expected outcomes for the new program are: increased knowledge and skills for faculty success, fostering collaborations across campus, increased faculty work productivity, and recruitment and retention of diverse faculty.

With respect to our staff EEO job groups with underutilization, we have continued to work collaboratively with our Department of Human Resources and other institutional partners around development of additional good faith efforts to include targeted recruitment/outreach strategies. The Office for Equity and Diversity and the Department of Human Resources has directly engaged with managers and supervisors representing staff EEO Job Groups with consecutive-year trends of underutilization findings. These working groups discuss trends in EEO Plan results and challenges and opportunities with addressing the results. These working groups then collaboratively identify diverse-targeted good-faith strategies to address those EEO Plan results. Related to these efforts, in the past, we have partnered with managers in units around development of external marketing and communication highlighting the unit and ECU's commitment to diversity. We have also partnered with managers in units to provide targeted training designed to support EEO goals (e.g., implicit bias in selections, EEO tips in screening and selection, etc.).

For example, to increase diversity among ECU's skilled operations and trades staff and build awareness of related careers at ECU, in spring 2019, through collaboration with OED and Human Resources, a representative from ECU's Health Sciences Facilities Services attended the Building Trades Career Fair at Fayetteville Technical Community College, found to have a high number of diverse associate degree recipients in programs relevant to skilled operations and trades.
Similarly, in summer 2019, the OED met with managers and supervisors of accounting positions in Financial Services to discuss best practices around diversifying our staff pipelines for related positions. This resulted in engagement with ECU’s Accounting Department and their students regarding accounting careers at ECU, emphasizing our commitment to diversity and inclusion. Financial Services staff participated in the Accounting Department event, “Meet the Firms” as a “firm” students could engage with and learn more about future accounting employment opportunities.

As previously mentioned in Section 5, beginning in 2017, ECU subscribes to LocalJobNetwork where ECU jobs are posted. This network consists of over 600 locally-focused employment and diversity websites designed to bring local talent and businesses together through innovative solutions. Through an automatic distribution to local community partners and a detailed Outreach Management System, this subscription facilitates good faith efforts and access to enhance the livelihood, diversity, and growth of the ECU community — including women, racial/ethnic minorities, veterans and individuals with a disability.

For example, through the LocalJobNetwork, we have reached out to organizations including but not limited to those listed here to request their assistance and support in recruiting women, racial/ethnic minorities, veterans, and individuals with a disability: Beaufort County NCWorks Career Center, Centro Hispano, Charlotte Family Housing, Chatham Recovery, Disability Advocates and Resource Center, DisABILITY Partners, Duke University Center for Multicultural Affairs, Durham Job Link Career Center-Veteran Services, Independent Life Skills Program, International Society of Diversity and Inclusion Professionals, My Sister’s House, Pitt County Department of Social Services, Support Her B.O.O.T.S, and USO of North Carolina Fort Bragg Center.

Diversifying the faculty at ECU presents the most significant opportunity to experience appreciable gains relative to institutional affirmative action and diversity goals. The Chancellor and Provost have underscored the University’s commitment to diversity and inclusion. The Office for Equity and Diversity has empowered hiring officials, search committees and personnel committees with utilization data, search and compliance education, diversity outreach strategies and other resources to better position the University toward goal attainment. Specific examples are as follows:

Search Committee/Personnel Committee Training
- Online search committee training
- Search education/training materials to reflect the need for compliant searches that emphasize attracting diverse populations

Direct Consultation with Deans, Department Chairs, Hiring Officials
- Review annual faculty hiring patterns
- Provide consultation and strategy development services to Deans, Chairs, hiring authorities and search committees regarding diversity outreach strategies

Equity Recruitment Outreach Resources
- Provide recruitment diversity outreach assistance to search committees via online open enrollment session, direct search committee consultation (particularly in
significantly challenged areas, for senior level administrator positions and in cases in which a search firm is being used) and resources on the OED website

- Grant special permission to hire more than one candidate from an applicant pool when doing so will promote the attainment of Affirmative Action goals
- Sponsor unlimited online job postings with INSIGHTIntoDiversity.com

The above mentioned online search committee training and related EHRA recruitment procedures include recommended diversity-inclusive language for use in job advertisements.

Additionally, the search training provides combined coverage of both SHRA/CSS and EHRA recruitment and includes specific information about implicit bias, including the effect of implicit bias in recruitment and steps to challenge implicit bias.

In Spring 2015, the Office for Equity and Diversity began offering a face-to-face workshop regarding recruitment and outreach strategies, which also includes best practice steps for achieving diverse results to be considered before, during and after the search. The workshop includes specific recruitment and outreach strategies that target women, minorities, veterans, and individuals with disabilities.

