STATE AGENCIES

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

House of Representatives

Contact Name: Sherri Stacks

Contact Phone: 501-682-7771

Contact Email: sherri.stacks@arkansashouse.org

Date of Submission: 8-1-2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	4	1	5	20%
Hispanic				%
White/Not Hispanic	13	7	20	80%
Total	17	8	25	100%

D. EQUAL EMPLOYMENT OPPORTUNITY

It is the continuing policy of the House of Representatives to ensure equal employment opportunity in all personnel actions taken. Our policy is stated as follows:

1. Recruiting, hiring, training, and promoting for all jobs will be without regard to race, religion, color, national origin, sex, veteran status, age, medical condition, or genetic information, and will conform with all applicable laws and regulations.

2. Decisions on employment will be based solely on the individual's qualifications for the position being filled.

3. Any promotional decisions will be based solely on the individual's qualifications as related to the requirements of the position for which the individual is being considered.

4. All other personnel actions, such as compensation, benefits, transfers, terminations, and layoffs, return from layoff, and training programs will be administered without regard to race, religion, color, national origin, sex, veteran status, age, medical condition, or genetic information.

5. The House of Representatives will treat all employees with respect and dignity and will provide an environment free of harassment of any kind.

The Chief of Staff is responsible for this policy and for the necessary reporting and monitoring procedures associated with it. Any complaints should be directed to his attention. This policy may be periodically reviewed.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: 0005 Arkansas Senate

Contact Name: Ann Cornwell/Tamara Lewis

Contact Phone: 501-682-5951/501-682-5952

Contact Email: tamara.lewis@senate.ar.gov

Date of Submission: August 30, 2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	4	1	5	38%
Hispanic				%
White/Not Hispanic	6	2	8	62%
Total	10	3	13	100%

Arkansas Legislative Audit
Equal Employment Opportunity in Hiring
June 30, 2022

Arkansas Legislative Audit does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or political affiliation in employment. To provide equal employment opportunity in hiring, ALA provides an employment application template on its website, which can be completed by anyone from across the state. The application is located at https://www.arklegaudit.gov/employment. ALA recruits future college graduates, that will have 150 credit hours and be eligible to sit for the CPA exam, by attending "meet the firm" events sponsored by colleges, universities, and professional organizations across the state; many of these events include higher education institutions with significant minority student populations.

Arkansas Legislative Audit
Equal Employment Hiring Program
Gender and Ethnic Makeup
as of June 30, 2022

Ethnic Origin	Female Employees	Male Employees	Total Employees	Percentage
American Indian/Alaskan	-	1	1	0.36%
Asian or Pacific Islander	1	1	2	0.73%
Black/Not Hispanic origin	9	3	12	4.38%
Hispanic	-	2	2	0.73%
White/Not Hispanic origin	147	110	257	93.80%
Total	157	117	274	

Marty Garrity, Director

Kevin Anderson, Assistant Director
for Fiscal Services

Tim Carlock, Assistant Director
for Information Technology

Matthew Miller, Assistant Director
for Legal Services

Jessica Whittaker, Assistant Director
for Research Services

May 23, 2022

Mr. Tony Robinson, Administrator
Personnel Review Section
Bureau of Legislative Research
One Capitol Mall, Fifth Floor
Little Rock, AR 72201

Dear Mr. Robinson:

This report is being filed under Arkansas Code § 21-3-101, concerning equal employment hiring. The equal employment opportunity policy for the Bureau of Legislative Research reads as follows:

The Bureau of Legislative Research does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, genetic information, or any other characteristic protected by applicable federal, state, or local law. This policy governs all aspects of employment, including job assignment, compensation, discipline, termination, and access to benefits.

Any employee with questions or concerns about this policy or any type of discrimination in the workplace is encouraged to bring those questions or concerns to the attention of his or her immediate supervisor, appropriate division head, or the Director. Any employee may raise a question or concern or report a matter or incident under this section, in accordance with the grievance procedure at Section 3.13.b., without fear of retaliation.
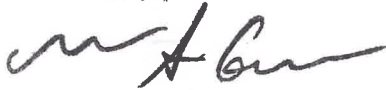
The Bureau complies with the requirements of Title VII of the federal Civil Rights Act of 1964 and its amendments, the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008 (collectively, the ADA), Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), the Arkansas Civil Rights Act, Ark. Code Ann. § 21-12-103, and all other applicable federal and state antidiscrimination laws. Under the Arkansas Civil Rights Act, discrimination by any officer or employee of the state based upon race, creed, religion, national origin, age, sex, or gender constitutes grounds for dismissal.

The advertising of employment opportunities to the public has been through the Department of Transformation and Shared Services state jobs website. The hiring of temporary session employees is another avenue that the Bureau utilizes to recruit potential employees.

The current and recent historical ethnic composition of the Bureau staff is as follows:

	June 25, 2018	June 25, 2019	May 11, 2020	May 26, 2021	May 23, 2022
American Indian	0.00%	0.00%	0.00%	0.00%	0.00%
Asian or Pacific Islander	2.73%	2.75%	2.68%	2.48%	2.68%
Black/Not Hispanic	20.91%	22.2%	20.54%	18.18%	17.86%
Hispanic	2.73%	2.75%	3.57%	2.48%	2.68%
White/Not Hispanic	73.64%	72.48%	73.21%	76.86%	76.79%

Sincerely,

Marty Garrity
Director

MG:sla

Anne Solomon
Chief Staff Attorney

State of Arkansas
COURT OF APPEALS
Justice Building
625 Marshall
Little Rock, Arkansas 72201

(501) 682-7465
Fax: (501) 682-7974
email: anne.solomon@arcourts.gov

August 31, 2022

TO: Tony Robinson, Personnel Administrator
           State of Arkansas, Bureau of Legislative Research

RE: Reporting requirements of Ark. Code Ann. § 21-3-101

Dear Mr. Robinson:

The Arkansas Court of Appeals has received the Bureau of Legislative Research's request to complete Equal Employment Hiring Program reporting in accordance with Arkansas Code Annotated section 21-3-101. This statute requires every constitutional officer as defined in Arkansas Constitution, Amendment 56, § 1 to adopt an equal employment hiring program and report its efforts to the Legislative Council. Amendment 56, § 1 in turn lists the state agencies that comprise the Executive Branch of government: Governor, Lieutenant Governor, Secretary of State, Treasurer of State, Auditor of State, Attorney General, and Commission of State Land.

Because the Arkansas Court of Appeals is part of the Judicial Branch and is not included in the executive agencies defined by Amendment 56, we have determined that Arkansas Code Annotated section 21-3-101 does not apply to the Court. Therefore, the Court of Appeals respectfully declines to submit the reports envisioned by the statute.

Best regards,

Anne Solomon

ADMINISTRATIVE OFFICE OF THE COURTS

SAMUEL KAUFFMAN, DIRECTOR OF FINANCE AND ADMINISTRATION

"Supporting Courts,
Ensuring Justice"

JUSTICE BUILDING
625 MARSHALL STREET
SUITE 1100
LITTLE ROCK, AR 72201

August 10, 2022

TO: Tony Robinson, Personnel Administrator
              State of Arkansas, Bureau of Legislative Research

RE: Reporting requirements of Ark. Code Ann. § 21-3-101

Dear Mr. Robinson:

The Administrative Office of the Courts (AOC) has received the Bureau of Legislative Research's request to complete Equal Employment Hiring Program reporting in accordance with Arkansas Code Annotated section 21-3-101. This statute requires every constitutional officer as defined in Arkansas Constitution, Amendment 56, § 1 to adopt an equal employment hiring program and report its efforts to the Legislative Council. Amendment 56, § 1 in turn lists the state agencies that comprise the Executive Branch: Governor, Lieutenant Governor, Secretary of State, Treasurer of State, Auditor of State, Attorney General, and Commissioner of State Land.

Because the AOC is part of the Judicial Branch and is not included in the executive agencies defined by Amendment 56, we have determined that Arkansas Code Annotated § 21-3-101 does not apply to the AOC. Therefore, the AOC respectfully declines to submit the reports envisioned by the statute.

Best,

Samuel Kauffman

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Office of the Prosecutor Coordinator

Contact Name: Cynthia Tiner

Contact Phone: 501-682-3682

Contact Email: Cynthia.tiner@arkansas.gov

Date of Submission: 8/8/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic				%
Hispanic				%
White/Not Hispanic	10	5		100%
Total	10	5		100%

Supreme Court of Arkansas

JOHN DAN KEMP
CHIEF JUSTICE

JUSTICE BUILDING
625 MARSHALL STREET
LITTLE ROCK, ARKANSAS 72201

PHONE (501) 682-6873
FAX (501) 683-4006
EMAIL john.dan.kemp@arcourts.gov

August 15, 2022

Tony Robinson
Personnel Administrator
Bureau of Legislative Research
State Capitol, Room 315
Little Rock, AR 72201

RE: Arkansas Code § 21-3-101 Request

Dear Mr. Robinson:

I have been made aware of your email dated August 8, 2022, concerning A.C.A. § 21-3-101 Equal Employment Hiring Program Reporting for Arkansas Legislative Council addressed to "Constitutional Officers, Department Secretaries, Agency Directors, Presidents and Chancellors." In the email, you request the annual reporting of equal-employment data pursuant to Arkansas Code Annotated section 21-3-101., While the court is firmly committed to the goals identified in that statute and to a policy of equal-employment opportunities for all, it appears that the reporting requirements of section 21-3-101 have no applicability to judicial branch agencies or officers.

Sincerely,

John Dan Kemp

JDK:mlf

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Governor's Office (0034)

Contact Name: Ericka Maness

Contact Phone: 501.319.6513

Contact Email: ericka.maness@arkansas.gov

Date of Submission: 8/30/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	0	0	0	0%
Black/Not Hispanic	4	6	10	17%
Hispanic	0	2	2	3%
White/Not Hispanic	26	20	46	80%
Total	30	28	58	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Lt. Governor's Office

Contact Name: Carl Vogelpohl

Contact Phone: 501-682-2144

Contact Email: carl.vogelpohl@arkansas.gov

Date of Submission:8-31-22

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic				%
Hispanic				%
White/Not Hispanic			2	100%
Total			2	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Contact Name: Dawnetta Calhoun

Contact Phone: 501-682-2007

Contact Email: dawnetta.calhoun@arkansasag.gov

Date of Submission: 06/27/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian		1	1	.61%
Asian Pacific Islander	0	1	1	.61%
Black/Not Hispanic	21	7	28	17.18%
Hispanic	3	1	4	2.45%
White/Not Hispanic	71	58	129	79.14%
Total	95	68	163	100%

Policy No. 1001	
Effective Date: February 13, 2017	**Arkansas Attorney General's Office Equal Employment Opportunity Policy Statement**
Page **1** of **1**	

The AAGO is an Equal Employment Opportunity employer. All individuals regardless of race, color, creed, sex, age, national origin, religion, or disability are welcome to seek employment with this office. The AAGO will provide equal opportunity to all employees, applicants, and program beneficiaries; provide equal opportunity for advancement of employees; provide program and employment facilities which are accessible to the handicapped; and administer its programs in a manner which does not discriminate against any person because of race, color, creed, sex, age, national origin, religion, disability, or any other protected status as established by law.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Contact Name: Keith Reed

Contact Phone: 501.371.2110

Contact Email: keith.reed@auditor.ar.gov

Date of Submission: 8/11/22

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	4	1	5	21.74%
Hispanic				%
White/Not Hispanic	12	6	18	78.26%
Total	16	7	23	100%

Andrea Lea
Auditor of State

230 State Capitol
Little Rock, AR 72201

State of Arkansas

Equal Employment Opportunity Policy

The Auditor of State's office (AOS) does not discriminate in employment opportunities on the basis of race, color, religion, sex, nationality, age, disability, or any characteristic protected by applicable federal, state, or local law. This policy is applicable to all aspects of employment, including but not limited to job assignment, compensation, discipline, termination, and access to benefits offerings.

Employees are encouraged to address questions about this policy or discrimination in the workplace with their immediate supervisor, or the Chief of Staff. Employees may raise questions or concerns, or report matters of discrimination without fear of retaliation.

AOS complies with the requirements of Title VII of the Civil Rights Act of 1964 and its amendments, the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, Title II of the Genetic Information Nondiscrimination Act of 2008, the Arkansas Civil Rights Act, Arkansas Cod Ann. 21-12-103, and all other applicable federal and state antidiscrimination laws. Under the Arkansas Civil Rights Act, discrimination by any officer or employee of the state based upon race, creed, religion, nationality, age, sex, or gender constitutes grounds for dismissal.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Commissioner of State Lands

Contact Name: Kelly Boyd, Chief Deputy

Contact Phone: 501-516-1330

Contact Email: kboyd@cosl.org

Date of Submission: 06/14/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

> Yes, our personnel manual was revised. Attached is the updated Equal Employment Opportunity policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	3	0	3	7%
Black/Not Hispanic	2	2	4	10%
Hispanic	0	0	0	0%
White/Not Hispanic	25	10	35	83%
Total	30	12	42	100%

EQUAL EMPLOYMENT
OPPORTUNITY

The Office of the Commissioner of State Lands (COSL) is an Equal Opportunity Employer (EOE). The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Contact Name: Grant Wallace

Contact Phone: 501-682-5734

Contact Email: grant.wallace@artreasury.gov

Date of Submission: 08/25/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No changes have been made to policy since last submission.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				**%**
Asian Pacific Islander				**%**
Black/Not Hispanic	3	1	**4**	**12.5%**
Hispanic				
White/Not Hispanic	16	12	**28**	**87.5%**
Total	19	13	**32**	**100%**

Employment-at-Will

Arkansas is an "Employment at Will" state. This means that an employee may be terminated for any reason or no reason at all, if the termination is not for an illegal reason. As a Treasurer of State employee, there is not an employment contract, expressed or implied, between the Treasurer of State employee and the agency. The employer and the employee both have the right to terminate employment without cause or notice at any time. Nothing in this handbook or any other document, policy, or procedure used by Treasurer of State creates either an expressed or implied right or expectation of continued employment or contract.

Equal Employment Opportunity

The Treasurer of State is an equal employment opportunity employer and does not discriminate against employees or job applicants based on age, race/color, sex, including pregnancy, sexual orientation and gender identity, national origin, religion, disability, genetic orientation or any other status or condition protected by applicable State or federal laws. Discrimination by any employee based upon age, race/color, sex, including pregnancy, sexual orientation and gender identity, national origin, religion, disability, genetic orientation or any other status or condition protected by applicable State or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs, return from layoffs, and other actions are made in accordance with Equal Employment Opportunity principles.

Americans with Disabilities Act and Reasonable Accommodation

Treasurer of State employees shall not discriminate against qualified individuals with disabilities and shall provide reasonable accommodations as required by law to otherwise qualified applicants or employees with disabilities in all employment practices, including job application procedures, hiring, advancement, job assignments, leaves of absence, transfers, demotions, discipline, discharge, compensation, benefits, and job training. Employment opportunities will not be denied to an otherwise qualified applicant or employee because of the need to make a reasonable accommodation to the physical or mental impairment(s) of such individual. Any employee who requires a reasonable accommodation to perform his/her essential job functions should contact the Treasurer of State HR Manager to initiate the request for an accommodation.

Age Discrimination in Employment

Treasurer of State employees shall not fail or refuse to hire, to discharge any individual, or discriminate against an individual with respect to compensation terms, conditions or privileges of employment because of the individual's age, to limit, segregate, or classify employees in any way that would deprive or tend to deprive any individual of employment opportunities, or otherwise adversely affect his or her status as an employee because of such individual's age.

Sexual Harassment

Treasurer of State employees shall not sexually harass other employees. Sexual harassment is not tolerated at the Treasurer of State's Office. Sexual harassment includes sexual contact as defined in the Federal Guidelines (29 CFR Ch XIV, subsection 1604.11), Section 703 of Title VII of the Civil Rights Act of 1964, as amended, and the Arkansas Civil Rights Act at Ark. Code Ann. § 16-123-101.

Sexual harassment can be physical, including unwelcome touching or gesturing, verbal, including unwelcome requests for a date or sexual favors, lewd remarks, or sounds, or visual, including unwelcome exposure to sexual photos, cartoons, or drawings. Federal Guidelines (29 CFR Ch XIV, subsection 1604.11), Section 703 of Title VII of the Civil Rights Act of 1964, as amended, and the Arkansas Civil Rights Act at Ark. Code Ann. § 16-123-101.[6]

Sexual harassment is unwelcome behavior of a sexual nature that affects an individual's employment, unreasonably interferes with work performance, or creates an intimidating, hostile, or offensive work environment. Any employee who believes that he or she is being harassed is encouraged to follow the complaint procedures outlined below.

Discrimination/Harassment Complaint Procedure:

No employee, to effect resolution of a complaint, shall be required to solely or independently confront the person allegedly conducting or causing the action believed to be harassing or discriminatory. Further, retaliation against an employee for reporting harassment or discrimination is strictly prohibited. Employees believing themselves to be victims of harassment or discrimination are encouraged to come forward to effect resolution of the complaint. Notwithstanding the foregoing, any Treasurer of State employee who believes he or she has been the target of discrimination and/or harassment is encouraged to inform the offending person orally or in writing that such conduct is unwelcome and offensive and must stop. If the employee does not wish to communicate directly with the offending person, or if such communication has been ineffective, the employee has multiple avenues for reporting allegations of discrimination and/or harassment and/or pursuing resolution. Complaints may be made verbally to the HR or Chief Legal Counsel Office. In addition, employees may submit a complaint to the Treasurer of State HR or Chief Legal Counsel Office in writing. The complaint should be made in good faith, expressed in reasonable terms and must contain the following: cause for the complaint, how the unwelcome conduct unreasonably interferes with the complainant's work performance or creates a discriminatory, intimidating, hostile, or abusive work environment, the corrective action desired and sufficient information upon which to base decisions. Upon submission to the HR or Chief Legal Counsel Office, an internal investigation will be conducted. Treasurer of State will protect the confidentiality of complaints to the extent reasonably possible. The HR or Chief Legal Counsel Office will take immediate and appropriate corrective action when it determines that a violation has occurred.

If the complainant believes an inadequate review was conducted by the HR or Chief Legal Counsel Office, he or she may request further review or investigation by the Treasurer of State Director or his designee. The Treasurer of State Director of his designee will determine if the complaint was substantiated.

Austin Booth
Director

Chris Racey
Chief of Staff

Ben Batten
Deputy Director

Brad Carner
Deputy Director

Spencer Griffith
Deputy Director

Roger Mangham
Deputy Director

Arkansas Game and Fish Commission

MEMORANDUM

TO: Austin Booth
Director

FROM: Melissa Riffle *MAR*
Human Resources Division Chief

DATE: June 09, 2022

CC: Chris Racey
Spencer Griffith
Ben Batten
Brad Carner
Roger Mangham

SUBJECT: Affirmative Action Report 7/01/21 - 06/30/22

The Legislative Council requires that the Arkansas Game and Fish Commission submit an annual report regarding its equal employment opportunity hiring practices. Please review the attached report for the period of July 1, 2021 through June 30, 2022.

Below I have included the current breakdown of Commission employees by ethnic origin and gender.

Ethnic Origin	Number of Employees
American Indian/ Alaskan	7
Asian or Pacific Islander	3
Black/ Not Hispanic	27
Hispanic	3
White/ Not Hispanic	586
Total	**626**

Gender	Male	Female
American Indian/ Alaskan	5	2
Asian or Pacific Islander	0	3
Black/ Not Hispanic	15	12
Hispanic	1	2
White/ Not Hispanic	440	146
Total	**461**	**165**

MR:na

ARKANSAS GAME AND FISH COMMISSION

2 Natural Resources Drive • Little Rock, AR 72205 • www.agfc.com
Phone (800) 364-4263 • (501) 223-6300 • Fax (501) 223-6448

The Arkansas Game and Fish Commission's mission is to conserve and enhance Arkansas's fish and wildlife and their habitats while promoting sustainable use, public understanding and support.

Austin Booth
Director

Chris Racey
Chief of Staff

Ben Batten
Deputy Director

Brad Carner
Deputy Director

Spencer Griffith
Deputy Director

Roger Mangham
Deputy Director

Arkansas Game and Fish Commission

JULY 1, 2021 – JUNE 30, 2022
AFFIRMATIVE ACTION REPORT
(Act 1226 of 2001)

The Arkansas Game and Fish Commission makes conservation career presentations and attended career fairs at elementary schools, high schools, and colleges to encourage students to consider choosing a career in fisheries management, wildlife management, or wildlife enforcement. These presentations allow students to explore and gain knowledge of the different types of career opportunities with the commission.

The Arkansas Game and Fish Commission is a member of the Arkansas Association of Colleges and Employers (AACE). AACE is a conglomerate of educational institutions (college relations and career service professionals), human resources professionals, employers, and workforce development organizations committed to ensure the success of our future, past and present college-educated workforce.

The Arkansas Game and Fish Commission provides financial contributions to the Minorities in Natural Resources Conservation (MINRC), which is a subcommittee of the Southeastern Association of Fish and Wildlife Agencies (SEAFWA). These contributions help minority students attend the fall conference where they can attend the technical and social sessions, participate in workshops, round table discussions and attend the career information fair to learn about career opportunities in natural resources.

The Arkansas Game and Fish Commission participates in the MINRC Virtual activities sponsored by SEAFWA. The Arkansas Game and Fish Commission assisted this committee by requesting Arkansas advisors and faculty members of four-year public and private colleges and universities to distribute and inform minority students interested in applying for a stipend to attend the SEAFWA Annual Conference.

The Arkansas Game and Fish Commission advertises job vacancies (other than In-House Only advertisements) on the AGFC Website, Handshake, Indeed.com, local newspapers, Arkansas Business, Facebook, Twitter, and other minority groups primarily associated with colleges and universities.

The Arkansas Game and Fish Commission distribute career brochures to better attract minorities. The brochures are designed to encourage minorities and females to apply with our agency and to pursue a career in the natural resources field. AGFC also developed a brochure that outlines the commission's career opportunities.

The Arkansas Game and Fish Commission maintains a Workplace Diversity and Inclusion Information page on the Website.

Austin Booth
Austin Booth, Agency Director

6/10/2022
Date

2 Natural Resources Drive • Little Rock, AR 72205 • www.agfc.com
Phone (800) 364-4263 • (501) 223-6300 • Fax (501) 223-6448

The Arkansas Game and Fish Commission's mission is to conserve and enhance Arkansas's fish and wildlife and their habitats while promoting sustainable use, public understanding and support.

EQUAL EMPLOYMENT OPPORTUNITY (EEO) / NONDISCRIMINATION

POLICY AND COMPLAINT PROCEDURE

AGFC POLICY HR-2-01 | EFFECTIVE 7/17/2016

PURPOSE

To set forth the policy of the Arkansas Game and Fish Commission (AGFC, Commission) with respect to

unlawful discrimination in employment and the Commission's procedure for handling employee

complaints relating to alleged discrimination and unlawful harassment. This policy addresses

compliance with all state and federal discrimination laws which apply to the Commission.

SCOPE

This policy applies to all activities of the Commission, to all locations of the Commission, to all

individuals employed by the Commission, and to applicants for employment with the Commission.

POLICY

The Commission prohibits unlawful discrimination that is related to any person's gender, national origin,

age, disability, or any other basis protected by federal, state, or local law. This policy applies to all

employees of the Commission and to all individuals who may have contact with any employee of the

Commission.

It is the policy of the Arkansas Game and Fish Commission to provide Equal Employment Opportunity

(EEO) to all employees and applicants for employment without regard to race, religion, gender, national

origin, age, disability, citizenship, or veteran status in accordance with applicable federal and state law.

However, this Policy does not waive the Commission's federal or state sovereign immunity. The

Commission encourages employee awareness of this policy and the procedures for making

discrimination complaints or inquiries. Employee complaints are to be dealt with confidentially and free

of harassment and intimidation.

HR-2-01-A. EEO COMPLIANCE OFFICER

To facilitate implementation of the EEO policy, one or more employees have been appointed as an AGFC

Personnel Compliance Officer. Employees wishing to make EEO inquiries or file EEO complaints should

contact AGFC Human Resources.

HR-2-01-B. EEO NOTICE

1. Specific methods by which employees are to be informed of Commission EEO policy and EEO laws

are to include, but will not be limited to:

a. Review of this policy;

b. Inclusion of statement of intent not to discriminate in Commission publications;

c. Conspicuous display of EEO posters; and,

D. Workshops and training sessions.

HR-2-01-C. COMPLIANCE

All supervisors have the responsibility of ensuring compliance with EEO policy/laws in their own actions and those of their subordinates. Employees failing to adhere to EEO policy/laws will be subject to disciplinary action, up to and including termination.

HR-2-01-D. TRAINING

1. All supervisors are required to successfully complete a comprehensive review of state and federal discrimination laws and the applicability of those laws to state employees which is to be coordinated by the Human Resources Division.

2. Supervisors must also complete courses in interpersonal communications, grievance prevention and handling, administering discipline, performance evaluation, and other courses that may be established and required for new and existing supervisors.

3. Division Chiefs are responsible for coordination of required training with Human Resources.

HR-2-01-E. EEO COMPLAINT PROCEDURE

1. As a recipient of federal funds from the U.S. Department of the Interior, the Arkansas Game and Fish Commission operates programs subject to the nondiscrimination requirements of federal law. Under federal law, the U.S. Department of the Interior strictly prohibits discrimination because of race, color, national origin, religion, age, gender, or disability in its federally assisted programs.

2. Any person who believes he/she has been discriminated against in any program, activity, or facility of the Arkansas Game and Fish Commission, or desires further information regarding applicable federal law, should write to:

Arkansas Game & Fish Commission

ATTN: Personnel Compliance Coordinator

#2 Natural Resources Drive

Little Rock, AR 72205

OR

The Office of Human Capital

U.S. Fish and Wildlife Service

Department of the Interior

Washington, D.C. 20240

3. Employees who feel that they have been discriminated against may utilize the Commission's internal grievance procedures in AGFC Policy HR-8-02, or the above provisions.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Department of Transportation

Contact Name: Joanna P. McFadden

Contact Phone: 501-569-2298

Contact Email: Joanna.McFadden@ardot.gov

Date of Submission: May 16, 2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. There have been no changes to the policy or program.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	10	59	69	1.90%
Asian Pacific Islander	7	27	34	0.94%
Black/Not Hispanic	110	379	489	13.48%
Hispanic	15	62	77	2.12%
White/Not Hispanic	549	2384	2933	80.87%
Two or More	7	18	25	0.69%
Total	698	2929	3627	

*The above information reflects the full time regular employee count as of December 31, 2021

ARKANSAS DEPARTMENT OF TRANSPORTATION

LITTLE ROCK, ARKANSAS

March 20, 2020

ADMINISTRATIVE ORDER NO. 2020-02 (Supersedes Administrative Order No. 2017-04)

SUBJECT: EEO POLICY STATEMENT AND AFFIRMATIVE ACTION COMMITMENT

The Arkansas Department of Transportation executed a Certificate of Assurance with regard to our Equal Employment Opportunity (EEO) Program and is therefore legally obligated to ensure equal employment opportunities for all persons regardless of race, color, religion, sex, national origin, age, disability, or genetic information as a fundamental agency policy. According to the Equal Employment Opportunity Commission, discrimination against an individual because of gender identity, including transgender status, or because of sexual orientation is discrimination because of sex in violation of Title VII.

The Department's internal employment practices are an integral part of the agency's total commitment and support of its Equal Employment Opportunity Program.

For effective administration and implementation of the EEO Program, there must be involvement, commitment and support from executives, managers and supervisors. You are advised that responsibility for positive implementation of the Affirmative Action Plan will be expected of and shared by all management and supervisory personnel. You are further advised that you will be held accountable for your actions in this area and you will be evaluated in carrying out these responsibilities.

The major responsibility must be recognition and removal of any barriers to equal employment opportunity, identification of problem areas and of persons unfairly excluded or held back, and action enabling them to compete for jobs on an equal basis.

This type of commitment not only benefits those who have been denied equal employment opportunity, but will also greatly benefit the organization by attaining maximum utilization of the great reservoir of untapped human resources and skills, especially among women, minorities and the disabled.

Lorie H. Tudor, P.E.
Director

c: Highway Commission
    Deputy Director and Chief Operating Officer
    Deputy Director and Chief Engineer
    Assistant Chiefs
    Chief Legal Counsel
    EEO/DBE Officer
    Division Administrator – FHWA

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: St. Board of Election Commissioners

Contact Name: Tena Arnold

Contact Phone: 501-682-4578

Contact Email: tena.arnold@arkansas.gov

Date of Submission: 07/01/2022

The State Board of Election Commissioners follows the EEO policy developed and adopted by the Office of Personal Management.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. **NO**

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	%
Asian Pacific Islander	0	0	0	%
Black/Not Hispanic	1	0	1	14%
Hispanic	0	0	0	%
White/Not Hispanic	3	4	7	86%
Total	4	4	8	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name:

Contact Name: Elanore L Davis

Contact Phone: 501-682-1050

Contact Email: Elanore.davis@arkansas.gov

Date of Submission: August 8, 2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	1		1	20%
Hispanic				%
White/Not Hispanic	2	2	4	80%
Total			5	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Disability Determination for SSA

Contact Name: Melissa Thomas

Contact Phone: 501-371-1610

Contact Email: Melissa.Thomas@ssa.gov

Date of Submission: June 28, 2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

No changes in FY2022.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

The table below reflects DDSSA's gender and ethnic makeup as of 06/01/2022.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	1	2	0.43%
Asian Pacific Islander	4	2	6	1.30%
Black/Not Hispanic	118	17	135	29.16%
Hispanic	9	3	12	2.59%
White/Not Hispanic	190	118	308	66.52%
Total	322	141	463	100%

21-3-101. Equal Employment Hiring Program

Statute text

(a) Every state agency, board, commission, institution of higher education, and every constitutional officer as defined in Arkansas Constitution, Amendment 56, § 1, shall adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the agency, board, commission, institution of higher education, or constitutional office to a level that approximates the percentage of minorities in the state's population.

(b)(1) Every state agency, board, commission, institution of higher education, and constitutional officer shall report to the Legislative Council on June 30 of each year regarding its efforts to achieve its equal employment hiring program goal.

(2) However, the report required of any institution by § 6-63-103 may be used in lieu of the report required under this subsection and shall be filed as provided in this subsection.

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Disability Determination for Social Security Administration – 0311

Disability Determination for Social Security Administration (DDSSA) uses the worldwide Arkansas Government careers website and the agency's internal website to post vacant positions that will be filled internally and/or externally, in addition to sending out an agency-wide email. On occasion, DDSSA will also use the Arkansas Democrat-Gazette and online job boards to announce positions available to external applicants.

The following hiring procedures are in place: Those applicants that meet the minimum qualifications for an advertised position are scheduled for the appropriate examination, if an examination is required. All qualified applicants are then referred to the hiring official for hiring consideration.

<u>A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template</u>

Department / Agency / Institution Name: Governor's Mansion (0314)

Contact Name: Ericka Maness

Contact Phone: 501.319.6513

Contact Email: ericka.maness@arkansas.gov

Date of Submission: 8/30/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	0	0	0	0%
Black/Not Hispanic	0	1	1	9%
Hispanic	1	0	1	9%
White/Not Hispanic	6	3	9	82%
Total	7	4	11	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Department of Commerce/Arkansas Waterways Commission

Contact Name: Andrea Grace Rodriguez

Contact Phone: 501 682 3513

Contact Email: andrea.rodriguez@arkansas.gov

Date of Submission: 08/11/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? No.

If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0
Asian Pacific Islander	0	0	0	0
Black/Not Hispanic	1	0	1	12.5%
Hispanic	0	0	0	0
White/Not Hispanic	3	4	7	87.5%
Total	4	4	8	100%

Department of Transformation and Shared Services
Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Every department must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the department to a level that approximates the percentage of minorities in the state's population. Departments shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Departments should establish a process for investigating allegations of discrimination and/or harassment. Departments shall include in their personnel manual a statement that discrimination by an employee is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

I.   Age (Age Discrimination in Employment Act)

The law protects individuals who are at least forty (40) years of age or older. A department is prohibited from limiting, segregating, or classifying employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee and a department cannot reduce an employee's rate of pay because of age.

An agency may take adverse personnel actions against an employee if age is a bona fide occupational qualification, reasonably necessary to the normal operations of a particular job, or where the differentiation is based on factors other than age.

An employee may be subject to compulsory retirement if the employee:
1. Is sixty-five (65) years of age;
2. For the two-year period immediately before retirement is employed in a bona fide executive or high policy-making position; and
3. Is entitled to an immediate non-forfeitable annual retirement benefit from pension, savings, or deferred compensation plan, or any combination of such plans which is an aggregate of at least forty-four thousand dollars ($44,000).

II.   Disability (Americans with Disabilities Act)

Disability discrimination is when a department does one of the following:
1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;
2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or
3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because their spouse has a disability. The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

III.   Equal pay/compensation (Equal Pay Act and Lilly Ledbetter Fair Pay Act)

The Equal Pay Act (EPA) prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort, and responsibility under similar working conditions. The jobs need not be identical, but they must be substantially equal. Wages can include more than just hourly or annual pay. An employer cannot lower the wages of some employees to make wages equal.

Compensation differences based on race, color, religion, national origin, age, disability, genetic information, and/or retaliation also violate law.

IV.   Genetic information (Genetic Information Nondiscrimination Act)

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future.

V.   Harassment

Harassment is unwelcome conduct that is based on race, color, religion, sex, national origin, age, disability, genetic information or any other status or characteristic protected by law. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

VI.   National origin (Immigration and Nationality Act)

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin. Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

VII. Pregnancy

Pregnancy discrimination involves treating a woman, an applicant or employee, unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

VIII. Race/color

Race discrimination involves treating an applicant or employee unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion. Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

IX. Religion

Religious discrimination involves treating an applicant or employee unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs. Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion.

X. Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex.

Sexual harassment

All departments must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the department's policy must be filed with the Office of Personnel Management (OPM).

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:
1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or
2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting, and/or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Actions that may be defined as sexual harassment are not limited to the supervisor and employee situation, but may include actions of coworkers, actions of the same or opposite sex and action of individuals external to the agency, but who have contact with employees in the work environment.

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

Retaliation

It is illegal to retaliate against an applicant or employee because the applicant or employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at https://www.eeoc.gov/laws/index.cfm.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas State Claims Commission

Contact Name: Kathryn Irby

Contact Phone: 501-682-2822

Contact Email: kathryn.irby@arkansas.gov

Date of Submission: 6/6/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101. Please see attached.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	3	2		50%
Hispanic				%
White/Not Hispanic	3	2		50%
Total				100%

ARKANSAS STATE CLAIMS COMMISSION

(501) 682-1619
FAX (501) 682-2823

KATHRYN IRBY
DIRECTOR

101 EAST CAPITOL AVENUE
SUITE 410
LITTLE ROCK, ARKANSAS
72201-3823

Equal Employment Hiring Practices Policy

The Arkansas State Claims Commission shall not discriminate in hiring, promoting, administering disciplinary action, or any other way against employees based on their race, creed, religion, national origin, age, sex, or gender. This is in accordance with federal law, which provides that it is illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy), national origin, age (40 years or older), disability, or genetic information. Federal law also provides that it is illegal to discriminate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

The goal of the Arkansas State Claims Commission shall be to utilize an equal employment hiring program to approximate the percentage of minorities in the state's population, according to the most recent United States Census data.

Effective as of September 26, 2019

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

0365 Disabled Veterans Service Office

Contact Name:

Contact Phone:

Contact Email:

Date of Submission:

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic				%
Hispanic				%
White/Not Hispanic	1	0	1	100%
Total	1	0	1	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: APERS

Contact Name: Tammy M. Shadwick

Contact Phone:501-682-7820

Contact Email: tammy.shadwick@arkansas.gov

Date of Submission: 08/24/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? No

 If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	3	2	5	8%
Black/Not Hispanic	22	2	24	41%
Hispanic	0	1	1	2%
White/Not Hispanic	14	15	29	49%
Total	39	20	59	100%

<u>Per the APERS Employee Handbook:</u>

<u>Equal Employment Opportunity</u>
APERS is an equal employment opportunity employer and does not discriminate against employees or job applicants based on age, race/color, sex, including pregnancy, sexual orientation and gender identity, national origin, religion, disability, genetic orientation or any other status or condition protected by applicable State or federal laws. Discrimination by any employee based upon age, race/color, sex, including pregnancy, sexual orientation and gender identity, national origin, religion, disability, genetic orientation or any other status or condition protected by applicable State or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs, return from layoffs, and other actions are made in accordance with Equal Employment Opportunity principles.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Contact Name: Vicky Fowler

Contact Phone: 501 682-2391

Contact Email: vickyf@artrs.gov

Date of Submission: 06/30/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0 %
Asian Pacific Islander	1	1	2	2 %
Black/Not Hispanic	11	5	16	20 %
Hispanic	1	0	1	1 %
White/Not Hispanic	38	23	61	77 %
Total	51	29	80	100 %

Arkansas Teacher Retirement System

Policy Title: ATRS Equal Employment Opportunity Policy
Effective

_____

Purpose

ATRS is an equal opportunity employer. In accordance with anti-discrimination law, it is the purpose of this policy to effectuate these principles and mandates. ATRS prohibits discrimination and harassment of any type and affords equal employment opportunities to employee and applicants without regard to race, color, religion, sex, age, national origin, disability status protected veteran status, or any other characteristic protected by law. ATRS conforms to the spirit as well as to the letter of all applicable laws and regulations.

Persons Covered/Applicability

The policy of equal employment opportunity (EEO) and anti-discrimination applies to all aspects of the relationship between ATRS and its employees, including:

- Recruitment

- Employment

- Promotion

- Transfer

- Training

- Working conditions

- Wages and salary administration

- Employee benefits and application of policies

The policies and principles of EEO also apply to the selection and treatment of independent contractors, personnel working on our premises who are employed by temporary agencies and any other persons or firms doing business for or with ATRS.

Dissemination and Implementation of Policy

Human Resources administers our EEO policy fairly and consistently by:

- Posting all required notices regarding employee rights under EEO laws in areas highly visible to employees.

- Advertising for job openings with the statement "We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

- Posting all required job openings on appropriate websites.

- Forbidding retaliation against any individual who files a charge of discrimination, opposes a practice believed to be unlawful discrimination, reports harassment, or assists, testifies or participates in an EEO agency incident.

- Requires employees to report to a member of management, an HR representative or the general counsel any apparent discrimination or harassment. The report should be made within 48 hours of the incident.

- Promptly notifies the general counsel of all incidents or reports of discrimination or harassment and takes other appropriate measures to resolve the situation.

Harassment

Harassment is a form of unlawful discrimination and violates ATRS policy. Prohibited sexual harassment, for example, is defined as unwelcome sexual advances, request for sexual favors and other verbal or physical contact of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.

- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals.

- Such conduct ha the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Harassment also included unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where;

- Enduring the offensive conduct becomes a condition of continued employment, or

- The conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

ATRS encourages employees to report all incidents of harassment to a member of management or the HR department.

ATRS conducts harassment prevention training for all employees, and maintains and enforces a separate policy on harassment prevention, complaint procedures and penalties for violations. ATRS investigates all complaints of harassment promptly and fairly, and, when appropriate, takes immediate corrective action to stop the harassment and prevent it from recurring.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Department of Commerce/Arkansas Department of Aeronautics

Contact Name: Andrea Grace Rodriguez

Contact Phone: 501 682 3513

Contact Email: andrea.rodriguez@arkansas.gov

Date of Submission: 08/11/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? No.

If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0
Asian Pacific Islander	0	0	0	0
Black/Not Hispanic	0	0	0	0
Hispanic	0	0	0	0
White/Not Hispanic	2	3	5	100%
Total	2	3	5	100%

Department of Transformation and Shared Services
Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Every department must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the department to a level that approximates the percentage of minorities in the state's population. Departments shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Departments should establish a process for investigating allegations of discrimination and/or harassment. Departments shall include in their personnel manual a statement that discrimination by an employee is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

I. Age (Age Discrimination in Employment Act)

The law protects individuals who are at least forty (40) years of age or older. A department is prohibited from limiting, segregating, or classifying employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee and a department cannot reduce an employee's rate of pay because of age.

An agency may take adverse personnel actions against an employee if age is a bona fide occupational qualification, reasonably necessary to the normal operations of a particular job, or where the differentiation is based on factors other than age.

An employee may be subject to compulsory retirement if the employee:
1. Is sixty-five (65) years of age;
2. For the two-year period immediately before retirement is employed in a bona fide executive or high policy-making position; and
3. Is entitled to an immediate non-forfeitable annual retirement benefit from pension, savings, or deferred compensation plan, or any combination of such plans which is an aggregate of at least forty-four thousand dollars ($44,000).

II. Disability (Americans with Disabilities Act)

Disability discrimination is when a department does one of the following:
1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;
2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or
3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because their spouse has a disability. The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

III.   Equal pay/compensation (Equal Pay Act and Lilly Ledbetter Fair Pay Act)

The Equal Pay Act (EPA) prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort, and responsibility under similar working conditions. The jobs need not be identical, but they must be substantially equal. Wages can include more than just hourly or annual pay. An employer cannot lower the wages of some employees to make wages equal.

Compensation differences based on race, color, religion, national origin, age, disability, genetic information, and/or retaliation also violate law.

IV.   Genetic information (Genetic Information Nondiscrimination Act)

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future.

V.   Harassment

Harassment is unwelcome conduct that is based on race, color, religion, sex, national origin, age, disability, genetic information or any other status or characteristic protected by law. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

VI.   National origin (Immigration and Nationality Act)

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin. Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

VII. Pregnancy

Pregnancy discrimination involves treating a woman, an applicant or employee, unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

VIII. Race/color

Race discrimination involves treating an applicant or employee unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion. Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

IX. Religion

Religious discrimination involves treating an applicant or employee unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs. Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion.

X. Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex.

Sexual harassment

All departments must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the department's policy must be filed with the Office of Personnel Management (OPM).

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:
1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or
2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting, and/or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Actions that may be defined as sexual harassment are not limited to the supervisor and employee situation, but may include actions of coworkers, actions of the same or opposite sex and action of individuals external to the agency, but who have contact with employees in the work environment.

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

Retaliation

It is illegal to retaliate against an applicant or employee because the applicant or employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at https://www.eeoc.gov/laws/index.cfm.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Contact Name: Jessica Wallace

Contact Phone: 501-683-3214

Contact Email: jwallace@banking.state.ar.us

Date of Submission: August 8, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101. See Attached.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. N/A

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	1	1	1.3%
Asian Pacific Islander	0	3	3	3.9%
Black/Not Hispanic	2	2	4	5.2%
Hispanic	0	0	0	0.0%
White/Not Hispanic	17	52	69	89.6%
Total	18	58	77	100%

ASBD Employee/Personnel Manual

AFFIRMATIVE ACTION PRINCIPLE

Personnel of the Department shall demonstrate a personal awareness and commitment toward affirmative action through specified operational behaviors.

This Department will follow an objective course of action to arrive at an equitable vertical distribution of affected groups at all levels within the organization. All management will be held accountable for the implementation of affirmative action.

AFFIRMATIVE ACTION OBJECTIVE

The Department will maintain practices of an affirmative nature which will increase the vertical and lateral distribution of affected groups throughout the Department. This action will continue to achieve a higher number of the affected groups in the professional category. The Department will:

A.   Pursue such affirmative actions as are necessary to ensure that its services are provided on a nondiscriminatory basis.

B.   Assure that all Department employees have an understanding of the meaning and implication of EEO laws and Executive Orders, and the Department's Affirmative Action Policy.

C.   Implement a review of personnel actions in accordance with uniform selection guidelines in a manner which will identify these personnel policies and procedures needed in order to be in compliance with these guidelines.