In addition to the above strategies, the Office for Equity and Diversity provides enhanced, targeted recruitment plan recommendations to units, as indicated and appropriate by review of proposed recruitment plans. Since at least February 2015, when consulting with a unit or search committee about outreach/recruitment strategies, the Office for Equity and Diversity has included veteran and disability-targeted recruitment strategies in its suggested efforts to the unit.

The Office for Equity and Diversity routinely communicates with a collaborative group of Human Resources and divisional personnel representatives engaged in EHRA employee personnel matters and meets as needed. The group’s collaborative effort is designed to best ensure compliance with EHRA employment-related personnel practices, procedures, and policies.

In 2013, the Office for Equity and Diversity sponsored an OFCCP compliance Equity Briefing with presentations by Ms. Marilyn Schuyler, affirmative action expert, to University administrators, Human Resources staff and other division and department personnel representatives regarding OFCCP compliance, including affirmative action. This effort directly supported the University’s efforts around OFCCP compliance and more informed and compliant recruitment and selection processes.

In spring 2017, the Office for Equity and Diversity sponsored a disability compliance Equity Briefing designed to educate managers, supervisors, ECU practitioners, and others on matters of disability compliance. The Equity Briefing featured disability compliance expert, Ms. Allison Nichol, Principal of the ADA Civil Rights Training Center, LLC, and former Chief and Deputy Chief of the Disability Rights Section of the US Department of Justice's Civil Rights Division which enforces the Americans with Disabilities Act. This effort directly supported the University’s efforts around disability compliance in recruitment and other employment matters.

Within the Division of Academic Affairs, the Provost and Associate Provost for Equity and Diversity each articulate and support the educational rationale for diversity in personnel/search/recruitment/outreach related presentations. The message about diversity
as a core principle and the importance of increasing the presence of gender and racial/ethnic populations within the faculty is consistent and pervasive.

In summer 2018, the Provost hosted an Academic Leadership Workshop focused on “Best Practices in Faculty Diversity Recruitment and Retention”. Dr. Nina Lyon Bennett, Director of Member Education and Research Delivery with the Education Advisory Board, presented to academic deans on diversity and inclusion best practices in faculty recruitment and retention. The workshop featured panelists from Virginia Tech and UNC Chapel Hill who have been engaged in such best practices at their institutions to provide insight from their experiences.

In summer 2019, the Provost hosted an Academic Leadership Workshop focused on “Best Practices in Retaining a Diverse Faculty”. Dr. Autumn Reed, Assistant Vice Provost for Faculty Affairs with the University of Maryland Baltimore County, and Dr. Ruth Washington, Executive Director for the Office of Faculty and Graduate Student Retention, Success and Inclusion at Kent State University, presented to academic deans on diversity and inclusion best practices in faculty retention.

In October 2007, the Offices of Equal Opportunity and Equity and Institutional Diversity (now the consolidated Office for Equity and Diversity) co-sponsored noted diversity researcher, Dr. Daryl A. Smith, author of *Making a Difference with Diversity*. Smith addressed the Chancellor’s Cabinet, the Faculty Senate Officers and other faculty on the topic of effective strategies to diversify the faculty. This program directly engaged faculty personnel and search committees, as well as other faculty, involved in the search process.

The Office for Equity and Diversity has also provided professional development seminars including, but not limited to, a November 2010 seminar focused on “Recruiting and Retaining a Diverse Workforce at ECU”; a November 2011 seminar focused on “Improving Institutional Climate”, which included a session on “Removing the Barriers to Faculty Diversity”; and an April 2015 seminar on “Faculty and Staff Mentoring: Cultivating Diversity and Excellence”. The Office for Equity and Diversity provided a professional development seminar in November 2015 focused on “Let’s Talk About Intersecting Identities”. This program offered a keynote and panel discussion on intersecting identities, including race, sexual orientation, religion, gender, and Greek life. In fall 2017, the Office for Equity and Diversity offered a diversity seminar on “Navigating Free Speech and Safe Spaces in Academia”. In fall 2020, the Office for Equity and Diversity offered a diversity seminar on “Examining Disability Identity, Race, and Gender as a Pathway to Inclusive Accessibility”.