D.   Pursue such affirmative actions as are necessary to assure that Department employees in the affected classes receive task assignment and training which will provide the opportunity to develop skills to prepare them for administrative positions.

DEPARTMENT PLAN

The Arkansas State Bank Department's Affirmative Action Plan is designed to maintain and improve its equal employment efforts in employment practices, including selection, promotion, assignment, training, compensation, benefits, discipline, termination, and all conditions of employment with the Department. The primary objective of this plan is to assure equity of employment opportunity for all persons regardless of disability, race, creed, color, sex, age, or handicap, with special emphasis on the improvement of conditions which cause under-utilization or under-representation of persons of the legally protected groups who experience inequities in employment.

The present Affirmative Action Policy has been expressed by the Commissioner in the following memorandum directed to all employees, and it is a permanent part of the Department policies.

ASBD Employee/Personnel Manual

AFFIRMATIVE ACTION POLICY

The Arkansas State Bank Department is fully committed to the concept of equal employment opportunity without regard to disability, race, color, creed, sex, national origin, age, and physical or mental impairment.

It shall be the policy of the Arkansas State Bank Department to comply with nondiscrimination provisions of all State and Federal regulations, including the Equal Employment Opportunity Act of 1972, and the Governor's Policy Directive GPD - 8 issued January 1986, by assuring that all efforts to hire and promote in all job classifications will be carried out on a nondiscriminatory basis.

We further insure that all other personnel actions such as compensations, benefits, transfers, layoffs, returning from layoffs, leaves of absence, training, education and tuition assistance will not be denied or determined on the grounds of race, color, sex, political or religious opinions or affiliations, national origin, age, physical or mental disability (except where age, sex, physical or mental requirements constitute a Bona-Fide Occupational Qualification.)

All employees and potential employees of the Arkansas State Bank Department shall be informed of civil rights including the right to complain regarding employment practice if they believe they have been discriminated against. These complaints must be dealt with in a confidential manner so that the employee or potential employee is free of harassment, intimidation or other discriminatory actions.

Employees shall be informed of said policy via accessing the employee handbook. Examination staff has access to the Employee Handbook on their laptop and administrative staff can access the Employee Handbook on their desktop.

The Arkansas State Bank Department is charged with the responsibility of ensuring the safety and soundness of the banking industry of the State of Arkansas. It is also our responsibility and obligation to hire and develop the best people we can find so that this charge can be met.

The Department will continue to direct its employment and personnel practices toward ensuring that all minority and female employees continue to receive appropriate and equal consideration and that only valid requirements are imposed for these opportunities.

The Agency Fiscal Officer will have the overall responsibility for the implementation of the Affirmative Action Program.

I am convinced that passive prohibition of discriminatory acts is not enough to assure equal employment opportunity for all. Our success will require affirmative and aggressive commitment at all administrative, managerial, and supervisory levels. Emphasis must be continuously directed toward the promotion of affirmative steps to achieve maximal utilization of all, not some, of our employees.

ASBD Employee/Personnel Manual

LEGAL BASIS OF

EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PLAN

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

Title VII prohibits discrimination because of disability, race, color, religion, sex, or national origin, in any term, condition or privilege of employment.

The Equal Employment Opportunity Act of 1972 greatly strengthened the powers and expanded the jurisdiction of powers and expanded the jurisdiction of the Equal Employment Opportunity Commission (EEOC) in enforcement of this law. As amended Title VII now covers:

1. All private employers of 15 or more persons;

2. All educational institutions, public and private;

3. State and local governments; and

4. Public and private employment agencies.

It shall be an unlawful employment practice for an employer:

1. To fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; or

2. To limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin. (Section 703 (a), Title VII, Civil Rights Act of 1964 as amended by the EEO Act of 1972.)

Nor shall any State deprive any person of life, liberty or property, without due process of law; not deny to any person within its jurisdiction the equal protection of the laws. (Section 1 of the Fourteenth Amendment to the U. S. Constitution.)

The Equal Pay Act of 1963 requires all employers subject to the Fair Labor Standards Act (FLSA) to provide equal pay for men and women performing similar work.

The Age Discrimination in Employment Act of 1967, as amended prohibits employers of 25 or more persons from discriminating against persons *of age* 40-70 in any area of employment because of age.

ASBD Employee/Personnel Manual

ADMINISTRATION OF THE AFFIRMATIVE ACTION PLAN

The Commissioner of the Arkansas State Bank Department has the responsibility for Equal Employment Opportunity and Affirmative Action Programs. The Commissioner has assigned the Equal Employment Opportunity duties of coordinating and monitoring the Affirmative Action Plan to the Agency Fiscal Officer.

DISSEMINATION OF THE AFFIRMATIVE ACTION PLAN

The Affirmative Action Plan is being disseminated to all employees who are responsible for personnel decisions throughout the Department. All present and prospective employees are being advised of the existence of the Plan and Equal Employment Opportunity policy and are provided a summary of the policy in the Employee Handbook.

In order to communicate more comprehensively the Department's Affirmative Action Plan and Equal Employment Opportunity policies, the following procedures have been instituted:

1. A summary of the Policy of Equal Employment Opportunity appears in the Arkansas State Bank Department - Employee Handbook. A copy is furnished to all executive management and supervisory personnel. Examination staff has access to the Employee Handbook on their laptop and administrative staff can access the Employee Handbook on their desktop.

2. The Department provides a specified complaint/grievance system which is also part of the Employee Handbook.

3. The Policy will continue to be posted prominently on the Department's bulletin board.

ASBD Employee/Personnel Manual

NOTICE

POLICY OF NON-DISCRIMINATION ON THE BASIS

OF DISABILITY

THE ARKANSAS STATE BANK DEPARTMENT DOES NOT DISCRIMINATE ON THE BASIS OF THE ADMISSION OR ACCESS TO, OR TREATMENT OR EMPLOYMENT IN, ITS PROGRAMS OR ACTIVITIES. *HUMAN RESOURCES* HAS BEEN DESIGNATED TO COORDINATE COMPLIANCE WITH THE NON-DISCRIMINATION REQUIREMENTS CONTAINED IN SECTION 35.107 OF THE DEPARTMENT OF JUSTICE REGULATIONS. INFORMATION CONCERNING THE PROVISIONS OF THE AMERICAN WITH DISABILITIES ACT, AND THE RIGHTS PROVIDED THEREUNDER, ARE AVAILABLE FROM THE AMERICAN WITH DISABILITIES COORDINATOR.

POLICY ON "REASONABLE ACCOMMODATION" AND/OR "UNDUE HARDSHIP"

Any decision made concerning reasonable accommodations of disabled employees/applicants and/or "undue hardship" concerning accommodation of employees/applicants will be determined by the Bank Commissioner with the assistance of the Department Executive Committee.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: AR Securities Department

Contact Name: Cynthia Bearden

Contact Phone: 501-324-8683

Contact Email: Cynthia.c.bearden@arkansas.gov

Date of Submission: 8-8-22

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

No

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander	1	1	2	7%
Black/Not Hispanic	4	1	5	17%
Hispanic				%
White/Not Hispanic	13	10	23	76%
Total	18	12	30	100%

EQUAL EMPLOYMENT POLICY

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices based on race, color, religion, sex, national origin, age, disability, or genetic information – Arkansas Code Annotated §21-3-101 and §6-63-103.

Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principles.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Human Resources/AR Insurance Dept.
Contact Name: Bonita Nash
Contact Phone: 501-371-2808
Contact Email: bonita.nash@arkansas.gov
Date of Submission: August 25, 2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander	4	4	8	5%
Black/Not Hispanic	27	5	32	21%
Hispanic				%
White/Not Hispanic	63	49	112	74%
Total	94	58	152	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Public Service Commission

Contact Name: Vikki Hearn

Contact Phone: 501-682-1335

Contact Email: Vikki.hearn@arkansas.gov

Date of Submission: August 10, 2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	1	2	3	3%
Black/Not Hispanic	16	5	21	23%
Hispanic	0	1	1	1%
White/Not Hispanic	30	35	65	73%
Total	47	43	90	100%

EQUAL EMPLOYMENT OPPORTUNITY POLICY

The Arkansas Public Service Commission prohibits employment practices that discriminate against any individual based upon race, color, religion, gender, age, national origin, handicap, or political affiliation. Such discrimination by any employee, including a determination by any court of law of such discrimination, shall constitute grounds for dismissal.

<u>**A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template**</u>

<mark>Department / Agency / Institution Name:</mark> ADE / 0519 / Arkansas State Library

Contact Name: Trish Luckadue

Contact Phone: 501-682-2853

Contact Email: trish.luckadue@ade.arkansas.gov

Date of Submission: 07/20/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101. *Arkansas State Library's affirmative action policy starts on page 3.*

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Arkansas State Library – Regular Full Time Employees Fiscal Year 2022 - June 30, 2022				
Ethnic Origin	**Number of Female Employees**	**Number of Male Employees**	**Total Employees**	**Percentage**
American Indian				**0%**
Asian Pacific Islander	1		**1**	**3%**
Black/Not Hispanic	3	1	**4**	**10%**
Hispanic				**0%**
White/Not Hispanic	26	6	**32**	**87%**
Total	30	7	**37**	**100%**

Arkansas State Library – Extra Help Employees Fiscal Year 22 - June 30, 2022				
Ethnic Origin	**Number of Female Employees**	**Number of Male Employees**	**Total Employees**	**Percentage**
American Indian				**%**
Asian Pacific Islander				**%**
Black/Not Hispanic		1	**1**	**34%**
Hispanic				**%**
White/Not Hispanic		2	**2**	**66%**
Total		3	**3**	**100%**

Arkansas State Library

Office of Administration   (501) 682-1527

AFFIRMATIVE ACTION POLICY

Equal Employment Opportunity Policy Statement

In keeping with the nondiscriminatory employment policy of the State Library Board, it is the policy of the Arkansas State Library to provide equal employment opportunities to all applicants without regard to race, color, sex, religion, national origin, ancestry, or handicap. It is illegal and against the policies of this agency for any employee, male or female, to sexually harass another employee. It is also the policy of this agency to assist current employees in achieving additional training on an equitable basis in order to qualify for better positions in state government, either in this agency or some other agency. All present and future employees are assured that all personnel actions such as promotions, compensations, benefits, transfers, terminations, rehires, training, and education will not be determined on the grounds of race, color, sec, national origin, political or religious affiliations, or handicap.

The employment of state agency personnel concerns all citizens of the State of Arkansas and it is recognized that minorities and females should be fully represented on the Arkansas State Library staff. It shall be the policy of this Division to comply with provisions of all State and Federal laws and applicable regulations by assuring that no personnel shall be excluded from consideration for recruitment, selection, training, promotion, or any other action pertaining to personnel, or be denied any benefits on the grounds of political or religious affiliations, or because of race, color, sex, handicap, or national origin (except where sex is a bona fide occupational qualification).

The State Library Board will be responsible for insuring that employees receive a copy of this policy statement and are informed of the Affirmation Action Plan of the State board of Education.

The Administrative Services Manager shall be the person serving as the Affirmative Action Officer for the Arkansas State Library and will monitor implementation of the program for the agency. An investigation will be made by the Affirmative Action Officer of any complaint of employees who believe they have been discriminated against. Complaints will be handled in a confidential manner using the approved procedure developed and approved in accordance with the Affirmative Action Plan of the Department of Education, General Division.

Employees of the Arkansas State Library who deliberately fail to adhere to Equal Employment Opportunity Policies and the Affirmative Action Program will be subject to disciplinary action. Each employee's evaluation will include an assurance that the employee is familiar with the Affirmative Action Plan, and if in a supervisory position, that the employee has made every effort to implement equal employment opportunity.

Jennifer Chilcoat
State Librarian
Arkansas State Library

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: DHS 0710

Contact Name: Damian Hicks, Chief – Office of Human Resources

Contact Phone: 501-320-6250

Contact Email: damian.hicks@dhs.arkansas.gov

Date of Submission: 07/20/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

No

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	20	3	23	0.34%
Asian Pacific Islander	31	10	41	0.60%
Black/Not Hispanic	2330	499	2829	41.32%
Hispanic	70	21	91	1.33%
White/Not Hispanic	3040	822	3862	56.41%
Total	5491	1355	6846	100%

1009   EQUAL OPPORTUNITY POLICY

I.   Purpose

        This establishes the DHS Equal Opportunity policy. This policy is applicable to all employees, applicants seeking employment within DHS, and to all persons or organizations seeking or receiving services, benefits, contracts, agreements, grants, sub-grants, programs, and projects funded through or from DHS, including employees, clients, customers, and applicants of grantees and sub-grantees.

II.   Assurances

        (A)   DHS shall provide fair and equal opportunity in employment, service delivery, and grant administration regardless of a person's race, color, religion, sex, age, national origin, political beliefs, or disability as defined in the Americans with Disabilities Act.

        (B)   DHS shall actively promote equal opportunity through the establishment and application of personnel policies and procedures to include: recruitment, selection, promotion, demotion, transfer, reclassification, layoff and recall, training, termination and other benefits, and terms and conditions of employment.

        (C)   DHS shall ensure non-discrimination and equal opportunity in compliance with all applicable federal laws, regulations, executive orders, and civil rights rules or regulations.

III.   Responsibilities and Procedures

        (A)   The overall responsibility for coordination of equal opportunity policies, programs, and employment practices within DHS has been assigned to the Administrator of DHS Office of Employee Relations and Office of Equal Opportunity (OER/OEO).

        (B)   Any DHS staff member who receives a written complaint of discrimination from any person shall forward the complaint immediately to his or her division director for referral to OER/OEO.

        (C)   Any DHS supervisor or manager who receives a verbal complaint of discrimination from any person shall encourage that person to submit a written complaint. Regardless of whether the complaint is made in writing, the supervisor or manager receiving the complaint shall provide the person making the complaint a copy of form DHS-2808, and immediately notify his or her division director in writing for follow-up or referral to OER/OEO as appropriate.

IV.   Complaints of Discrimination

        (A)   Any person to whom or entity to which this policy applies may use form DHS-2808, Complaint of Discrimination, to file a complaint, regardless of whether the complaint directly concerns DHS or its employees. Complaints filed using other means, such as by letter or email, should contain substantially the same information as that requested on DHS-2808.

(B) OER/OEO shall receive complaints relating to any DHS Division or Office, program, project, service, contract, or grant, regardless of whether the person making the complaint or the person against whom the complaint is made is an employee of DHS.

(C) OER/OEO shall establish written criteria for determining when a complaint shall be referred to an outside agency or office, such as the U.S. Equal Employment Opportunity Commission, the U.S. Department of Health and Human Services Office of Civil Rights, the U.S. Department of Justice Office for Civil Rights, the U.S. Department of Labor, or other state or federal investigative or enforcement agencies.

(D) Complaints which allege discriminatory, harassing, or retaliatory conduct by any DHS employee shall be investigated by OER/OEO or the DHS Office of Security and Compliance (OSC), as determined by the OER/OEO Administrator. The OER/OEO and OSC will conduct prompt investigations of complaints and issue written determinations of any findings.

(E) When DHS investigates a complaint that involves a federal civil rights law over which the U.S. Department of Justice Office for Civil Rights has jurisdiction, the U.S. Department of Justice Office for Civil Rights retains the authority to:

   (1) Conduct a supplementary or de novo investigation;

   (2) Approve, modify, or reject recommended findings;

   (3) Approve, modify, or reject any proposed voluntary resolution; and

   (4) Initiate formal enforcement action.

(F) Complaints which are not referred for investigation by DHS, including complaints which allege discriminatory, harassing, or retaliatory conduct by persons who are not DHS employees, shall be referred to other appropriate state or federal investigative or enforcement agencies, consistent with the written criteria established in this policy.

V. Investigations

(A) Nothing in this policy shall prevent, prohibit, or delay an DHS division, office, or institution from investigating violations of policy or monitoring compliance with contractual or grant obligations.

(B) When a DHS employee is accused of unlawful discrimination, harassment, or retaliation under this policy, the employing division may defer disciplinary action until resolution of the investigation by the OER/OEO or OSC.

(C) Deferring disciplinary action for alleged discrimination, harassment, or retaliation does not prevent a division from administering discipline up to and including termination for violation of other DHS policy, behavior, or performance expectations.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Department of Commerce/Arkansas Economic Development Commission

Contact Name: Andrea Grace Rodriguez

Contact Phone: 501 682 3513

Contact Email: andrea.rodriguez@arkansas.gov

Date of Submission: 08/11/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? No.

If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	1	1	2	3%
Black/Not Hispanic	0	6	6	9.5%
Hispanic	1	0	1	1.5%
White/Not Hispanic	22	34	56	86%
Total	24	41	65	100%

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Every department must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the department to a level that approximates the percentage of minorities in the state's population. Departments shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Departments should establish a process for investigating allegations of discrimination and/or harassment. Departments shall include in their personnel manual a statement that discrimination by an employee is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

I. Age (Age Discrimination in Employment Act)

The law protects individuals who are at least forty (40) years of age or older. A department is prohibited from limiting, segregating, or classifying employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee and a department cannot reduce an employee's rate of pay because of age.

An agency may take adverse personnel actions against an employee if age is a bona fide occupational qualification, reasonably necessary to the normal operations of a particular job, or where the differentiation is based on factors other than age.

An employee may be subject to compulsory retirement if the employee:
1. Is sixty-five (65) years of age;
2. For the two-year period immediately before retirement is employed in a bona fide executive or high policy-making position; and
3. Is entitled to an immediate non-forfeitable annual retirement benefit from pension, savings, or deferred compensation plan, or any combination of such plans which is an aggregate of at least forty-four thousand dollars ($44,000).

II. Disability (Americans with Disabilities Act)

Disability discrimination is when a department does one of the following:
1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;
2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or
3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because their spouse has a disability. The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

III.   Equal pay/compensation (Equal Pay Act and Lilly Ledbetter Fair Pay Act)

The Equal Pay Act (EPA) prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort, and responsibility under similar working conditions. The jobs need not be identical, but they must be substantially equal. Wages can include more than just hourly or annual pay. An employer cannot lower the wages of some employees to make wages equal.

Compensation differences based on race, color, religion, national origin, age, disability, genetic information, and/or retaliation also violate law.

IV.   Genetic information (Genetic Information Nondiscrimination Act)

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future.

V.   Harassment

Harassment is unwelcome conduct that is based on race, color, religion, sex, national origin, age, disability, genetic information or any other status or characteristic protected by law. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

VI.   National origin (Immigration and Nationality Act)

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin. Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

VII. Pregnancy

Pregnancy discrimination involves treating a woman, an applicant or employee, unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

VIII. Race/color

Race discrimination involves treating an applicant or employee unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion. Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

IX. Religion

Religious discrimination involves treating an applicant or employee unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs. Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion.

X. Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex.

Sexual harassment

All departments must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the department's policy must be filed with the Office of Personnel Management (OPM).

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:
1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or
2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting, and/or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Actions that may be defined as sexual harassment are not limited to the supervisor and employee situation, but may include actions of coworkers, actions of the same or opposite sex and action of individuals external to the agency, but who have contact with employees in the work environment.

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

Retaliation

It is illegal to retaliate against an applicant or employee because the applicant or employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at https://www.eeoc.gov/laws/index.cfm.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Arkansas Department of Agriculture

Contact Name: Paula Jones

Contact Phone: 501-219-6370

Contact Email: paula.jones@agriculture.arkansas.gov

Date of Submission: 7/6/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup. <mark>Extra-help employees are included in this report as of 6/11/2022.</mark>

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2	4	**6**	.9%
Asian Pacific Islander	6	4	**10**	1.5%
Black/Not Hispanic	19	22	**41**	6%
Hispanic	1	2	**3**	.5%
White/Not Hispanic	188	440	**628**	**91.1%**
Total	216	472	**688**	100%

EQUAL EMPLOYMENT OPPORTUNITY POLICY

Effective July 1, 2019. This Policy supersedes earlier policies, which are hereby repealed.

I. APPLICABILITY. This policy applies to Arkansas Department of Agriculture (Department) employees.

II. POLICY. The Department is an equal opportunity employer providing equal employment opportunities without regard to race, color, sex, creed, religion, age, genetic information, national origin, disability or other biases prohibited by state or federal law. This commitment is supported by practical good faith efforts to implement and maintain a policy and practice of employing minority group members, women, and members of other protected classes, on a non-discriminatory basis. This policy and practice relates to all phases of employment, including, but not limited to recruiting, hiring, placement, promotion, transfer, layoff, recall, termination, rates of pay or other forms of compensation, training, use of facilities and participation in the Department-sponsored employee activities and programs. The Department will comply with the non-discrimination provisions of all applicable State and federal regulations and all personnel actions will be carried out on a non-discriminatory basis.

III. IMPLEMENTATION.

A. Information Dissemination
Supervisors and managers are responsible for implementing and administering this policy, applying these principles in good faith for meaningful progress in the employment of minorities, women and members of other protected classes. The Department will communicate the Equal Employment Opportunity (EEO) policy statement by:
     1. Referencing the policy statement in all employee handbooks,
     2. Placing the policy statement in a conspicuous place at the Department headquarters, and
3. Posting job openings in such places as the Arkansas Government Jobs website, local newspapers when needed, and the Department's social media sites when deemed appropriate.

B. Additional Employment Law Information
Additional information about federal employment law is summarized on the posters titled: "Equal Employment Opportunity is the Law" and "Your Rights Under USERA: The Uniformed Services Employment and Reemployment Rights Act" at each Department office.

C. Implementing and Administering the EEO Program
The Human Resources Administrator (HRA) will confer with and assist supervisors in understanding and meeting EEO Program responsibilities.

D. Training
Training programs supported or sponsored by the Department will continue to be open to all employees, as appropriate, on the basis of qualifications, job relatedness and other non-discriminatory reasons. Such employees who appear to have management potential will be encouraged to seek advancement into supervisory or other management positions.

E. Compensation

All employees will receive compensation in accordance with Office of Personnel Management job classification standards. Opportunities for performing overtime work or otherwise earning increased compensation, when available, will be afforded to all qualified employees.

F. Liaison

The Secretary of Agriculture will designate personnel to serve as liaison to minority, women and community organizations that are concerned with equal employment opportunity.

IV. MINORITY HIRING

A. The HRA must monitor employment trends and document an annual review of minority employment. If it is determined that deficiencies exist regarding practices for employment of minority groups and women, the HRA must document the implementation of a program to improve minority hiring.

B. The HRA will confer with and assist supervisors in understanding and meeting EEO responsibilities.

C. Special attention will be given to recruiting efforts for positions that are difficult to fill and/or have an under representation of minorities and women.

D. Increased emphasis will be given to seeking and encouraging applicants from minority groups where such applicants with the necessary qualifications or potentials are available.

E. Supervisors are encouraged to employ qualified minority group individuals in available positions.

F. Supervisors will advise staff of increased interest in qualified members of minority groups for job assignments where they have not been employed previously.

G. Supervisors will ensure minority group employees receive equal consideration whenever promotional or incentive opportunities occur.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Department of Commerce

Contact Name: Andrea Grace Rodriguez

Contact Phone: 501 682 3513

Contact Email: andrea.rodriguez@arkansas.gov

Date of Submission: 08/11/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? No.

If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0
Asian Pacific Islander	1	1	2	4.5%
Black/Not Hispanic	4	1	5	11%
Hispanic	1	1	2	4.5%
White/Not Hispanic	12	25	37	80%
Total	18	28	46	100%

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Every department must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the department to a level that approximates the percentage of minorities in the state's population. Departments shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Departments should establish a process for investigating allegations of discrimination and/or harassment. Departments shall include in their personnel manual a statement that discrimination by an employee is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

I.   Age (Age Discrimination in Employment Act)

The law protects individuals who are at least forty (40) years of age or older. A department is prohibited from limiting, segregating, or classifying employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee and a department cannot reduce an employee's rate of pay because of age.

An agency may take adverse personnel actions against an employee if age is a bona fide occupational qualification, reasonably necessary to the normal operations of a particular job, or where the differentiation is based on factors other than age.

An employee may be subject to compulsory retirement if the employee:
1. Is sixty-five (65) years of age;
2. For the two-year period immediately before retirement is employed in a bona fide executive or high policy-making position; and
3. Is entitled to an immediate non-forfeitable annual retirement benefit from pension, savings, or deferred compensation plan, or any combination of such plans which is an aggregate of at least forty-four thousand dollars ($44,000).

II.   Disability (Americans with Disabilities Act)

Disability discrimination is when a department does one of the following:
1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;
2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or
3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because their spouse has a disability. The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

III. Equal pay/compensation (Equal Pay Act and Lilly Ledbetter Fair Pay Act)

The Equal Pay Act (EPA) prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort, and responsibility under similar working conditions. The jobs need not be identical, but they must be substantially equal. Wages can include more than just hourly or annual pay. An employer cannot lower the wages of some employees to make wages equal.

Compensation differences based on race, color, religion, national origin, age, disability, genetic information, and/or retaliation also violate law.

IV. Genetic information (Genetic Information Nondiscrimination Act)

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future.

V. Harassment

Harassment is unwelcome conduct that is based on race, color, religion, sex, national origin, age, disability, genetic information or any other status or characteristic protected by law. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

VI. National origin (Immigration and Nationality Act)

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Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

VII.   Pregnancy

Pregnancy discrimination involves treating a woman, an applicant or employee, unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

VIII.   Race/color

Race discrimination involves treating an applicant or employee unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion. Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

IX.   Religion

Religious discrimination involves treating an applicant or employee unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs. Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion.

X.   Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex.

Sexual harassment

All departments must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the department's policy must be filed with the Office of Personnel Management (OPM).

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:
1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or
2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting, and/or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Actions that may be defined as sexual harassment are not limited to the supervisor and employee situation, but may include actions of coworkers, actions of the same or opposite sex and action of individuals external to the agency, but who have contact with employees in the work environment.

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

Retaliation

It is illegal to retaliate against an applicant or employee because the applicant or employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at https://www.eeoc.gov/laws/index.cfm.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Department of Corrections

Contact Name: Jessica Dunn

Contact Phone: 870-850-8526

Contact Email: Jessica.dunn@arkansas.gov

Date of Submission: 8/8/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2	3	5	.1%
Asian Pacific Islander	8	5	13	.28%
Black/Not Hispanic	1487	761	2248	49.7%
Hispanic	24	30	54	1.19%
White/Not Hispanic	938	1257	2195	48.6%
Total	2459	2056	4515	%

Arkansas Department of Education

Asa Hutchinson
Governor

Johnny Key
Secretary

A.C.A § 21-3-101 Equal Employment Hiring Program Reporting

Department/ Agency/ Institution Name: Arkansas Department of Education (ADE)
Business Areas: 318, 500, 510, 513, 519, 552, 590, 700, 9904

Contact Name: Clemetta Hood, HR Manager
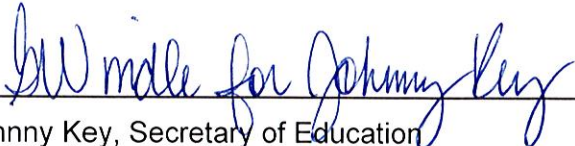
Contact Phone: (501) 682-2744

Contact Email: Clemetta.Hood@ade.arkansas.gov

Date of Submission: July 15, 2022

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2	1	3	0.35%
Asian Pacific Islander	9	6	15	1.75%
Black/ Not Hispanic	140	47	187	21.90%
Hispanic	21	7	28	3.28%
White/Not Hispanic	429	192	621	72.72%
Total	601	253	854	100%

_____
Johnny Key, Secretary of Education

7-14-22
Date

SECTION I – EMPLOYMENT POLICIES AND STATEMENTS

1.1 Equal Employment Opportunity Policy Statement

ADE shall follow the spirit and intent of all federal, state and local employment law and is committed to equal employment opportunity. ADE is committed to providing equal opportunity for all employees and applicants without regard to race, creed, color, religion, national origin, civil union status, gender identity or expression, age, marital or political status, disability or handicap, sex or sexual orientation or any other category protected by federal, state or local law or regulation. ADE's decisions regarding recruitment, hiring, promotions, demotions, job assignments, transfers, working conditions, scheduling, benefits, wage and salary administration, disciplinary action, terminations and social, educational and recreational programs, or any other term or condition of employment are based solely on the qualifications and performance of the employee or prospective employee. If any employee or prospective employee believes they have been treated unfairly, they have the right to address their concern with their immediate Supervisor, their Assistant Commissioner, Deputy Commissioner of Education, or the Human Resources Director.

1.2 At-Will-Employer

ADE is an "at-will" employer. Nothing in this document or policies and procedures establishes, constitutes, or implies an employment contract, the guarantee of employment or benefits, or employment for any specific duration. Nothing contained in ADE policies, Handbook, applications, or other documents, or the granting of any interview or the placement in a probationary status or any other administrative act, creates a contract between an individual and ADE for either employment or the provision of benefits. ADE does not guarantee continued employment for any specific period of time and employment can be terminated with or without cause and with or without notice, at any time, at the option of either ADE or the employee. Individuals hired will be required to provide proof of eligibility to work in the United States pursuant to the Immigration Reform and Control Act of 1986.

1.3 Non-Discrimination Policy

ADE prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, genetic information and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to employment and application for employment. Furthermore, ADE policy includes prohibitions of harassment of employees, i.e., racial harassment, sexual harassment and retaliation for filing complaints of discrimination.

ADE is committed to compliance with Title VII of the Civil Rights Act of 1964, Title VI of the Equal Pay Act of 1963, Executive Order 11246 (1965), the Americans with Disabilities Act of 1990, the Vietnam-era Veterans Readjustment Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, the Family and Medical Leave Act of 1993.

Violations of these policies will result in disciplinary action up to and including discharge. Employees who feel they have been subject to discrimination, harassment or disrespect as prohibited above, should file a complaint pursuant to ADE's Uniform Grievance Procedure.

1.4   Harassment

It is the policy of ADE to provide an employment environment free from any form of sexual or discriminatory harassment including harassment by speech or other expression, by action, or by combination thereof. This policy applies to all employees.

Harassment is defined as unwelcome verbal, physical or visual conduct, relating to a protected classification, which has the unreasonable purpose or effect of severely and pervasively interfering with an individual's or a group of individuals' ability to participate in all and any aspect of professional life.

ADE expressly prohibits any form of harassment that is based on any protected classification including sex, race, color, age, religion, national or ethnic origin, sexual orientation, gender identity or expression, pregnancy, marital status, medical condition, veteran status, or disability in any decision regarding employment and subsequent treatment of employees in accordance with the letter and spirit of federal, state and local non-discrimination and equal opportunity laws. Any harassment may be grounds for discipline up to and including termination.

1.5   Americans with Disabilities Act (ADA)

The ADA Act (42 U.S.C. § 12.101 et.seq.) of 1990 is a civil rights act prohibiting discrimination against individuals with disabilities in the offer or conditions of employment and in the participation or furnishing of services. It does not guarantee equal results, establish quotas, or require preferences favoring individuals with disabilities over those without disabilities. The ADA Amendments Act (ADAAA), effective January 1, 2009, was adopted to restore the original intent of the ADA by providing a clear and comprehensive national mandate for the elimination of discrimination and help tap an under-utilized employee population.

The ADA and ADA Amendments provide protection for the person with a disability from discrimination in any employment action and requires an employer to make reasonable accommodations to aid the individual to perform the essential duties of the job.

To be considered disabled under the ADA, a person must have a physical or mental impairment that substantially limits one or more major life activities; have a record of such impairment; or be regarded as having such impairment. Additionally, to be covered by the ADA, a person with a disability must be otherwise qualified for the job, program or activity to which access is sought.

Under ADA, employment decisions must be based on an individual's ability to perform the essential functions of a position with or without reasonable accommodation. ADE is not required to make accommodations that would eliminate the essential functions of the job or impose an undue hardship on the operation of ADE. Under the ADA, for the purposes of providing reasonable accommodation, the State of Arkansas as a whole is considered the employer and not individual agencies.

If the employee has a disability and needs an accommodation to perform his/her job duties or to receive any regular benefit or condition of employment, the employee should make the request to his/her supervisor verbally, in a written note or memo, or by using a special form. Any other person may assist in

making this request.

The law defines essential job functions as those fundamental tasks of a job, reasonably defined by the employer; and reasonable accommodations as those changes in facilities or policies that enable an otherwise qualified person to perform the essential job functions. An accommodation is considered reasonable and is required if it effectively allows the person to perform the essential job tasks, while not placing an undue hardship on the employer.

The ADA and the ADA Amendment Act provides protection for the employer from making accommodations that are unreasonable or detrimental, operationally or fiscally. ADE is not required to create a position as an accommodation or to shift duties from the person with a disability to another staff member resulting in an increased workload for that employee. For additional information about the program, please contact the Human Resources Office.

1.6   Disclosure of Health Information

Employee health records maintained by ADE will only be disclosed outside ADE as required by law.

1.7   Conflict of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest and shall adhere to the applicable state laws governing ethical conduct and conflict of interest.

1.8   Disclosure of Information

All public records maintained by ADE are subject to release under the Arkansas Freedom of Information Act (FOIA). For additional information regarding FOIA, please contact ADE Legal Services.

1.9   Minority Recruitment

ADE has developed and implemented a plan to identify job positions/grades within ADE in which minorities are underrepresented and to recruit and employ qualified minority applicants for those positions so as to create a balanced, desegregated staff at all levels. Members of ADE's Leadership Team are familiar with this policy, the philosophy behind it and their responsibility to apply these principles in good faith for meaningful progress in the utilization of minorities. The Human Resources Office is designated to coordinate efforts to comply with laws and regulations relating to nondiscrimination.

1.10   Hiring Relatives Reference: OPM Policy Number 30.15

Arkansas Law prohibits the hiring of relatives by public officials and prohibits ADE employee's from supervising a relative. Relative is defined as:

husband, wife, mother, father, stepmother, stepfather, mother-in-law, father-in law, brother, sister,

stepbrother, stepsister, half-brother, half-sister, brother-in-law, sister-in-law, daughter, son, stepdaughter, stepson, daughter-in-law, son-in-law, uncle, aunt, first cousin, nephew, or niece.

Within each state agency, no relatives of employees shall be placed within the same line of supervision whereby one relative is in a supervisory position over the other. A temporary change in supervision resulting in the supervision of a relative will not be considered a violation of ACA § 25-16-1001, provided the supervision does not exceed 30 days. No hiring, firing, pay adjustments or other personnel actions may occur during this temporary period of supervision.

If employees of the same state agency plan to marry, they must complete and sign OPM Form 050, Marriage Disclosure of State Employees, listing both employees' names, job titles and division in which employed and submit the form to the employees' human resources department for review and approval. Failure to complete this form may subject employees to termination for non-compliance. If the marriage will result in a violation of ACA § 25-16-1002, the public official of the state agency or his designee shall provide written notice of each of the alternatives to resolve the violation as listed below:

a. Transferring one of the employees to another position within the agency.

b. Transferring one of the employees to another agency.

c. The resignation of one of the employees.

The employees shall be given the opportunity to select among the available alternatives.

If any employee of an agency suspects a violation of ACA § 25-16-1001 has occurred, they may complete OPM Form 051, Violation of Hiring Practices/Supervision of a Relative and submit the form to the Office of Personnel Management. OPM will determine if a violation has occurred and report such violations to the Attorney General's Office for resolution.

Penalties: If anyone approves a position and authorizes compensation to an employee in violation of this law, the person will be charged with a Class A misdemeanor. A public official who knowingly violates this law shall be subject to a civil penalty of one thousand dollars ($1,000).

1.11 Immigration Reform Control Act

ADE is committed to meeting its obligations under United States immigration law. The Immigration Reform and Control Act of 1986 mandates all employers to maintain records documenting the identity and eligibility to work of all regular and temporary employees hired after November 6, 1986.
Form I-9 is used for verifying the identity and employment authorization of individuals hired for employment in the United States.

1.12 Veterans Preference Reference: OPM Policy 30.20

In compliance with Ark. Code Ann. §§ 21-3-302 and 303 of the State Veteran's Preference Law, ADE gives preference in appointment and employment for certain qualified veterans, their spouses, or the surviving spouse of a deceased qualified veteran in hiring and employment.

Specific Provisions

For purposes of this section, "veteran" means:

(1) A person honorably discharged from a tour of active duty, other than active duty for training only with the armed forces of the United States; or

(2) Any person who has served honorably in the National Guard or reserve forces of the United States for a period of at least six (6) years, whether the person has retired or been discharged or not.

The veteran's status shall be considered on questions of hiring, promotion and retention of employees. A veteran who voluntarily submits official proof of his or her status as a veteran, disabled veteran, or a surviving spouse of a deceased veteran who remains unmarried at the time the preference is being sought shall be entitled to employment preference in a position over other applicants after meeting substantially equal qualifications. The person requesting the preference must be a citizen and resident of the state.

If the examination, evaluation, or similar instrument is given to establish a list of qualified candidates to be interviewed for a position at ADE subject to the Uniform Classification and Compensation Act and an applicant entitled to a veteran's preference attains a passing grade, the applicant shall have five (5) points added to his or her final earned rating if the examination, evaluation, or similar instrument is subject to numerical scoring.

If the examination, evaluation, or similar instrument is not subject to numerical scoring, the selection authority shall demonstrate how veteran's preference was applied in developing a list of qualified candidates to be interviewed and selecting the successful candidate.

Disabled veterans, veterans over the age of fifty-five (55) and who are disabled and entitled to a pension or compensation, or the spouse of a disabled veteran shall have ten (10) points added to his/her final rating score.

If a veteran is not selected for a position and a numerical score was used, at the veteran's request the selection authority shall provide the veteran with his or her base score, adjusted score and the successful candidate's score.

If a scoring method other than numerical use used, at the veteran's request, the selection authority shall provide all documentation to the veteran to demonstrate how the veteran's preference was used to develop the interview list and how the successful candidate was selected.

The selection authority is not required to provide the veteran with testing materials or any other information concerning the successful candidate or other applicants that is not authorized for release under the Freedom of Information Act.

Procedure

The names of candidates who have qualified in an examination, evaluation or similar instrument given for the purpose of establishing an interview or employment list shall be entered on an appropriate register or list of eligible candidates in the following order:

- Names of ten-point preference eligible candidates shall be placed at the head of the register or applicant list of persons certified as having equal eligibility points;

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- Names of five-point-preference eligible candidates shall be placed at the head of the register or applicant list of persons certified as having equal eligibility points; and

- Names of all other eligible candidates who do not have preference as provided in this

    section shall be placed on the register or applicant list in accordance with their ranking of eligibility points.

The persons entitled to preference shall not be disqualified from holding any position on account of age or by reason of any physical disability, provided that the age or disability does not render the person incapable to perform properly the duties of the position for which he or she applied.

Failure to Hire a Veteran

If requested by the veteran applicant, a hiring official or selection authority for ADE shall submit in writing to the veteran the reason the veteran was not (1) included on a list of qualified candidates to be interviewed; and (2) selected for the position.

The written reason shall become a part of the employment application records of ADE and be retained for the same period of time as all other employment applications as established by law.

1.13 Compliance with Military Selective Service Act: OPM Policy 30.03

Purpose

The Federal Selective Service System is a means by which the United States maintains information on those potentially subject to military conscription. Most male U.S. citizens between the ages of 18 and 25 are required by law to have registered with the Selective Service System within 30 days of their 18th birthday.

Specific Provisions

A male applicant between the ages of eighteen (18) and twenty-five (25) seeking employment with the State of Arkansas shall be registered with the Selective Service System.

An applicant is not required to register with the Selective Service System if the person is: under eighteen (18) years of age; In the United States armed forces on active duty, other than in a reserve or national guard unit; An alien lawfully admitted to the United States for so long as he or she continues to maintain a lawful nonimmigrant status in

the United States; A permanent resident of the trust territory of the Pacific Islands or the Northern Mariana Islands; or Excused from registration for other reason provided by federal law and that reason is included in the certificate.

No person who is required to register with the Selective Service System shall be eligible for employment by any agency or institution of higher education of the State of Arkansas or for admission to any public institution of higher education unless the person has signed a statement of selective service status.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Energy and Environment

Contact Name: Ometra Okuwoash

Contact Phone: 501-682-0977

Contact Email: okuwoash@adeq.state.ar.us

Date of Submission:

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	1	1	0.228%
Asian Pacific Islander	3	9	12	2.733%
Black/Not Hispanic	25	15	40	9.111%
Hispanic	2	1	3	0.683%
White/Not Hispanic	158	225	383	87.24%
Total	188	251	439	%

1.2 Equal Employment Opportunity and Non-Discrimination Policy

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

The Department complies with the requirements of Title VII of the federal Civil Rights Act of 1964 and its amendments, the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008 (collectively, the ADA), Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), the Arkansas Civil Rights Act, Arkansas Code Annotated § 21-12-103, and all other applicable federal and state antidiscrimination laws. Discrimination by any officer or employee of the State based upon race, creed, religion, national origin, age, sex, or gender constitutes grounds for dismissal.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Contact Name: Donna Hurt

Contact Phone: 501-371-6008

Contact Email: donna.hurt@dfa.arkansas.gov

Date of Submission: August 9, 2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	6	4	10	0.42%
Asian Pacific Islander	12	18	30	1.27%
Black/Not Hispanic	662	107	769	32.46%
Hispanic	26	5	31	1.31%
White/Not Hispanic	1123	406	1529	64.54%
Total	1829	540	2369	100.00%

Per the DFA Employee Handbook:

Equal Employment Opportunity
The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.
Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, or genetic information or any other status or condition protected by applicable State or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs, return from layoffs, and other actions are made in accordance with Equal Employment Opportunity principles.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Department of Health

Contact Name: Tracy D. Bradford

Contact Phone: 501-683-5749

Contact Email: tracy.bradford@arkansas.gov

Date of Submission: Wednesday, August 17, 2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	4	3	7	.34%
Asian Pacific Islander	30	14	44	2.13%
Black/Not Hispanic	490	66	556	26.98%
Hispanic	48	11	59	2.86%
White/Not Hispanic	1038	357	1395	67.69%
Total	1610	451	2061	100%

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Policy:

The Arkansas Department of Health is an equal opportunity employer. It is the policy of
this Agency to prohibit discrimination of any type and to afford equal employment opportunities to employees and applicants, without regard to race, color, religion, sex, national origin, age, disability, or veteran status. The Agency will conform to the spirit as well as the letter of all applicable laws and regulations and will take action to employ, advance in employment and treat qualified Vietnam era veterans and disabled veterans without discrimination in all employment practices. The Agency assures:

- Fair and equal opportunity in employment and service delivery regardless of race, color, religion, sex, age, national origin, political beliefs, or disability that impairs one or more major life activities as defined in the Americans with Disabilities Act.

- Equal opportunity in the establishment and application of personnel policies and procedures to include recruitment, selection, promotion, demotion, transfer, reclassification, layoff and recall, training, termination and other benefits, terms and conditions of employment.

- Non-discrimination and equal opportunity in compliance with all applicable federal laws, regulations, executive orders and civil rights rules and regulations.

This policy is established to ensure equal opportunity to all employees, applicants seeking employment, and to all persons or organizations seeking or receiving services, contracts, agreements, grants, sub-grants, programs and projects funded through or from the Arkansas Department of Health.

This policy applies to all aspects of the relationship between the Arkansas Department of Health and its employees, including but not limited to:

- Recruitment
- Employment
- Promotion
- Transfer
- Training
- Working conditions

- Wages and salary administration
- Employee benefits and application of policies

The policies and principles of equal employment opportunity also apply to the selection and treatment of independent contractors, personnel working on ADH premises who are employed by temporary agencies and any other persons or firms doing business for or with ADH.

Directors, managers and supervisors are responsible for implementing equal employment practices within each Center and work unit. The Employee Relations Section of Human Resources is responsible for the Agency's overall compliance, and Human Resources will maintain personnel records in compliance with applicable laws and regulations.

Arkansas Department of Health practices that support this policy include the following:

The Agency displays posters regarding equal employment opportunity in areas highly visible
to employees. Posters will be posted in a conspicuous place in each Arkansas Department
of Health Local Health Unit and all other ADH facilities.