East Carolina University hosted the North Carolina Diversity and Inclusion Partners (NC DIP) conference in December 2015, which focused on “Developing a Culture of Proactive Inclusion”. This was a statewide conference with registrants from the public and private four year colleges and community colleges. The conference was an opportunity to explore the importance of proactive inclusion and present multiple strategies for continuing to build welcoming campus communities. The keynote was titled: "Building an Inclusive and Diverse Institution: Changing Programs, Policies and Practices" and concurrent sessions focused on (1) “Reframing the Reasonable: Making Learning and Campus Resources Accessible for the Diverse Learners on Today’s College Campus”, (2) “Best Practices for an Inclusive Culture to Embrace Sexual and Gender Diversity”, and (3) “Developing a Responsive Bias/Incident Reporting System on Campus".
In Spring 2015, the Office for Equity and Diversity began offering a face-to-face workshop focused on implicit bias in recruitment and other personnel actions. Subsequently, in April 2016, Dr. Benjamin D. Reese, Jr., former Vice President for Institutional Equity & Chief Diversity Officer at Duke University & Duke University Health Systems, presented “Understanding the Impact of Explicit and Implicit Bias in Higher Education”. This offering guided participants in gaining a better understanding of how bias develops and affects our interactions in the workplace and in higher education. The presentation aimed, in part, to help participants develop a better understanding of how stereotypes evolve and how our first impressions can taint our understandings of the people around us so that participants could challenge their biases and create a more equitable campus. In 2017, the Office for Equity and Diversity enhanced its face-to-face workshop to focus, more broadly, on implicit bias in selection decisions. To meet the unique needs regarding faculty personnel decisions, in spring 2019, the Office for Equity and Diversity partnered with an ECU faculty member to develop and offer a faculty-focused workshop on implicit bias in selection decisions. In September 2020, the Office offered a workshop that explored bias from a different lens, entitled, “Disrupting Bias: Using Emotional Intelligence to Uncover Bias and Leverage Change”. This workshop explored how to experience your emotions as valuable information that can advance personal and societal change.

The Office for Equity and Diversity is available to provide educational offerings for employees that are focused on a variety of diversity and inclusion topics. For example, programs focused on religious diversity, microaggressions, veterans in higher education, and race/ethnicity were launched during 2016 and are available. These offerings educate employees about protected classes, promote cultural competency, and support our efforts to promote a diverse and inclusive work environment. The goals of these offerings include but are not limited to:

- **Protected Class: National Origin** - to introduce participants to concepts around cultural identity and how it affects daily interactions;
- **Protected Class: Sex** - to provide an overview of the protections available for biological sex and gender in the workplace;
- **Religious Diversity on Campus** - to gain an understanding of the complexities of religion and its effects on college campuses, develop an awareness of the national landscape of religious relations and how it continues to evolve, and establish a toolbox for integrating and welcoming different religious identities in the workplace and the classroom;
- **The Escalation of Assumptions, Stereotypes and Microaggressions on Campus** – to allow participants to explore the nuances of diversity and its relationship to the development of stereotypes and microaggressions that lead to interpersonal conflicts;
- **Because We Serve: Understanding Veterans in Higher Education** – to gain a better understanding of the diversity among our veteran population, develop a knowledge of myths and biases that affect veterans on campus, and build a personal toolbox for creating more welcoming spaces for veterans on campus; and
- **Can We Be Colorblind: Race, Color, and Ethnicity on Campus** – to allow participants to explore their own understanding of race, ethnicity and color; develop
an interactive knowledge of identity and its relation to social privilege; and create a personal toolbox for making ECU a safe and welcoming environment for all people.

- Beyond Accommodation: Disability – to gain an understanding of the terminology around disability, to learn how to combat one’s own conscious biases against people with a disability, and to develop a toolkit for creating more welcoming spaces on campus for people with disabilities.

Achievements through trainings and/or workshops that were implemented in 2017 include, but are not limited to, topics regarding 1) Cultural Appropriation, and 2) Creating a Strong Team through Diversity and Inclusion. The goals of these offerings include but are not limited to:

Cultural Appropriation’s goal is to increase participants’ understanding of cultural exchange versus appropriation and how to respect others’ cultures by not borrowing and consuming aspects of other groups’ cultures for entertainment.

Creating a Strong Team through Diversity and Inclusion was designed to increase participants’ understanding of stereotypes, assumptions, and microaggressions and bring awareness to how these biases can impact the cohesiveness and productivity of a team.

The Office for Equity and Diversity also offered special presentations in 2016 including but not limited to, one entitled “My War on PTSD” which featured a veteran who recounted his military service as a sniper in Iraq, being wounded, his physical recovery, and his struggle with mental health issues once he returned to civilian life.

The Office for Equity and Diversity periodically offers facilitated diversity book group discussions around a particular book. Participants must register and agree to participate in two book discussion sessions. For example, in June 2020, a book discussion program was held around the book, “Look Me In the Eye: My Life with Asperger’s”, by John Elder Robison.

In keeping with the UNC System Task Force on Racial Equity and following the horrific events in the summer of 2020 that occurred across the country, ECU launched a new institutional anti-racism campaign, PLEDGE TO ACT AGAINST RACISM AND INJUSTICE, which invites individuals in our community to commit to working for social, cultural, and structural change. This program provides a framework, resources, and other support for action-oriented steps ECU faculty and staff can take to ACT against racism and injustice.