- All advertising for job applicants includes the statement "An Equal Opportunity Employer ----- M/F/D/V."

- The Department will post all job openings with the required appropriate state agency.

- The Department forbids retaliation against any individual who files a charge of discrimination, reports harassment, or who assists, testifies or participates in an equal employment proceeding.

- Employees are required to report to a member of management or the Employee Relations Manager or EEO/Grievance Officer any apparent discrimination or harassment. The report should be made within five days of the incident.

- The Employee Relations Manager should promptly notify the Department's Legal Services of all incidents or reports of discrimination or harassment.

Complaints

All complaints should be filed on the Complaint of Employment Discrimination (HR-2808)
and submitted to the employee's manager or the Agency's Employee Relations Section of Human Resources. Inquiries should be directed to the Employee Relations Section.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department/Agency/Institution Name: Dept of Inspector General/9909 & Office of Medicaid Inspector General/0035
Contact Name: Kara Maack
Contact Phone: 501-324-9501
Contact Email: Kara.Maack@arkansas.gov
Date of Submission: 8/30/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission?   No

If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	1	1	2	5%
Black/Not Hispanic	7	0	7	18%
Hispanic	1	0	1	3%
White/Not Hispanic	15	14	29	74%
Total	24	15	39	100%

Department of Inspector General
Equal Employment Practices

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-101, 21-3-203 and 21-12-103

_____

The Department of Inspector General (DIG) does not discriminate against a job applicant or employee because of the person's race, color, religion, sex, pregnancy, age, disability, citizenship, national origin, genetic information, military or veteran status or any other status or characteristic protected by law.

DIG pursues a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the department to a level that approximates the percentage of minorities in the state's population.

Discrimination by any employee is grounds for dismissal. Any employee who believes that he or she has been discriminated against is encouraged to follow the complaint procedure outlined in this policy. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

I.   Age (Age Discrimination in Employment Act)

The law protects individuals who are at least forty (40) years of age or older. A department is prohibited from limiting, segregating, or classifying employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee, and a department cannot reduce an employee's rate of pay because of age.

An agency may take adverse personnel actions against an employee if age is a bona fide occupational qualification, reasonably necessary to the normal operations of a particular job, or where the differentiation is based on factors other than age.

An employee may be subject to compulsory retirement if the employee:
1. Is sixty-five (65) years of age;
2. For the two-year period immediately before retirement is employed in a bona fide executive or high policy-making position; and
3. Is entitled to an immediate non-forfeitable annual retirement benefit from pension, savings, or deferred compensation plan, or any combination of such plans which is an aggregate of at least forty-four thousand dollars ($44,000).

II.   Disability (Americans with Disabilities Act)

Disability discrimination is when a department does one of the following:

1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;
2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or
3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because his/her spouse has a disability. The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

III.   Equal pay/compensation (Equal Pay Act and Lilly Ledbetter Fair Pay Act)

The Equal Pay Act (EPA) prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort, and responsibility under similar working conditions. The jobs need not be identical, but they must be substantially equal. Wages can include more than just hourly or annual pay. An employer cannot lower the wages of some employees to make wages equal.

Compensation differences based on race, color, religion, national origin, age, disability, genetic information, and/or retaliation also violate law.

IV.   Genetic Information (Genetic Information Nondiscrimination Act)

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future.

V.   Harassment

Harassment is unwelcome conduct that is based on race, color, religion, sex, national origin, age, disability, genetic information, or any other status or characteristic protected by law. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

VI. National origin (Immigration and Nationality Act)

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin. Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.

VII. Pregnancy

Pregnancy discrimination involves treating a woman, an applicant or employee, unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

VIII. Race/color

Race discrimination involves treating an applicant or employee unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion. Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

IX. Religion

Religious discrimination involves treating an applicant or employee unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical, or moral beliefs. Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion.

X. Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex.

Sexual harassment
All departments must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the department's policy must be filed with the Office of Personnel Management (OPM).

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:
1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or

2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting, and/or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Actions that may be defined as sexual harassment are not limited to the supervisor and employee situation, but may include actions of coworkers, actions of the same or opposite sex and action of individuals external to the agency, but who have contact with employees in the work environment.

Retaliation

It is illegal to retaliate against an applicant or employee because the applicant or employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at https://www.eeoc.gov/laws/index.cfm.

Discrimination/Harassment Complaint Procedure

No employee, to effect resolution of a complaint, shall be required to solely or independently confront the person allegedly conducting or causing the action believed to be harassing or discriminatory. Further, retaliation against an employee for reporting harassment or discrimination is strictly prohibited. Employees believing themselves to be victims of harassment or discrimination are encouraged to come forward to effect resolution of the complaint.

Notwithstanding the foregoing, any DFA employee who believes he or she has been the target of discrimination and/or harassment is encouraged to inform the offending person orally or in writing that such conduct is unwelcome and offensive and must stop. If the employee does not wish to communicate directly with the offending person, or if such communication has been ineffective, the employee has multiple avenues for reporting allegations of discrimination and/or harassment and/or pursuing resolution.

Complaints may be made verbally to the HR Office. In addition, employees may submit a written complaint to the DFA HR Office using the DFA Harassment/Discrimination Complaint Form. The complaint should be made in good faith, expressed in reasonable terms and must contain the following:
1. Cause for the complaint;
2. How the unwelcome conduct unreasonably interferes with the complainant's work performance or creates a discriminatory, intimidating, hostile, or abusive work environment;
3. The corrective action desired; and
4. Sufficient information upon which to base decisions.

Upon submission to the HR Office, an internal investigation will be conducted. The Department will protect the confidentiality of complaints to the extent reasonably possible. The HR Office will take immediate and appropriate corrective action when it determines that a violation has occurred. If the complainant believes an inadequate review was conducted by the HR Office, he or she may request further review or investigation by the DIG Secretary or his/her designee. The DIG Secretary or his/her designee will determine if the complaint was substantiated.

Effective Date: May 21, 2021

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Department of Labor and Licensing

Contact Name: Ethel Whittaker or Jocelyn Potter

Contact Phone: 501-682-4544

Contact Email: Ethel.Whittaker@arkansas.gov or Jocelyn.Potter@arkansas.gov

Date of Submission: August 30, 2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0.0%
Asian Pacific Islander	4	0	4	1.65%
Black/Not Hispanic	48	13	61	25.10%
Hispanic	4	0	4	1.65%
White/Not Hispanic	84	90	174	71.60%
Total	140	103	243	100.00%

Business	Business Areas Description	Total Employees	Black	Hispanic	Indian	Asian
0203	STATE BOARD OF ACCOUNTANCY	7	0	0	0	0
0205	AR APPRAISER LIC AND CERT BD	4	0	0	0	0
0206	AR BD ARCHITECT LAND INT DSN	2	2	0	0	0
0209	STATE ATHLETIC COMMISSION	1	0	0	0	0
0210	AUCTIONEER'S LICENSING BOARD	2	0	0	0	0
0211	PROF BAIL BONDSMAN LICENSING	4	0	0	0	1
0212	STATE BD OF BARBER EXAMINERS	4	1	0	0	0
0221	STATE BD - COLLECTION AGENCIES	2	0	0	0	0
0224	CONTRACTOR'S LICENSING BD	14	2	0	0	1
0236	STATE BD PROF ENG & PROF SURV	8	3	1	0	0
0248	AR REAL ESTATE COMMISSION	15	8	0	0	0
0255	AR HOME INSPECTOR REG BOARD	1	1	0	0	0
0258	AR TOWING AND RECOVERY BOARD	3	0	0	0	0
0263	FIRE PROTECTION LICENSING BD	3	0	0	0	0
0305	AR MANUFACTURED HOME COMM	3	0	0	0	0
0320	ARKANSAS MOTOR VEHICLE COMM	4	0	0	0	0
0390	WORKERS' COMPENSATION COMM	78	25	0	0	0
0800	DEPARTMENT OF LABOR	59	14	3	0	1
9910	DEPT OF LABOR AND LICENSING	30	6	0	0	1
		245	62	4	0	4
			25.3%	1.6%	0.0%	1.6%

White	Female Black	Female Hispanic	Female Indian	Female Asian	Female White	Male Black	Male Hispanic	Male Indian
7	0	0	0	0	4	0	0	0
4	0	0	0	0	3	0	0	0
0	2	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	2	0	0	0
4	0	0	0	1	0	0	0	0
3	0	0	0	0	2	1	0	0
2	0	0	0	0	1	0	0	0
11	2	0	0	1	7	0	0	0
4	2	1	0	0	2	1	0	0
7	7	0	0	0	7	1	0	0
0	1	0	0	0	0	0	0	0
3	0	0	0	0	1	0	0	0
3	0	0	0	0	2	0	0	0
3	0	0	0	0	1	0	0	0
4	0	0	0	0	1	0	0	0
53	22	0	0	0	28	3	0	0
41	9	3	0	1	16	5	0	0
23	3	0	0	1	9	3	0	0
175	48	4	0	4	85	14	0	0
71.4%	19.6%	1.6%	0.0%	1.6%	34.7%	5.7%	0	0.0%

Male Asian	Male White
0	3
0	1
0	0
0	1
0	0
0	3
0	1
0	1
0	4
0	2
0	0
0	0
0	2
0	1
0	2
0	3
0	25
0	25
0	14
0	88
0	35.9%

1) Policy of Non-Discrimination on the Basis of Disability.

The Arkansas Department of Labor does not discriminate on the basis of disability in employment or in the admission or access to, or treatment or employment in, its programs, services, or activities. The Finance and Personnel Manager, 10421 West Markham, Room 302, Little Rock, Arkansas, (501) 682-4540 (Voice), 1-800-285-1131 (TDD Relay Service) has been designated to coordinate compliance with the non-discrimination requirements contained in 28 C.F.R. 35.107 of the Department of Justice regulations. Information concerning the provisions of the Americans with Disabilities Act, and the rights provided thereunder, are available from the ADA coordinator.

2) <u>Employment</u>

a. The Arkansas Department of Labor does not discriminate on the basis of disability against a qualified individuals with a disability in regard to any term, condition, or privilege of employment, including:

   (1) Recruitment, advertising, and job application procedures;

   (2) Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;

   (3) Rates of pay or any other form of compensation and changes in compensation;

   (4) Job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;

   (5) Leaves of absence, sick leave, or any other leave;

   (6) Fringe benefits available by virtue of employment;

   (7) Selection and financial support for training, including: apprenticeships, professional meetings, conferences and other related activities, and selection for leaves of absence to pursue training; and

   (8) Activities sponsored by the agency including social and recreational programs.

b. The Department of Labor will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless the accommodation would impose an undue hardship on the operation of the agency. If an applicant or employee requests an accommodation and the need for the accommodation is not obvious, or there is a question regarding the need for the accommodation, the department will request documentation of the individual's functional limitations to support the request.

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c.   In identifying a reasonable accommodation, the department will:

   (1)   analyze the particular job involved and determine its purpose and essential functions;

   (2)   consult with the individual with a disability to ascertain the precise job-related limitations imposed by the individual's disability and how those limitations could be overcome with a reasonable accommodation;

   (3)   in consultation with the individual to be accommodated, identify potential accommodations and assess the effectiveness each would have in enabling the individual to perform the essential functions of the position; and

   (4)   consider the preference of the individual to be accommodated and select and implement the accommodation that is most appropriate for both the employee and the department.

d.   "Undue hardship" refers to any accommodation that would be unduly costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature or operation of the business. Only the Director of Labor has the authority to make decisions regarding undue hardships. In making such decisions, the Director will consider the factors out-lined in the EEOC's regulations, 29 C.F.R.1630.2 (p).

e.   In order to meet its duty to make a reasonable accommodation, the department may, on an individual basis, modify its policies and procedures, including those contained in this manual. Such modifications may involve changes to the normal work schedule or leave policies to accommodate an individual with a disability.

3)   Services

a.   The Department of Labor does not discriminate on the basis of disability with respect to participation in or the benefits of its services, programs, or activities. The Department will furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in and enjoy the benefits of, its services, programs or activities. In determining what type of auxiliary aid and service is necessary, the Department will give primary consideration to the requests of the individual with disabilities.

b.   No surcharge will be placed on a particular individual with a disability or any group of individuals with disabilities to cover the costs of measures, such as the provision of auxiliary aids or program accessibility, that are required to provide that individual or group with the nondiscriminatory treatment required by the ADA.

4)   ADA Grievance Procedure

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The Arkansas Department of Labor has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing title II of the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits for, or be subject to discrimination" in programs or activities sponsored by a public entity.

Complaints should be addressed to: Arkansas Department of Labor Finance and Personnel Manager, 10421 West Markham, Little Rock, Arkansas 72205 (501) 682-4540, who has been designated to coordinate ADA compliance efforts.

A complaint should be filed in writing or verbally, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations. A complaint should be filed within ten (10) working days after the complainant becomes aware of the alleged violation. An investigation, as may be appropriate, shall follow a filing of complaint.

The investigation shall be conducted by an agency grievance officer. A current list may be obtained from the Director's Office. The process contemplates informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint. The Grievance Officer shall conduct an investigation and submit a report of his/her findings to the Deputy Director within five (5) working days.

A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Deputy Director and a copy forwarded to the complainant no later than two (2) working days after its filing. The ADA coordinator shall maintain the files and records of the Department of Labor relating to the complaints filed. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within five (5) working days to the Director of Labor who will respond in writing within five (5) working days.

The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

This entire process shall be constituted to protect the substantive rights of interested persons to meet appropriate due process standards, and to assure the Arkansas Department of Labor complies with the ADA and implementing regulations.

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Policy No. 01.011	Arkansas Department of Labor
Effective Date: Nov. 15, 2010	Age Discrimination
Last Rev.: 3/5/08	
Page 1 of 1	

It is illegal for a public employer to fail or refuse to hire, to discharge any individual, or discriminate against an individual with respect to compensation, terms, conditions or privileges of employment because of his or her age. It is illegal to limit, segregate, or classify employees in any way that would deprive or tend to deprive any individual of employment opportunities, or otherwise adversely affect his/her status as an employee because of such individual's age.

Effective January 1, 1987, it is illegal to require anyone to retire because of his or her age. Health care insurance must be continued for workers over the age of 70.

For further information, please refer to the State Personnel Policy regarding Age Discrimination.

Policy No. 06.004	Arkansas Department of Labor
Effective Date: Sept. 1, 2010	Equal Employment Opportunity Policy
Last Rev.: 3/7/08	
Page 1 of 1	

The Arkansas Department of Labor is committed to providing equal employment opportunity in all areas of employment, including the areas of recruitment, selection, hiring, training, transfers, promotions, discipline, discharge, compensation and benefits. The Department of Labor does not discriminate in its employment decisions on the basis of race, religion, color, national origin, gender, age, military status, disability, or on any other basis that would be in violation of any applicable federal, state or local law. The Department of Labor will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship, safety, and/or health risk.

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Policy No. 06.005	Arkansas Department of Labor
Effective Date: Sept. 1, 2010	Anti-Discrimination and
Last Rev.: 3/7/08	Anti-Harassment Policy
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1.   Generally

The Department of Labor believes that all employees should treat each other with respect and dignity. This is essential to good working relationships and the agency's mission of serving the workers of the state.   Discrimination, harassment, or retaliation in any form constitutes misconduct.   Specifically, the agency prohibits discrimination or harassment that is sexual, racial, or religious in nature or is related to anyone's gender, national origin, age, disability, military status, or any other basis protected by applicable federal, state or local law.

If the agency determines that any employee has engaged in discriminatory or harassing conduct, the employee will be subject to disciplinary action, up to and including termination.

Ark. Code Ann. § 21-12-103 provides that "When it is determined by any court of law that any employee of this state is guilty of discrimination upon the basis of race, creed, religion, national origin, age, sex or gender, such determination shall be grounds for termination of employment."

Harassment may include, but is not limited to, suggestive or insulting jokes, cartoons, vulgar language, nicknames, derogatory comments, writings, pictures, and offensive gestures or touching.   Harassing communications include electronic communications, such e-mail, text messages, and communications on social networking sites.

2.   Sexual harassment

Sexual harassment is a form of sex discrimination. Unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature constitutes sexual harassment when the victim feels:

- Submission to the conduct is either an explicit or implicit term or condition of employment and/or;
- Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting and/or;
- The conduct has the purpose of effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.

- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

3.   Complaints

If an employee feels that he/she has been subjected to unlawful discrimination or harassment, the employee should report the matter to his/her immediate supervisor, another member of management, or the Administrative Services Manager within five (5) calendar days of the offense. An employee is not required to approach or report to the person he/she believes is guilty of harassment or discrimination. The person the harassment or discrimination is reported to will take the necessary steps to initiate an investigation of the complaint.

The department will make a thorough, timely investigation of any complaint. It will be conducted in as confidential a manner as possible, given the needs of the investigation. Communication regarding the resolution of any complaint will be given to the complaining employee. Disciplinary action, up to and including termination, will be taken against any employee found to have engaged in conduct that is discriminatory, harassing, or retaliatory. In determining the level of any disciplinary action or any corrective action, the agency will consider the severity of the conduct, the alleged harasser's employment history, and any similar complaints made against the same individual.

An employee that feels that he/she has been retaliated against for making a good faith report of harassment or discrimination or for assisting in an investigation of such complaints should report the matter within five (5) calendar days in the same manner as an initial complaint of discrimination or harassment.

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Equal Employment Opportunity (EEO) Hiring Program

Department of the Military

June 2022

Contact Name: Michelle Young-Hobbs

Contact Phone: 501 212-5380

Contact Email: michelle.younghobbs@arkansas.gov

Date of Submission: June 15, 2022

Introduction

Pursuant to Policy Number 17, issued by the Arkansas Department of Transformation and Shared Services, Office of Personnel Management, all agencies shall report their efforts to achieve the goals set forth in their equal employment hiring program to the Legislative Council on June 30. The goals of each agency should be to achieve a workforce that approximately reflects the minority percentage of the state.

For the purposes of this report, the demographic information for the Department of the Military has been divided into three (3) reports in order to provide a more accurate analysis of utilization of the separate locations of agency operations as well as the agency as a whole.

Scope of Coverage

The equal employment opportunity is applicable to all employees of the Department of the Military as well as all individuals who have contact with the aforementioned agency.

Agency Policy

In accordance with federal and state laws, The Department of the Military prohibits discrimination by any employee based upon race, sex, pregnancy, religion, national origin, disability, age, military service or affiliation, anticipated deployment with the Reserves or National Guard, bankruptcy or bad debts, genetic information, citizenship status, gender, or any other protected status.

The Department of the Military has established polices that prohibit discrimination, harassment, and retaliation. Further, these policies provide a means for reporting known or suspected undesirable behavior. Any employee who is found to have engaged in discrimination, harassment, or retaliation by an impartial internal investigation or as a determination of a court of law, such determination shall be grounds for termination of employment.

Agency Utilization

Statistical information for the State of Arkansas has been retrieved from the U.S. Census Bureau, July 1, 2021, Population Estimates (most recent available data). Agency employment data utilized for this report is current as of June 1, 2022, with a total of 427 individuals employed by the Department of the Military.

Note: For the purposes for this report, the percentage of individuals identifying as Asian have been combined with the percentage identifying as Pacific Islander to provide the required information for this report. AASIS entry does not allow for a distinction between the two demographics.

Department of the Military – Total (Race only)

Race/Origin	State Estimate	Agency Utilization	Variance
American Indian	1.0%	0.47%	(0.53%)
Asian/Pacific Islander	2.1%	0.23%	(1.87%)
Black/Non-Hispanic	15.7%	15.69%	(0.01%)
Hispanic	7.8%	1.64%	(6.16%)
White/Non-Hispanic	79.0%	81.97%	2.97%

Agency Employee Demographics by Primary Work Location

Department of the Military – Camp Robinson & LRAFB

Ethnic Origin	Female Employees	Male Employees	Total Employees	Percentage
American Indian	0	2	2	0.63%
Asian/Pacific Islander	1	0	1	0.31%
Black/Non-Hispanic	40	27	67	21.5%
Hispanic	1	5	6	1.92%
White/Non-Hispanic	61	175	236	75.64%
Total	103	209	312	100%

Department of the Military – Fort Chaffee & Ebbing ANG Base

Ethnic Origin	Female Employees	Male Employees	Total Employees	Percentage
American Indian	0	0	0	0.0%
Asian/Pacific Islander	0	0	0	0.0%
Black/Non-Hispanic	0	0	0	0.0%
Hispanic	1	0	0	0.87%
White/Non-Hispanic	15	99	114	99.13%
Total	16	99	115	100%

Utilization Analysis

There has been no great change in the demographic makeup of Department of the Military over the past year.

Job openings continue to be sent via internal email, which includes not only individuals on the arkansas.gov email servers but those who work on the federal military servers. The positions have also been forwarded to the Army Reserve Center, Family Readiness Center (Ft. Chaffee), and University of Arkansas – Fort Smith. This allows for internal recruiting efforts as well as the required practice of job posting to ARCareers.

Hiring Objectives and Steps

Recruiting efforts for the upcoming fiscal year should focus on increasing the number of minority employees at the Fort Chaffee and Ebbing ANG locations.

Efforts to be taken by human resources staff include but are not limited to:

    1) Identify barriers to the application and interview process and determine means for accessibility (i.e. language interpreters)

    2) Identify demographic specific community groups who would be willing to assist with posting job announcements and recruiting within their community

    3) Identify additional college career offices willing to post job announcements

    4) Continue current agency practice of internal email announcement/recruitment for open positions

Respectfully Submitted,

Melissa M. Butler

EEO Officer

Department of the Military

<u>A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template</u>

Department / Agency / Institution Name: Arkansas Department of Parks, Heritage and Tourism

Contact Name: Debbie Biggs

Contact Phone: 501.324.9584

Contact Email: debbie.biggs@arkansas.gov

Date of Submission: 8/30/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No changes.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	5	2	7	0.86%
Asian Pacific Islander	2	4	6	0.74%
Black/Not Hispanic	39	19	58	7.15%
Hispanic	2	3	5	0.62%
White/Not Hispanic	335	400	735	90.63%
Total	383	428	811	100%

AFFIRMITIVE ACTION/EQUAL OPPORTUNITY POLICY

The Arkansas Department of Parks, Heritage and Tourism (ADPHT) does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Equal employment opportunity applies to all terms and conditions of employment, including hiring, placement, promotion, termination, layoff, transfer, leave of absence, compensation, and training

ADPHT expressly prohibits any form of unlawful employee harassment or discrimination based on any of the characteristics mentioned above. Improper interference with the ability of other employees to perform their expected job duties is not tolerated.

ADPHT will endeavor to make a reasonable accommodation of an otherwise qualified applicant or employee related to an individual's physical or mental disability, sincerely held religious beliefs and practices, and/or any other reason required by applicable law, unless doing so would impose an undue hardship upon the ADPHT business operations.

Retaliation in any form against individuals who raise issues of equal employment opportunity will not be tolerated. Retaliation is adverse action taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse action" includes but is not limited to:
   o Termination
   o Demotion
   o Denial of promotion
   o Unjustified negative evaluations
   o Harassment
   o Express or implied threats or intimidation

Employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of ADPHT Human Resources.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department of Public Safety (ALL):

Contact Name: Phillip Warriner

Contact Phone: (501) 618-8193

Contact Email: phillip.warriner@asp.arkansas.gov

Date of Submission: 8/8/22

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	4	5	.4%
Asian Pacific Islander	3	4	7	.5%
Black/Not Hispanic	107	81	188	14.6%
Hispanic	15	15	30	2.3%
White/Not Hispanic	408	650	1058	82.2%
Total	534	754	1288	100.0

EQUAL EMPLOYMENT PRACTICES
(Act 1226 of 2001)

Act 1226 of 2001 requires each agency, institution, constitutional officer, board or commission to develop and implement a "...comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees...to a level which approximates the percentage of minorities in the state's population."

The act further requires "...a report to the Legislative Council on June 30th of each year regarding its efforts to achieve its equal employment hiring program." Colleges and universities already preparing similar reports required by ACA 6-63-103 may submit that document "...in lieu of the report required under this act."

AGENCY NAME AND PAYROLL NUMBER: **Transformation & Shared Services 9914**

> SUMMARY OF ACTIONS TAKEN DURING THE PRECEDING SIX-MONTH PERIOD BY THIS AGENCY, INSTITUTION, CONSTITUTIONAL OFFICE, BOARD OF COMMISSION TO FACILITATE ACCOMPLISHMENT OF ITS EQUAL EMPLOYMENT OPPORTUNITY HIRING PROGRAM:

The Department of Transformation & Shared Services Equal Employment Practices are designed to maintain and improve its equal employment efforts in employment practices, including recruitment, selection, promotion, assignment, training, compensation, benefits, discipline, termination and all conditions of employment with the Department.

The primary objective of this plan is to assure equity of employment opportunity for all persons regardless of:

- Disability
- Creed
- Sex
- Religion
- Race
- Color
- Age

With special emphasis on the improvement of conditions which cause under-utilization or under-representation of persons of the legally protected groups who experience inequities in employment.

8/31/22	_Alul Gehysten_
Date	Chief of Staff, Transformation & Shared Services

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: TSS- Information Systems (0470)

Contact Name: Ericka Maness

Contact Phone: 501.319.6513

Contact Email: ericka.maness@arkansas.gov

Date of Submission: 8/30/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	4	4	8	5%
Black/Not Hispanic	8	13	21	13%
Hispanic	0	1	1	1%
White/Not Hispanic	34	98	132	81%
Total	48	116	162	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Geographical Information Systems

Contact Name: Ericka Maness

Contact Phone: 501.319.6513

Contact Email: ericka.maness@arkansas.gov

Date of Submission: 8/30/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	0	0	0	0%
Black/Not Hispanic	1	0	1	8%
Hispanic	0	0	0	0%
White/Not Hispanic	5	6	11	92%
Total	6	6	12	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: TSS- Building Authority (0615)

Contact Name: Ericka Maness

Contact Phone: 501.319.6513

Contact Email: ericka.maness@arkansas.gov

Date of Submission: 8/30/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	2	0	2	3%
Black/Not Hispanic	3	6	9	14%
Hispanic	0	0	0	0%
White/Not Hispanic	10	44	54	83%
Total	15	50	65	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Transformation & Shared Services (9914)

Contact Name: Ericka Maness

Contact Phone: 501.319.6513

Contact Email: ericka.maness@arkansas.gov

Date of Submission: 8/30/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	0	0	0	0%
Black/Not Hispanic	0	0	0	0%
Hispanic	0	0	0	0%
White/Not Hispanic	13	8	21	100%
Total	13	8	21	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: TSS- Statewide Shared Services (0914)

Contact Name: Ericka Maness

Contact Phone: 501.319.6513

Contact Email: ericka.maness@arkansas.gov

Date of Submission: 8/30/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	2	0	2	2%
Black/Not Hispanic	20	8	28	26%
Hispanic	1	2	3	3%
White/Not Hispanic	47	26	73	69%
Total	70	36	106	100%

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Contact Name: Shari Boles

Contact Phone: 501-683-1787

Contact Email: shari.boles@arkansas.gov

Date of Submission: 08/11/2022

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	0	1	1%
Asian Pacific Islander	0	0	0	0%
Black/Not Hispanic	66	6	72	44%
Hispanic	6	3	9	6%
White/Not Hispanic	35	46	81	49%
Total	108	55	163	100%

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Every department must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the department to a level that approximates the percentage of minorities in the state's population. Departments shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Departments should establish a process for investigating allegations of discrimination and/or harassment. Departments shall include in their personnel manual a statement that discrimination by an employee is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

I. Age (Age Discrimination in Employment Act)

The law protects individuals who are at least forty (40) years of age or older. A department is prohibited from limiting, segregating, or classifying employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee and a department cannot reduce an employee's rate of pay because of age.

An agency may take adverse personnel actions against an employee if age is a bona fide occupational qualification, reasonably necessary to the normal operations of a particular job, or where the differentiation is based on factors other than age.

An employee may be subject to compulsory retirement if the employee:
1. Is sixty-five (65) years of age;
2. For the two-year period immediately before retirement is employed in a bona fide executive or high policy-making position; and
3. Is entitled to an immediate non-forfeitable annual retirement benefit from pension, savings, or deferred compensation plan, or any combination of such plans which is an aggregate of at least forty-four thousand dollars ($44,000).

II. Disability (Americans with Disabilities Act)

Disability discrimination is when a department does one of the following:
1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;
2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or
3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because their spouse has a disability. The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

III.   Equal pay/compensation (Equal Pay Act and Lilly Ledbetter Fair Pay Act)

The Equal Pay Act (EPA) prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort, and responsibility under similar working conditions. The jobs need not be identical, but they must be substantially equal. Wages can include more than just hourly or annual pay. An employer cannot lower the wages of some employees to make wages equal.

Compensation differences based on race, color, religion, national origin, age, disability, genetic information, and/or retaliation also violate law.

IV.   Genetic information (Genetic Information Nondiscrimination Act)

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future.

V.   Harassment

Harassment is unwelcome conduct that is based on race, color, religion, sex, national origin, age, disability, genetic information or any other status or characteristic protected by law. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

VI.   National origin (Immigration and Nationality Act)

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin. Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

VII.   Pregnancy

Pregnancy discrimination involves treating a woman, an applicant or employee, unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

VIII.   Race/color

Race discrimination involves treating an applicant or employee unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion. Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

IX.   Religion

Religious discrimination involves treating an applicant or employee unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs. Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion.

X.   Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex.

Sexual harassment

All departments must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the department's policy must be filed with the Office of Personnel Management (OPM).

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:
1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or
2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting, and/or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Actions that may be defined as sexual harassment are not limited to the supervisor and employee situation, but may include actions of coworkers, actions of the same or opposite sex and action of individuals external to the agency, but who have contact with employees in the work environment.

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

Retaliation

It is illegal to retaliate against an applicant or employee because the applicant or employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at https://www.eeoc.gov/laws/index.cfm.

INSTITUTIONS OF HIGHER EDUCATION

Annual Report

on

Minority Recruitment and Retention

2021-2022

1. **Number of minority students, by minority group, who currently attend the institution:**

Asian	16
Black or African American	307
Hispanic or Latino	60
American Indian	3
White	787
Two or more races	4
Native Hawaiian	2
Unknown/Not Reported	0
Total Enrollment for Spring 2022	**1,179**

2. **Number and positon title of full-time minority faculty and staff who currently work for the institution:**

    There were 33 minority faculty and staff at ANC in AY 2021-2022. They represented 23.08% of the total employees. See the listing of full-time minority employees with their respective position title on page 2.

3. **Number of minority, by minority group, full-time faculty who currently work for ANC:**

    There was one fulltime faculty member in Fall 2021 who was a minority – Hispanic/Latino.

4. **Number of minority adjunct faculty who currently work for the institution:**

    ANC had two minority adjunct faculty member in AY 2021-2022 – African American.

5. **Number and position title of minority faculty and staff who began working at the institution in the past year:**

    Two faculty/staff were employed (fulltime) during the reporting period – 2 African American. Administrative Specialist II and Advising Specialist.

6. **Progress made in meeting institutional goals and objectives related to recruitment and retention of minority students, faculty and staff:**

    See attached chart.

7. **New Strategies or activities that have been added for the coming year and the indicators for/benchmarks that will be used to determine success in meeting any new objectives.**

    See attached chart.

8. **Timeline, budget and methods used to assess and monitor progress.**

    See attached chart.

Full-time Minority Employees

Full Name	Official Title
Alvoid, Lonzetta	Admin Specialist I
Anderson, Takindra	Admin Specialist I
Anderson, Trina	Academic Services Coordinator
Bogard, Denese	Education Advisor
Bowens, Pacey	Associate VP for Finance
Butler, Tachmonite	Director, Academic & Tech Services
Campbell, Isabella	Pathways Advisor
Carr, Darrel	Advising Specialist
Cashman, Teresita	Maintenance Assistant
Chambers, Alton	Maintenance Assistant
Clark, Stacy	Education Advisor
Dillard, Destinee	Education Advisor
Frias, Matt	Welding Instructor
Gaston, Mary	Career Coach
Hall, Maria	Custodian
Hattiex, Candice	Admin Specialist II
Howard, Betty	Custodian
Hunt, Blanche	VP for Community Relations
Jones, KeTierra	Financial Aid Advisor
Key, Robilyn	Career Coach
Kuykendall, India	Education Advisor
Lewis, Leslie	Retention Coordinator
McGhee, Lisa	Director Student Support Services
Richardson, Damon	Advising Specialist
Scott, Susie	Career Coach
Smith, Michael	Works Coordinator
Thomas, Mary	ADWORC Case Manager
Turner, Catalina	Custodian
Turner, Leanna	Admin Specialist II
Williams, Willie	Success Navigator
Wilson, LaTanya	Admin Specialist I
Winford, Regina	Fiscal Support Specialist
Woods, Jernal	Admin Specialist I

Full-time Total: 33

Part-time Minority Employees

Full Name	Official Title
Reye-Lopez, Karen	Acct Tech
Huynh, Lisa	Ambassador
Harris, Robert	Bus Driver
Williams Dee	Bus Driver
Taylor, Bernetta	Bus Driver
Lane, Sonya	Clerical
Clark, Evelyn	Clerical
Metcalf, Laken	Clerical
Corona, Karima	Clerical
Hernandez, Martha	Clerical
McCustion, Katheryn	Clerical
Foster, Voictoia	Clerical
Harvell, Ariel	Clerical
Valdez, Humberto	Clerical
Garcia, Leticia	Custodian
Brown, James	Instructor
Diamond Bobby	Instructor
Starks, Stephanie	Instructor
Chambers, Devin	Instructor
Wimbley, Princell	Kitchen Asst.
Bailey, Erica	Kitchen Asst
Thompson, Shonta	Kitchen Asst
Jackson, Trayvon	Lab Asst
Range, Stephanie	Lab Asst
Young, Daryl	Mentor
Washington, Patrick	Public Safety
Earl, Aqueya	Study Leader

Part-time Total: 27

In accordance with Arkansas Northeastern College's Mission of providing accessible, quality educational programs, services, and lifelong learning opportunities, the following is documentation of the progress ANC has made in Academic Year 2021-2022 toward the recruitment and retention of minority faculty, staff, and students.

For Faculty and Staff:

Objective	Strategy	Indicators of success	Time Frame	Budget
1. The College will provide opportunities for enhancement of knowledge and skills.	Development of a professional plan approved by the supervisor and Chief Academic Officer. Any college employee is eligible to apply and receive funds.	Completion of courses or degrees. 20 employees applied for and were awarded professional development funds in the 2021-2022 year, an increase of 25% from 2020-2021. Six minority employees applied for and received funding which was 30% of the total faculty and staff who applied. This reflects the same number that applied in 2020-2021.	On-going	Budgeted Tuition/Support: $20,000 Expended Tuition/Support: $15,963.90 Of the $15,963.90 expended, $5,190.35 (32.5%) was expended on minority need. An additional $399 was expended on other college-wide professional development initiatives.
2. The college will conduct due diligence in the recruiting of minority employees to reflect the demographics of the student population.	The college will give first consideration to qualified minority candidates.	ANC had 61 minority employees or 27.1% of all employees (225) reflected on the Fall 2020 IPEDS Report. Included in this number are 143 full-time faculty, staff, and administration. 23.08% of all full-time employees are minority which is a decrease of 2.9% from Fall 2020.	On-going	NA

For Students:

Objective	Strategy	Indicators of success	Time Frame	Budget
1. The college will actively recruit minority students through the Great River Promise, ANC Foundation, Board of Trustees, and other scholarship opportunities.	College Recruiters, Career Coaches, and TRiO recruiters will use the promotional material at school visits, campus tours, and college days to promote the availability of scholarships to the students of Mississippi County.	34% of incoming first-time freshmen students in Fall 2021 were minority. This is a decrease over the past year of 10%. ANC awarded $374,619 in scholarships in fall/spring 2021-2022, $90,903 was awarded to minorities. Minority representation was 26% of all those who received some type of scholarship, which is a decrease of 3% from last year.	On-going On-going	NA More scholarships are available. Most students who apply for financial aid will receive some assistance. This may be in the form of federal financial aid, institutional scholarships, or ANC Foundation Scholarships.
	A strategy will be implemented to assist students in short programs which do not qualify for federal financial aid.	The ANC Foundation approved a Travel Voucher program for students enrolled in short-term programs to assist them with the cost of transportation. These vouchers may be used only for the purchase of gasoline. Students must meet attendance and academic progress measures on a biweekly basis to receive the vouchers.	On-going	Travel Vouchers were awarded to 22 students in Fall 2021 with 50% of those students being minority. The total awarded for fall 2021 was $4,960.
	Minority students will receive the Early College Scholarships to encourage participation in the Early College Concurrent Credit Program.	Approximately 368 students participated in the Early College Program in fall/spring 2021-2022. Minority students received 23% of the total waivers awarded totaling $25,122.	On-going	The Early College program will continue to be promoted to high school students. The College has expanded the eligibility requirements to include students from Missouri schools.

Objective	Strategy	Indicators of success	Time Frame	Budget
	Minority students have the opportunity to participate in the Nucor Diploma Squared Program to receive concurrent credit and eligible students receive waivers toward their tuition, fees, and books.	Approximately 112 students participated in the Nucor Diploma Squared Program in fall/spring 2021-2022. Minority students received 28% of the total waivers awarded totaling $10,813.	On-going	ANC, in partnership with the Nucor corporation, provides high school students the opportunity to receive concurrent credit while working on a certificate of general studies.
2. Arkansas Northeastern College places students in courses that match their academic preparedness, minimizes preparatory courses, and promotes college-level course placement to encourage academic success and timely completion of certificates or degrees	Reduce the number of preparatory classes. Redesign courses giving appropriate access to underprepared students to credit-bearing classes encouraging success/completion rates and time to degree for at-risk students.	The College has eliminated most preparatory courses and continues to re-evaluate placement options through a multiple measures model, promoting accessibility and equity in course placement. The redesigned 'Math Pathway' directs placement to credit-bearing courses, like College Algebra, Quantitative Reasoning, or Program-Specific Technical Math, with a co-requisite lab for underperforming students reducing the number of college preparatory hours taken. ANC has made substantial multi-lateral efforts to improve student success and access. These efforts have resulted in the College closing the Achievement Gap between minority and non-minority students. The College continues to work at closing the Achievement Gap through its total efforts to increase retention, persistence, and completion for all students. This "Closing of the Gap" result is shown in the data below:	On-going	

Objective	Strategy	Indicators of success	Time Frame	Budget
		The 2018 cohort group of all first-time/full-time freshman students who graduated within 3-years was 28.9% which was a 64% increase over the graduation rate for the 2009 cohort year group of first-time/full-time freshman students. Comparatively, the graduation rate increase for this 2018 cohort group of white students was 13.1% greater than those of the 2009 cohort. However, this was a 40% decline over the previous reporting period. The 2018 cohort group of non-white students had a graduation rate increase of 261% compared to the 2009 non-white cohort group, up from the 176% graduation rate increase reported in last year's report. The first-time/full-time graduation rate increase between the 2017 non-white cohort and the 2018 non-white cohort was 30.5%. The difference between the graduating students for the 2017 cohort (27.9%) and the those in the 2018 cohort (36.4%) was only 8.5%. This increase in the number of non-white graduates was in spite of another year that continues to be plagued by the COVID complications. In the 2019-2020 academic year no data is available on college preparatory classes due to COVID-19 restrictions and campus closures.		

Objective	Strategy	Indicators of success	Time Frame	Budget
		In the 2020-2021 academic year 70 first-time/full-time students took college preparatory classes. 33 were minority students (47%). In the 2019-2020 academic year 465 students graduated with either a CP, TC, AS, or AAS. 130 were minority students (28%). In the 2020-2021 academic year 441 students graduated with either a CP, TC, AS, or AAS. 127 were minority students (29%). In the 2018-2019 academic year, the first-time/full-time graduation rate was 18% of which 24% were minority students. In the 2019-2020 academic year, the first-time/full-time graduation rate was 13% of which 40% were minority students. In the 2020-2021 academic year, the first-time/full-time graduation rate was 15% of which 36% were minority students. In the 2019-2020 academic year, 37 students graduated on time to degree. Of that number, 12 were minority students, comprising 32% of the cohort. In the same academic year, 25 students graduated in three years. Of that number, 10 were minority students, comprising 40% of the cohort.		

Objective	Strategy	Indicators of success	Time Frame	Budget
		In the 2020-2021 academic year, 54 students graduated on time to degree. Of that number, 21 were minority students, comprising 39% of the cohort. In the same academic year, 28 students graduated in three years. Of that number, 10 were minority students, comprising 36% of the cohort. In the 2019-2020 academic year, 260 first-time full-time students enrolled of that number 102 were minority students (39%). In the 2020-2021 academic year, 193 first-time full-time students enrolled of that number 73 were minority students (38%).		
3. Providing tutoring, mentoring, and appreciative academic advising to increase all students' success and retention, including those at particular risk. The college will focus on the first-year experience of all students.	The A.C.E. Advising Center focuses on student retention and success. Three Academic Advising Specialists concentrating on one of our three Academic Divisions, Transfer, Career-Technical, and Nursing and Allied Health, see every new, stop-out returning, and academically challenged student. Students are assigned to a program-specific Academic Advisor who, in collaboration with the student, specifies academic/vocational interests and evaluates students' aptitude using placement scores and transcripts for class selection.	In the Academic Year 2018-2019, the Advising Center served approximately 670 students who enrolled, 29% being a minority. In the Academic Year 2019-2020, the Advising Center served approximately 680 students who enrolled, 36% being minority students. In the Academic Year 2020-2021, the Advising Center severed approximately 674 students who enrolled, 43% being minority students.	On-going	The College employs three full-time Academic Advising Specialists to assist new and academically challenged students. Salaries for 3 positions: $181,258.