Subsequently, in August 2020, the Office launched a 2020-21 mini-grant program by awarding a limited number of mini-grants to staff and/or faculty. The program was designed to increase the number of anti-racism initiatives at the “local” level by providing resources for action-oriented projects specifically related to anti-racism with a unit, department, college, or university focus.

Following the launch of our anti-racism initiative and mini-grant program, we heard from so many across campus who were taking tangible action against racism and injustice. In an effort to increase awareness about all the significant effort being made across the university to combat racism and social injustice through action, in January 2021, the Office for Equity
and Diversity launched our new blog site with accompanying periodic notices to the campus community about new posts with inspiring stories.

In January 2021, the Office for Equity and Diversity hosted a virtual workshop facilitated by the Racial Equity Institute entitled “Racial Equity: the Groundwater Approach”, during which the facilitators used data and stories to outline a different approach to understanding racial inequity.

In January 2021, the Office for Equity and Diversity offered a program, “Centering Equity and Diversity in Postsecondary Education” designed to help participants gain insight into how to create welcoming and inclusive classrooms with postsecondary students.

In 2018, the Office for Equity and Diversity enhanced our educational efforts by developing a new educational postcard focused on “Inclusion @ ECU” which provides tips and reminders on effective communication and engagement to support an inclusive environment at ECU. The postcard is disseminated to attendees of the Office’s educational programs.

The Diversity and Inclusion Awards, launched in 2016 by the Office for Equity and Diversity, include four awards that recognize the demonstrated significant achievements of full-time faculty, staff, and undergraduate or graduate students, as well as an academic unit, administrative unit, university organization or university committee. The awards complement the development of a university community that is culturally diverse and reflective of inclusive excellence. Examples of past honorees from our 2018 awards include (1) a faculty member who incorporates diversity and inclusion into all the classes she teaches, educates the campus and surrounding community on Hinduism, and authors papers on cultural competency, and (2) a college diversity committee who initiated a panel presentation series focused on “Profiles in Diversity” and a speaker series to support the professional development of faculty, staff, and students.

In fall 2020, ECU was recognized for the ninth consecutive year with the Higher Education Excellence in Diversity (HEED) Award, sponsored by InsightIntoDiversity magazine. The Award recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

To compete for diverse candidates, search committees must do more than simply issue a job announcement and wait for vitae to appear. Committees must develop a comprehensive recruitment/outreach plan to include multiple recruitment strategies concurrently to significantly increase the diversity in the applicant pool. Search committees are encouraged by the Office for Equity and Diversity staff to become actively involved in the process, directly notifying prospective applicants about the position posting and talking to academic administrators and colleagues at other institutions who themselves may be interested or may know of eligible underrepresented candidates. It is also important to seek guidance from underrepresented faculty currently employed within the department, college or the University for insight regarding attracting other underrepresented groups.

Dr. Caroline Turner’s book, *Diversifying the Faculty*, outlines nationally published strategies and best practices for outreach and increasing diversity faculty recruitment. As an ongoing process, in meetings with Deans and divisional hiring authorities, we must determine, in addition to the recruitment strategies currently being employed, what aspects of the nationally published and promoted outreach strategies we believe should be incorporated into targeted departmental/college/division recruitment/outreach plans. We must also be
informed and flexible enough to know that not every strategy works for every institution or every division/department. Effective recruitment is often the result of a highly collaborative, active process in which search committees are well informed of the affirmative action goals for their specific areas and design every aspect of the search toward the end of increasing diversity. The Office for Equity and Diversity works closely with academic deans, department heads, as well as personnel and search committees to collaboratively determine the best strategies for each specific college and department.

For more diversity-sensitive best practices, individuals are encouraged to consult the Office for Equity and Diversity website at https://oed.ecu.edu/.
APPENDICES

University Organizational Chart
https://ipar.ecu.edu/accreditation/accred-resources/

Policies may be found by accessing the links below:

Notice of Nondiscrimination and Affirmative Action Policy
http://www.ecu.edu/prr/05/25/02

Resolving Allegations of Discrimination Regulation
http://www.ecu.edu/prr/06/35/03

Title IX Compliance and Resolution Regulation
https://www.ecu.edu/prr/06/40/04

University Regulation on Reports of Prohibited Interpersonal Violence and Related Misconduct
https://www.ecu.edu/prr/06/40/05

Improper Relations Between Students and Employees Policy
https://oed.ecu.edu/policies/

EHRA Recruitment Compliance Review Process Regulation and Standard Operating Practice
https://oed.ecu.edu/policies/