Objective	Strategy	Indicators of success	Time Frame	Budget
	Arkansas Northeastern College requires all first-time degree-seeking students to take the Academic and Career Enrichment course. This course is designed to assist student adjustment from high school to college. It focuses on necessary hard and soft skills, introducing available support services, and preparing students with a foundation for academic success.	In 2018-2019, 245 students enrolled in Academic Career Enrichment; 75% were successful, 92 or 37.6% were minority students, having a success rate of 72%. In 2019-2020, 246 students enrolled in Academic Career Enrichment; 76% were successful, 111 or 45.1% were minority students, having a success rate of 74% In 2019-2020, 203 students enrolled in Academic Career Enrichment; 71% were successful, and 86 or 42.3% were minority students, having a success rate of 72%	On-going	N/A
	Arkansas Northeastern College provides Study Leaders to deliver tutoring and supplemental instruction in target classes. This service is available to all students	An Academic Tutoring Coordinator directs group and individual tutoring. In addition, individual Study Leaders provide tutoring and supplemental instruction in target classes at the request of the student, instructor, or academic advisor. In the 2018 -2019 academic year, 75 students received supplemental instruction, 40% were a minority. The success rate for minority participants was 66.7%, compared to an 82.2% non-minority success rate. In the 2019-2020 academic year, 42 students received supplemental instruction, 35% were a minority. The success rate for minority participants was 66.7%, compared to a 66.7% non-minority success rate. In the 2020-2021 academic year no data is	On-going	Tutors and Supplemental Instruction: $17,500

Objective	Strategy	Indicators of success	Time Frame	Budget
		available due to COVID-19 restrictions and continued COVID complications for students. In the 2021-2022 academic year, 62 students received supplemental instruction 63% were a minority. The success rate for minority participants was 56.4%, compared to a 69.5% non-minority success rate		

For the Community:
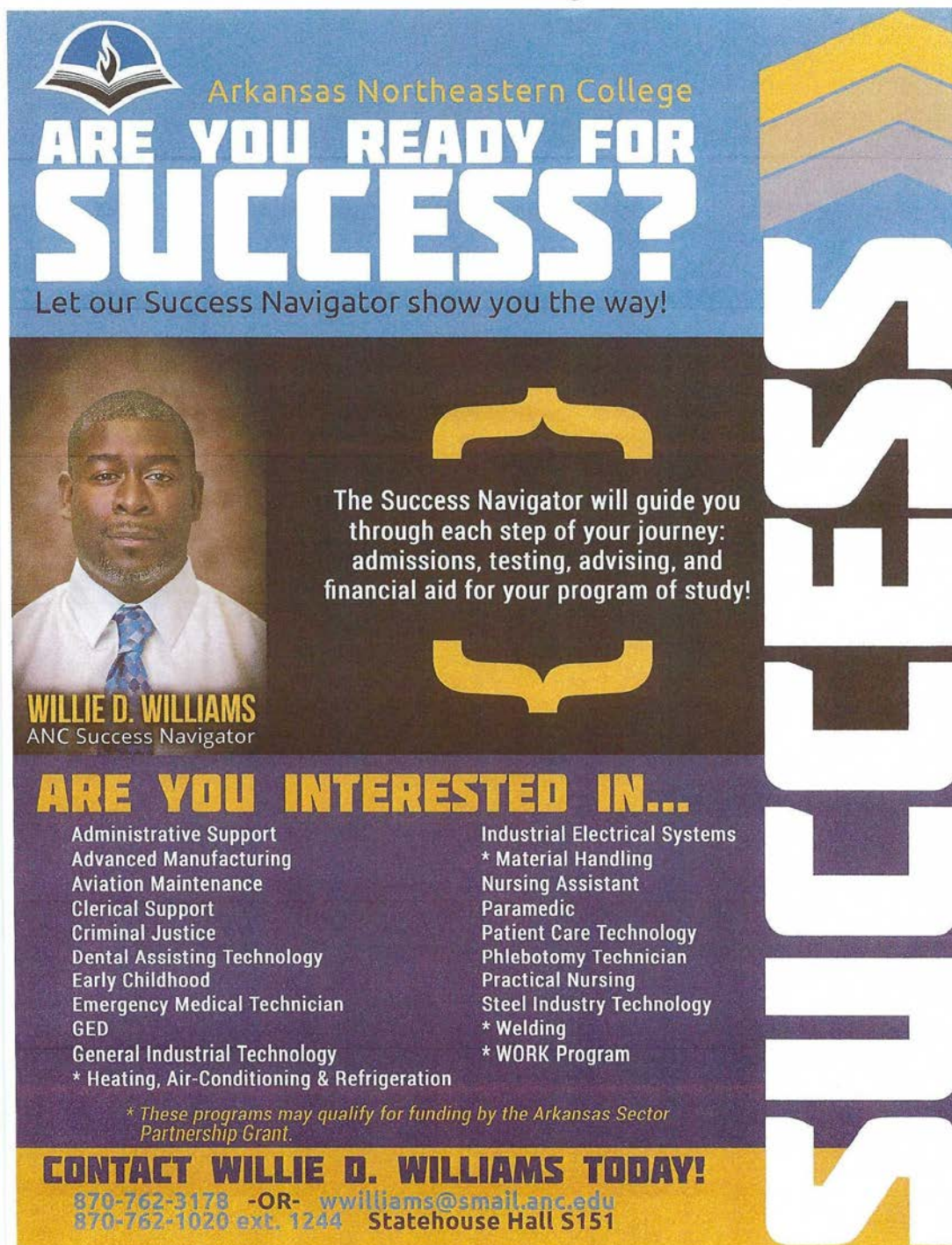
Objective	Strategy	Indicators of Success	Time Frame	Budget
The College has a community engagement program to conduct outreach initiatives to the entire service area, but in particular, to the minority community. The program is directed by the Vice President for Community Relations, who is an African American female.	VP oversees a Recruitment and Retention Outreach Plan for under-resourced students.	Implement activities, events, and programs to target individuals to meet the institutional goals outlined in the Community Relations Plan.	On-going	$102,747 – (Vice President Salary)
	Hire a Full-time Success Navigator and a number of part-time Success Navigators to assist with implementing outreach initiatives. (African-American male)	Success Navigators report to the Vice President for Community Relations and are responsible for assisting prospective students from underserved student populations in all areas of student services as needed including, but not limited to, recruitment, admissions, student records, campus engagement, disability services, career services, advising, and helping students to connect with campus and community resources. (see attachment A)	On-going	$46,962 (Success Navigator Salary)
	Part-time Success Navigator to assist with record-keeping and assisting with the recruitment of female students.			$13,680 (Part-time navigator salaries)

Objective	Strategy	Indicators of Success	Time Frame	Budget
	(Caucasian female)			
	Partner with USDA and SNAP E & T to develop a transportation/ Opportunity Bus Initiative for low-income students	Develop a referral system with the Department of Human Services and the Department of Workforce Services to provide post-secondary education, job training, and adult education courses; 800 client referrals participated in the program for 2021-2022. The majority of clients served were African American. (see attachment B) This program is the free transportation or Opportunity bus initiative.	On-going	$54,720 (Opportunity Bus drivers – 3 African Americans) $13,680 (Clerical staff – 1 African American) $110,032 Total Budget
	Mentoring and Retention Program: (Targeting SNAP E & T participants, Arkansas Works, WORK participants, Adult Education, and other economically challenged students).	Provide mentoring and retention services to under-resourced students. The Mentoring Program assists participants to set and reach their academic and career goals. (see attachment C) In 2021-2022, 21 volunteer mentors participated (74% of mentors were African American): 21 females 19 African Americans 2 Caucasians 9 males – all African American A total of 59 mentees participated in the program: 37 African Americans 14 Caucasians 8 Hispanics	On-going	$25,000 (Part-time Males- African American male and Part-time Females Mentoring Coordinator- Caucasian female) $1,000 in program materials $1,500 Outreach materials

Objective	Strategy	Indicators of Success	Time Frame	Budget
	Career Closet – Host an annual Fashion Show to raise awareness about the Career Closet	Provide business attire for ANC students to attend job interviews. Due to the pandemic, the annual fashion show was canceled. (see attachment D)	On-going	$500
	Create the Super Saturday student recruitment program.	Conduct a series of "Fun Day" activities in low-income neighborhoods to recruit students throughout Mississippi County. (see attachment E)	April – August 2021	$3,000
	Juneteenth festival	The Mississippi County Juneteenth celebration is held annually in June. Student recruitment is held during the festival. The 2020 celebration was canceled due to the pandemic. The 2021 celebration is scheduled for June 18 & 19, 2021.	June	$1000
	Conduct a Martin Luther King, Jr. Day celebration and annual Black History Program to reflect on the past to highlight and promote positive educational outcomes within the African American Community.	The annual program was held in February. (see attachment F)	January & February	$1,500
	President's Council on Underserved Communities	An advisory program designed to assist the President and College in developing innovative strategies and best practices to better serve underserved communities and individuals within the College's service district. There are 35 members on the council. The majority are African Americans.	On-going	$1,000

Objective	Strategy	Indicators of Success	Time Frame	Budget
	Leadership Program	A leadership program designed to develop leaders within underserved communities will be conducted spring 2023		$5,000
	Hispanic Student Outreach Part-time input clerk/interpreter-Hispanic female	On October 8, 2021; ANC celebrated our second National Hispanic Heritage Awareness Month (September 15th to October 15th) Every year in the United States, we honor the contributions of Latino and Hispanic communities with the celebration of National Hispanic Heritage month, highlighting their diversity, culture, and traditions. (attachment G)	Oct 2019 On-going	$13,680 (Hispanic Outreach Coordinator) $1,500 (Student Outreach budget)
	Arkansas Delta Training and Education Consortium (ADWORC) Case Manager (African American female)	The function of this position is to assist students to overcome barriers to their success and to connect them with College and community resources.	Dec 2019 March 2023	$32,260
	Record Sealing and Expungement Workshop	Because Community Relations targets the underserved community populations, the Success Navigator hosted a community-wide record sealing and expungement workshop at ANC for individuals needing this service to receive better employment opportunities. 46 individuals were served, (29) 63% were African Americans (17) 37% were Caucasian. (see attachment H)	January 2021-ongoing	Community and ANC Staff Volunteers (Success navigator and Vice President for Community Relations assisted with the event that was hosted at the Osceola High School.
	Cinco-de-Mayo	Hosted an event to celebrate Hispanic culture and Hispanic contributions to American society.	May 5, 2022	$500

Attachment A

Attachment B

ARKANSAS NORTHEASTERN COLLEGE
OPPORTUNITY BUS BUS ROUTES

BLYTHEVILLE
MONDAY-THURSDAY MORNING PICK-UP SCHEDULE

Leave ANC	7:00
Church of God 1400 Ruddle Rd	7:02
McHaney Housing Authority 919 Harrison St.	7:05
Hays Store 605 W. Moultrie Dr.	7:07
Cherry Tree Fuel Station 1044 Chickasawba	7:12
Healthy Partners 605 North 2nd St.	7:17
Word of Truth Global Min. 415 Tennessee St.	7:22
Mississippi County Union Mission 400 East Walnut	7:25
Pear Tree Apt. 801 S. Ruddle Road	7:31
First Missionary Baptist Church 600 E. McHaney St.	7:33
New Mount Olive M.B. 534 Maple St.	7:37

RETURN TO ANC   7:42

MONDAY-THURSDAY AFTERNOON DROP-OFF SCHEDULE

2:30

MISSOURI / GOSNELL
MONDAY-THURSDAY MORNING PICK-UP SCHEDULE

Leave ANC	7:45
COOTER, MO	
City Hall 1811 State Highway	8:05
STEELE, MO	
First Street Apt. 515 N. 1st St. Apt. Complex	8:18
Pentecostal Church of God 120 Smith Street	8:21
HOLLAND, MO	
Holland Baptist Church 211 4th Street	8:31
GOSNELL	
Dr. Cato Vet. 837 AR-181	8:50
Ramey Center 4100 Lansing St.	8:55
Community Center 307 South Airbase Highway	9:12

RETURN TO ANC   9:15

MONDAY-THURSDAY AFTERNOON DROP-OFF SCHEDULE

2:30

ARKANSAS NORTHEASTERN COLLEGE

2501 S. DIVISION ST. BLYTHEVILLE, AR | 870-780-1205

ARKANSAS NORTHEASTERN COLLEGE
OPPORTUNITY BUS *BUS ROUTES*

JOINER / BASSETT / WILSON / OSCEOLA / LUXORA
MONDAY-THURSDAY MORNING PICK-UP SCHEDULE

Leave ANC	7:00

JOINER
First Baptist M.B. Church   512 Whitaker St.   7:35

BASSETT
Food & Fuel Station   306 Highway 61   7:42

WILSON
Greater Macedonia   50 S. Jefferson St.   7:50

OSCEOLA
Housing Authority   100 Wingfield   8:10
Living Word COGIC   503 West Semmes   8:15
New Mt. Pleasant   522 S. Broadway   8:23
Tabernacle M.B. Church   210 Watson St.   8:30
Pilgrim Rest   9075 Pearl St.   8:36

LUXORA
Charles Strong Community Center   620 West Canal   8:42
Citgo Service Station   115 US Highway 61   8:47

RETURN TO ANC   9:05

MONDAY-THURSDAY AFTERNOON DROP-OFF SCHEDULE
2:30

ARKANSAS NORTHEASTERN COLLEGE

2501 S. DIVISION ST. BLYTHEVILLE, AR | 870-780-1205

Attachment C

ARKANSAS NORTHEASTERN COLLEGE

Financial Literacy

G.R.I.T.

COMMUNITY RELATIONS
MENTORING PROGRAM

Employability

Health & Wellness

Goal Setting & Study Skills

Peer Mentoring Program
Orientation Packet

NAME _____

Attachment D

Attachment E

Attachment F

Attachment G

Hispanic Heritage Month
September 15-October 15

Hispanic Americans

Arkansas Northeastern College/Colegio Noreste De Arkansas

CELEBRATE/CELEBREMOS!

Celebración DE LA HERENCIA HISPANA

Informational and Fun Family Fair
Feria Familiar de Información y de Atracción
FREE/GRATIS! REFRESCOS/REFRESHMENTS! ACTIVITIES/ACTIVIDADES!

Date/Fecha: Friday October 8, 2021 – Viernes 8 de Octubre, 2021

Hora/Time: 6:00 P.M. - 8:00 P.M.

Lugar/Place: Governors Ballroom- Salon de Eventos de Governadores
2501 S. Division St. Blytheville, Ar.72315

FIND OUT MORE ABOUT WHAT ANC CAN OFFER YOU /DESCUBRE TODO LO QUE EL COLEGIO NORESTE DE ARKANSAS TE OFRECE

ARKANSAS NORTHEASTERN COLLEGE

Attachment H

), what they can make,
enges of it, and it makes
ce with them."

Be Proud is a workforce
ent initiative led by the
State Chamber of Com-
sociated Industries of
(AIA) that connects
around the state to
, high-paying careers.

Be Pro Be Proud was in Blytheville recently, offering students the opportunity to gather information on high tech, good paying careers available in the area.

Through partnerships with state agencies, local industry, and higher education entities, Be Pro Be Proud is effectively working to replenish the professional work-force that has been experiencing a drastic decline. For more information or to schedule a visit from the Mobile Workshop, contact Slater at austin.slater@beprobe-proud.org; or chris.rose@bprobeproud.org.

queen

Record-sealing events in the 'WORKS'

aylor was crown queen for Valentines Day
er.

Local officials met to discuss second chance employment programs Feb. 15 at the Justice Center. Partnering with Arkansas Northeastern College, the district court is working to provide further record-sealing events and instill the WORK Program to reintegrate people into the community.

— Sat, Feb. 26, 2022

Since 1895 Cobb Funeral Home has been a family tradition of old-fashioned hospitality, a true sense of warmth, careful attention to detail, and leadership you've come to expect from friends you can rely on today and tomorrow.

Our business office is open from 8:00am until 5:00pm Monday through Friday. Although the building may be closed on Saturday and Sunday (except for funeral service or visitation), we are available 24 hours per day, 7 days per week to meet your needs.

Hall of Excellence Created to recognize long-term participation in the Pursuit of Excellence program and a consistent display of funeral service excellence, Cobb Funeral Home was inducted into the Hall of Excellence upon receiving their 10th Pursuit of Excellence Award.

Cobb
FUNERAL HOME
AND CEMETERIES

Vital ICE
Get your FREE in case of emergency app that can help save your life.
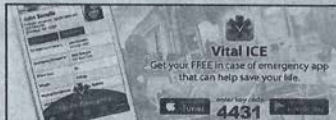
4431

603 West Main Street
Blytheville, AR • 870-763-4431
www.cobbfuneralhome.com
24 Hour Service Information Line
870-763-0110

s online at neatowncourier.com
Like us on Facebook

Attachment I

Arkansas State University

Minority Recruitment and Retention Annual Report

2021-2022

June 21, 2022

Division of Diversity and Community Engagement

ARKANSAS STATE UNIVERSITY

Table of Contents

Introduction

Arkansas State University's Division of Diversity & Community Engagement has worked to full-fill the mission of *Educating* leaders, *enhancing* intellectual growth, and *enriching* lives (ASU = e[3]) through various programs and initiatives for 2021-2022. Highlights from the year are presented later in this report.

The numerical measurements[1] included in this report are instrumental for understanding our performance towards the university mission. Reports include:

- Minority Students, by Minority Group, who currently attend the institution
- Number and Position Title of Minority Faculty and Staff who currently work for the institution
- Number of Minority, by Minority Group, Full-Time Faculty who currently work for the institution
- Number of Minority Adjunct Faculty who currently work for the institution
- Number and Position Title of Minority Faculty and Staff who began working at the institution within the past academic year

In addition to numerical measurements, the current report includes the following:

- Progress made toward meeting institutional goals related to the recruitment and retention of minority students, faculty, and staff
- New strategies and/or processes implemented during the reporting period
- The division budget, timeline, and other resources used to monitor progress towards achieving objectives

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[1] The source of the demographic data contained in this report is from the A-State Office of Institutional Research and Planning.

Numerical Measurements

Ethnic Minority Students

Arkansas State University experienced a 6.28 percent increase in the overall ethnic minority student population over the 2020-2021 academic year. Percentages increased for African American, Asian American, Native Hawaiian/Pacific Islander, and two or more races. Native American/Alaska Native and Hispanic American students showed decreases.

Table 1. A-State Students by Ethnic Minority Group

Ethnicity	2020-2021	2021-2022	Change	%Change
Asian American	124	147	23	18.55%
African American	1733	1805	72	4.15%
Hispanic American	516	512	-4	-0.78%
American Indian/Alaska Native	48	45	-3	-6.25%
Native Hawaiian/Pacific Islander	8	15	7	87.50%
Two or More Races	292	368	76	26.03%
Total Minority	**2721**	**2892**	**171**	6.28%

Ethnic Minority Faculty and Staff

The total number of full-time minority faculty and staff increased 5.02 percent since the last reporting period, from 358 in 2020-2021 to 376 in 2021-2022. See Appendix A for the number and position title of current minority faculty and staff.

Ethnic Minority Full-Time Faculty

We experienced a 3.7 percent decrease in the overall proportion of full-time minority faculty since the last reporting period going from a total of 108 to 104 (excluding "Race Unknown").

Figure 1. Full-time Instructional Faculty by Ethnic Minority Group
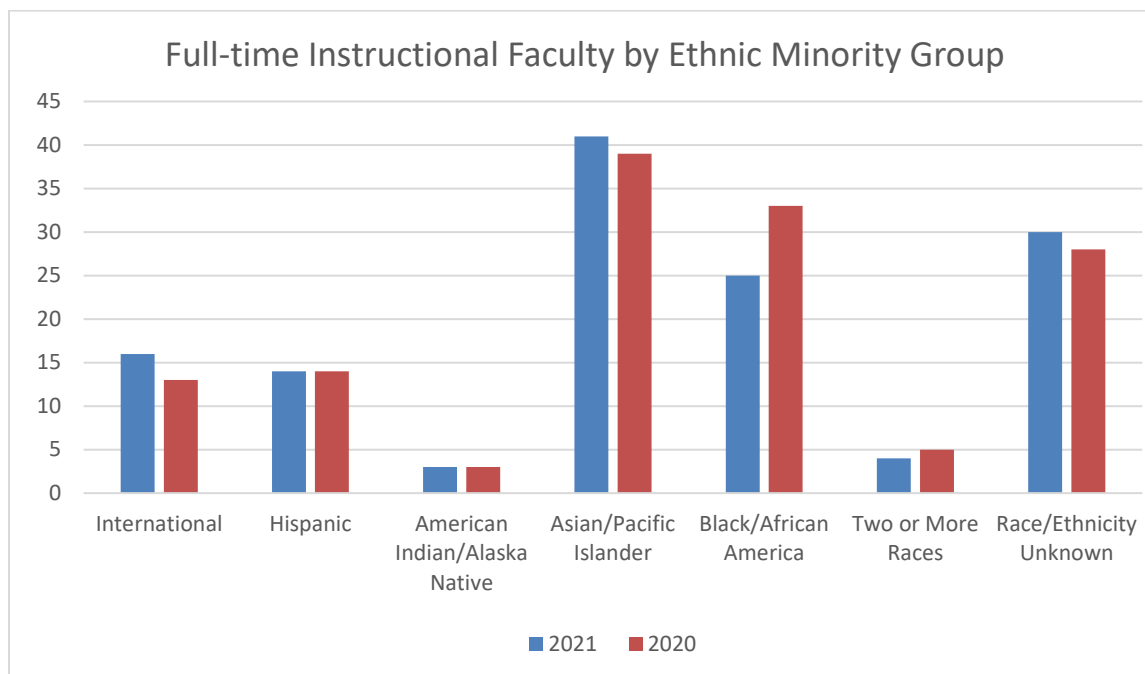
Table 2. Full-time Instructional Faculty by Ethnic Minority Group (Numerical Data)

Full-time Instructional Faculty		
Race / Ethnicity	**Fall 2020**	**Fall 2021**
International	13	16
Hispanic/Latino	14	14
American Indian or Alaska Native	3	3
Asian	39	41
Black or African American	33	25
Two or more races	5	4
Native Hawaiian or Pacific Islander	1	1
Race and Ethnicity Unknown	28	30
Total	136	134

ARKANSAS STATE UNIVERSITY

Ethnic Minority Adjunct Faculty

The number of ethnic minority faculty working in adjunct faculty positions increased during 2021-2022. There are currently 27 ethnic minorities serving in adjunct faculty positions, up from 25 in 2020-2021.

Table 2. Minority Adjunct Faculty by Minority Group

Title	Ethnicity	Number 2020	Number 2021
Part-Time Faculty	African American	16	20
Part-Time Faculty	Hispanic	6	4
Part-Time Faculty	Asian or Pacific Islander	2	2
		1	
Part-Time Faculty	Two or More		1
Part-Time Faculty	American Indian/Alaska Native		
Total		**25**	**27**

Ethnic Minority Full-Time Staff

We experienced a 9.0 percent increase in the overall proportion of full-time ethnic minority staff since the last reporting period going from a total of 222 to 242.

Figure 2. Full-time Staff by Ethnic Minority Group

Full-time Staff by Ethnic Minority Group
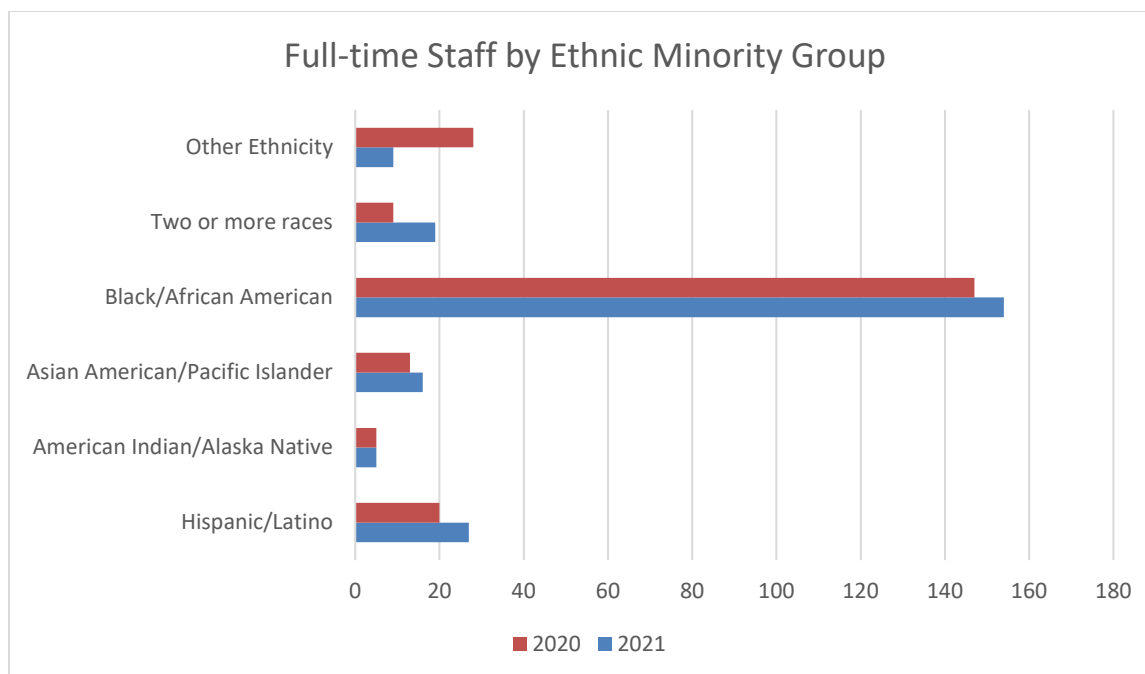
Table 3. Full-time Staff by Ethnic Minority Group (Numerical Data)

Full-time Staff		
Race / Ethnicity	**Fall 2020**	**Fall 2021**
Hispanic/Latino	20	27
American Indian or Alaska Native	5	5
Asian American or Pacific Islander	13	16
Black or African American	147	154
Two or more races	9	10
Other Ethnicity	28	30
Total	222	242

Recently-Hired Minority Faculty and Staff

We experienced an increase in the number of recently-hired minority faculty and staff who began working at A-State during the reporting period (from 46 in 2020-2021 to 68 in 2021-2022).

Table 4. Recently-Hired Minority Faculty and Staff

Title	Ethnicity	Gender

Part-time Faculty	American Indian/Alaska Native	Male
12 Mo Grad Student Extra Help	American Indian/Alaska Native	Female
ASU Head Football Coach	American Indian/Alaska Native	Male
Graduate Assistant 12 Mo	Asian	Female
Hourly Non-Student Extra Help	Asian	Female
Asst Football Coach	Asian	Male
Development Advncmnt Specialist	Asian	Male
Graduate Assistant 12 Mo	Asian	Male
Part-time Faculty	Asian	Female
Academic Advisor	Asian	Male
Part-time Faculty	Asian	Male
Assistant Professor	Asian	Male
Graduate Assistant 9 Mo	Asian	Male
Part-time Faculty	Black/African American	Female
Facilities and Equip Mgr	Black/African American	Male
Fiscal Support Analyst	Black/African American	Female
Administrative Specialist III	Black/African American	Female
Asst Coach	Black/African American	Female
Call Center Specialist	Black/African American	Female
Graduate Assistant 9 Mo	Black/African American	Male
Instructor	Black/African American	Male
Institutional Svcs Assistant	Black/African American	Female
Project Program Specialist	Black/African American	Male
Academic Advisor	Black/African American	Female
Assistant Professor	Black/African American	Male
Institutional Svcs Supervisor	Black/African American	Female
Academic Advisor	Black/African American	Male
Asst Football Coach	Black/African American	Male
Trainer	Black/African American	Female
Administrative Specialist II	Black/African American	Female
Computer Operator	Black/African American	Male
Asst Coach	Black/African American	Male
Part-time Faculty	Black/African American	Male
Childcare Technician	Black/African American	Female
Project Program Manager	Black/African American	Female
Student Development Specialist	Black/African American	Female
Project Program Manager	Black/African American	Male
Administrative Specialist II	Black/African American	Male

Hourly Non-Student Extra Help	Black/African American	Male
Graduate Assistant 12 Mo	Black/African American	Female
Graduate Assistant 12 Mo	Black/African American	Male
Administrative Analyst	Black/African American	Female
Graduate Assistant 9 Mo	Black/African American	Female
Hourly Non-Student Extra Help	Black/African American	Female
Project Program Specialist NE	Black/African American	Female
Institutional Svcs Assistant	Black/African American	Male
Student Development Specil--NE	Hispanic/Latino	Male
Financial Aid Analyst--Non-Exem	Hispanic/Latino	Female
Information Systems Analyst	Hispanic/Latino	Female
Research Assistant--ABI	Hispanic/Latino	Female
Graduate Assistant 9 Mo	Hispanic/Latino	Male
Part-time Faculty	Hispanic/Latino	Male
Administrative Specialist II	Hispanic/Latino	Female
Part-time Faculty	Hispanic/Latino	Female
Student Development Specil--NE	Hispanic/Latino	Female
Graduate Assistant 12 Mo	Hispanic/Latino	Female
Project Program Specialist	Hispanic/Latino	Female
Hourly Non-Student Extra Help	Hispanic/Latino	Male
Childcare Technician	Hispanic/Latino	Female
Project Program Manager	Hispanic/Latino	Female
Hourly Non-Student Extra Help	Hispanic/Latino	Female
Graduate Assistant 9 Mo	Hispanic/Latino	Female
Trainer--Non-Exempt	Hispanic/Latino	Female
Project Program Specialist	Hispanic/Latino	Male
Graduate Assistant 12 Mo	Two Or More Races	Male
12 Mo Grad Student Extra Help	Two Or More Races	Female
Graduate Assistant 12 Mo	Two Or More Races	Female
Fiscal Support Specialist	Two Or More Races	Female
Total		**68**

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New Strategies, Activities, and Benchmarks

We initiated the following strategies and activities during the reporting period to support the achievement of our diversity and inclusion goals.

1. Conducted a Campus Climate Survey for faculty, staff, students, and administrators in the Spring 2020. A committee was formed to analyze the survey data with subcommittees looking at various sections of the survey. The committees met during the 2020-2021 year to come up with recommendations to improve the campus climate based upon the responses of the data. The committees hosted focus groups during the 2021-2022 period and presented the findings of the subcommittees to the campus audience.

2. We hosted "AState Connection" for students from underrepresented groups who will be attending A-State as first-year students in the Fall 2023. This program serves as an opportunity to get the students to campus to give them an overview of the resources available and connect them with those resources.

3. The Diversity and Affirmative Action Committee started efforts to assess the Diversity recruitment and Retention efforts of various campus departments. This information was used to update the Five-Year Diversity Strategic Plan in 2020-2021 and used to provide a template to the colleges in 2021-2022 for a diversity plan to be submitted from each college in 2022-2023.

4. The College of Nursing and Health Profession appointed an Assistant Dean for Diversity, Equity & Inclusion within the college.

5. Provided a workshop for academic department chairs on recruiting faculty of color.

6. The Division of Diversity, Inclusion and Community Engagement supported the Center for Excellence in Teaching and Learning in hosting the professional development opportunity for faculty called, "Practical Solutions for Faculty: Creating an Inclusive Classroom Climate and Culture" for faculty who are creating an inclusive classroom where all students feel valued and seen.

7. The Center for Teaching and Learning hosted a 6-hour professional development opportunity for faculty called, Implementing DEI-Focused programmatic change (Diversity, Equity, and Inclusion Workshop).

8. Two African American faculty members in the College of Education received supplemental compensation to increase their salary to assume roles as department chairs.

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9. We formed faculty and staff resource groups for African American, Latinx/Hispanic, and LGBTQI+ faculty and staff.
10. A workshop directed at campus members and representatives from sister campuses entitled, "Why BIPOC Faculty Leaver their Jobs – and How to design Policies that will Encourage them to Stay" was held in the fall.
11. A pilot program was funded called, "Diversifying Our Curing Community" (DOCC). DOCC was created by the Dean of Sciences and Mathematics with financial support from the Division of Diversity, Inclusion and Community Engagement. The program focus is to recruit students from underrepresented populations who desire to become medical doctors to the campus for a two-week program prior to the start of fall classes. The students are supported by a graduate assistant designated solely to DOCC participants. The students receive a stipend for participating in the two-week program and for the fall semester. The initial class had six participants. A grant was written to and received funding from Blue & You to support year two of the program for $128,720.
12. Continued a formal grant program for requesting financial support from the Office of Diversity by faculty and student organizations. Grants are available to faculty, staff, and students for activities and programs that advance campus diversity and inclusiveness and that meet one of the following six core diversity areas (Williams & Wade-Golden, 2007):
    - Build new institutional diversity infrastructure
    - Enhance structural diversity, equity, and success
    - Inform the search process
    - Cultivate diversity awareness, recognition, and appreciation
    - Interface with institutional accountability systems
    - Infuse diversity into curriculum

Benchmark: The Office of Diversity has awarded more than $68,000 in grants and services to faculty and students this past year to support diversity and inclusion on the A-State campus. Most of the grant requests have fallen under the *diversity awareness, recognition, and appreciation* core diversity area. The Arkansas Louis Stokes Alliance for Minority Participation (ARK-LSAMP) has been on the A-State campus since the grant's inception in 2008. The program recruits and retains students from underrepresented groups to major in STEM majors. A-State receives $60,000 - $80,000 annually for the program with approximately $25,900 allocated for student stipends. Additional funds are received annually from the Baum Account in the A-State Foundation to supplement

funding for the Multicultural Center ($20,586). Funding from student activity fees vary each year depending on the enrollment. From those fees, approximately $12,662 was received in 2021 - 2022 school year to assist with the Multicultural Center programming.

13. Continue actively recruiting faculty and students from diverse backgrounds through participation in conferences, fairs and formal networks. Currently, the VC is participating in several associations and conferences that promote diversity and inclusion such as the National Association of Diversity Officers in Higher Education Conference, NCAA, and the Arkansas Counseling Association (ArCA). As a result, A-State has been able to successfully establish informal networks with various Diversity, Equity, and Inclusion (DEI) directors from across the country to learn more about practices that are working in the DEI area. This also serves as a means to learn of potential faculty candidates for possibly recruiting. Participation in the ArCA conference provide opportunities to form networks with counselors which aids in our effort to increase recruitment of students from underrepresented groups.

14. Continue providing mentoring for faculty leading to tenure and promotion opportunities (i.e. the Division of Diversity is paying the tuition for one instructor and one staff member to complete their dissertation. After completion, the two will be obligated to remain at A-State for at least three years). Several participants in our faculty mentoring program (ADVANCE) achieved promotions during this reporting period - four were promoted to full-professor and three were promoted to associate professor with tenure status.

15. "Diversity, Equity, Inclusion, and Belonging (DEIB as a Tool for Organizational Success" is a half-day workshop co-sponsored by A-State, NYITCOM at A-State and St. Bernards' Healthcare on June 24, 2022. The workshop is open to anyone who wants to attend but geared toward employees of A-State, NYICOM and St. Bernards' staff to provide staff development in the area of diversity, equity and inclusion. This is the third consecutive year for this partnership in this venture.

16. For the fourth consecutive year, A-State received the Higher Education Excellence in Diversity (HEED) award from Insight Into Diversity recognizing A-State's efforts in diversity and inclusion. A-State is the only institution in Arkansas to have received the recognition.

17. The Thompson Minority Scholarship is used to recruit and retain students from underrepresented populations. During the reporting period, four were awarded to current students and four were awarded to first-year students ($2,000 each).

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Tools for Monitoring Progress

The Office of Diversity had a fiscal year 2021-2022 budget of slightly over $118,000 for diversity programing and initiatives, including supporting multicultural student initiatives and supplementing critical faculty salaries as appropriate for faculty from underrepresented groups. We continue to utilize the following methods to evaluate our performance towards achievement of diversity goals:

- Every three years, conduct a diversity climate survey to gauge perceptions of campus environment. Surveys were conducted in 2013, 2016, and 2019-2020. The most recent survey was conducted Spring 2020.
- On an annual basis, monitor employment selection data for year-to-year comparisons. Data includes the race, sex, and ethnicity of individuals who applied, individuals interviewed, and individuals hired.
- Monitor the racial, ethnic, and gender makeup of committees and panels to ensure the inclusion of racial and ethnic minorities and/or other individuals with diversity competence, particularly in situations where the recommendations or decisions from such committees and panels affect the employment outcomes of minority faculty, staff, or students.
- Use the number of diversity grants awarded to monitor the development of initiatives that increase understanding of diversity, build support for an inclusive environment, and create opportunities for dialogue.
- Use the annual Diversity Excellence Awards to incentivize and reward diversity research, pedagogy, and advocacy.
- Assess diversity initiatives at the department, college and unit levels to determine efficacy.
- Review student enrollment data along with faculty and staff employment data on an annual basis.

Appendix A – Number and Position Title of Current Minority Faculty and Staff. This number increased by 36.25 percent, from 240 in 2020-2021 to 327 in 2021-2022.

JOB_TITLE	ETHNICITY	Number
Number and Position Title of Current Minority Faculty and Staff		
ASU Head Football Coach	American Indian/Alaska Native	1
Administrative Analyst	American Indian/Alaska Native	1
Assistant Professor	American Indian/Alaska Native	1
Associate Professor	American Indian/Alaska Native	1
Asst Dir of Development	American Indian/Alaska Native	1
Childcare Technician	American Indian/Alaska Native	1
Computer Support Specialist	American Indian/Alaska Native	1
Instructor	American Indian/Alaska Native	1
Part-time Faculty	American Indian/Alaska Native	1
Total		**9**
Academic Advisor	Asian	2
Administrative Specialist III	Asian	1
Assistant Professor	Asian	5
Assistant Vice Chancellor	Asian	1
Assoc VC	Asian	1
Associate Dean of Schools	Asian	1
Associate Professor	Asian	14
Associate Professor 9 Mo	Asian	1
Asst Football Coach	Asian	1
Dean of Engineering	Asian	1
Department Chairperson	Asian	1
Development Advncmnt Specialst	Asian	1
Information Technology Manager	Asian	1
Institutional Svcs Assistant	Asian	1
Instructor	Asian	6
Nurse Anesthesia Clinical Coor	Asian	1
Part-time Faculty	Asian	2
Professor	Asian	10
Professor-COB	Asian	2
Research Analyst	Asian	2
Research Assoc Professor--ABI	Asian	1
Research Professor--ABI	Asian	1

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Student Development Specialist	Asian	1
Vice Chancellor	Asian	1
Total		**59**
ASU Dir of Auxillary Enterpris	Black/African American	1
Academic Advisor	Black/African American	9
Academic Counselor	Black/African American	2
Administrative Analyst	Black/African American	1
Administrative Specialist I	Black/African American	1
Administrative Specialist II	Black/African American	10
Administrative Specialist III	Black/African American	5
Administrative Support Supv	Black/African American	1
Assistant Dean of Students	Black/African American	1
Assistant Professor	Black/African American	7
Assistant Professor 9 Mo	Black/African American	1
Assistant Professor-- 12 Mo	Black/African American	1
Assistant Registrar	Black/African American	1
Assistant Vice Chancellor	Black/African American	1
Associate Dean of Schools	Black/African American	1
Associate Professor	Black/African American	7
Asst Coach	Black/African American	6
Asst Dean of Stdnt	Black/African American	1
Asst Dir Admissions	Black/African American	1
Asst Football Coach	Black/African American	2
Broadcast Announcer	Black/African American	1
Call Center Specialist	Black/African American	2
Childcare Technician	Black/African American	18
Comm Artist I/Graphic Artist I	Black/African American	1
Computer Operator	Black/African American	1
Computer Support Analyst	Black/African American	1
Computer Support Specialist	Black/African American	2
Counselor	Black/African American	1
Dean of Schools	Black/African American	1
Dir of Admissions	Black/African American	1
Dir of Career Servs	Black/African American	1
Dir of Disability Servs	Black/African American	1
Dir of Professional Educ Progr	Black/African American	1
Director Academic Advising	Black/African American	1
Director of Transit & Parking	Black/African American	1

Facilities and Equip Mgr	Black/African American	1
Finacial Aid Analyst--Non-Exem	Black/African American	1
Fiscal Support Analyst	Black/African American	1
Fiscal Support Supervisor	Black/African American	1
Fiscal Support Supervisor NE	Black/African American	1
HE Public Safety Supervisor	Black/African American	1
HEI Program Coordinator	Black/African American	1
HEI Program Coordinator--NE	Black/African American	1
Institutional Svcs Assistant	Black/African American	12
Institutional Svcs Supervisor	Black/African American	2
Instructor	Black/African American	4
Instructor 9 Mo	Black/African American	1
Instructor--12 Mo	Black/African American	2
Librarian	Black/African American	1
Library Technician	Black/African American	1
Maintenance Specialist	Black/African American	1
Part-time Faculty	Black/African American	20
Pest Control Tech	Black/African American	1
Professor	Black/African American	1
Professor-COB	Black/African American	1
Project Program Dir	Black/African American	2
Project Program Director	Black/African American	4
Project Program Manager	Black/African American	26
Project Program Specialist	Black/African American	5
Project Program Specialist NE	Black/African American	1
Public Safety Officer	Black/African American	1
Records Management Analyst	Black/African American	1
Research Assistant	Black/African American	1
Skilled Trades Supervisor	Black/African American	1
Skilled Tradesman	Black/African American	2
Special Events Coordinator	Black/African American	1
Student Development Specialist	Black/African American	3
Trainer	Black/African American	1
Vice-Chancellor	Black/African American	1
Total		**199**
ASU Director of Housekeeping	Hispanic/Latino	1
Administrative Specialist II	Hispanic/Latino	2
Administrative Specialist III	Hispanic/Latino	1

Assistant Professor	Hispanic/Latino	3
Assoc Dir of Stdnt Aid	Hispanic/Latino	1
Associate Professor	Hispanic/Latino	4
Associate Professor-COB	Hispanic/Latino	1
Associate Vice President	Hispanic/Latino	1
Childcare Technician	Hispanic/Latino	1
Computer Support Specialist	Hispanic/Latino	1
Department Chairperson	Hispanic/Latino	1
Development Advncmnt Specialst	Hispanic/Latino	1
Finacial Aid Analyst--Non-Exem	Hispanic/Latino	1
HEI Program Coordinator	Hispanic/Latino	2
Head Coach	Hispanic/Latino	1
Information Systems Analyst	Hispanic/Latino	1
Institutional Svcs Assistant	Hispanic/Latino	1
Instructor	Hispanic/Latino	3
Part-time Faculty	Hispanic/Latino	4
Professor	Hispanic/Latino	2
Project Program Manager	Hispanic/Latino	1
Project Program Specialist	Hispanic/Latino	3
Research Assistant	Hispanic/Latino	3
Research Assistant--ABI	Hispanic/Latino	1
Research Associate ABI	Hispanic/Latino	1
Student Development Specil--NE	Hispanic/Latino	2
Trainer--Non-Exempt	Hispanic/Latino	1
Total		**45**
Assistant Professor	Native Hawaiian/Pacific Islander	1
Total		**1**
Administrative Specialist II	Two Or More Races	1
Assistant Professor	Two Or More Races	2
Department Chairperson	Two Or More Races	1
Education Program Coordinator	Two Or More Races	1
Fiscal Support Specialist	Two Or More Races	1
HEI Program Coordinator--NE	Two Or More Races	1
Librarian	Two Or More Races	1
Professor	Two Or More Races	1
Project Program Specialist	Two Or More Races	2
Skilled Trades Supervisor	Two Or More Races	2
Student Development Specil--NE	Two Or More Races	1

Total		14
Grand Total		**327**

Minority Recruitment
and
Retention
Annual Report

For the Academic Year
July 1, 2021-June 30, 2022

Submitted to
The Arkansas Department of Higher Education
The House and Senate Committees on Education
In Compliance with Act 1091 of 1999

Table of Contents

Chancellor's Statement

Founded in 1927, ASU-Beebe has a long history as a student-centered comprehensive community college dedicated to meeting the needs of our students and communities with high quality programs in an atmosphere of service. As an open admission institution, we embrace "Student Success, Integrity, Diversity, Quality, and Community" as our core values. Our cadre of student support services, small class sizes, and caring faculty are some of the "special touches" students find when they attend our institution.

ASU-Beebe recognizes that each individual brings unique life experiences and talents to our college community, and that diversity of perspective and experience enriches the learning, working, and living environment for all. We seek to nurture inclusion. We are committed to providing equity for all students, faculty and staff. We place special emphasis on the recruitment of minority faculty, staff and students.

Jennifer Methvin
Chancellor
Arkansas State University-Beebe

ASU-Beebe Long Range Planning

Beginning in 2009-2010, ASU-Beebe revised and updated its mission, vision, and core values. During these planning processes, the University made special efforts to consider diversity, global awareness, and the recruitment and retention of minority students, faculty, and staff. The mission, vision, and core values are regularly reviewed through a comprehensive process at the college that involves a variety of internal and external groups. The most recent iteration of these documents was approved by the Arkansas State System Board of Trustees in May 2018 and are reflected below. ASU-Beebe's practice is to continually revise and update its strategic plan, as necessary, to further its mission, vision, core values, and institutional needs.

Mission

Transforming Lives Through Quality Learning Experiences

Vision

ASU-Beebe will become a nationally benchmarked institution that empowers individuals, embraces communities and transforms lives.

Core Values

ASU-Beebe is a community of individuals working together to accomplish a common mission and vision. The following core values provide the foundation that guides the way in which our mission is accomplished and our vision will be achieved.

- *Student Success*
- *Integrity*
- *Diversity*
- *Quality*
- *Community*

Summary of Act 1091

Act 1091 of 1999 requires all state-supported colleges and universities to establish a program for the retention of members of minority groups as students, faculty, and staff. Under the Act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

The requirements of the Act are:
> Each institution must annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report must include information relative to students, faculty, and staff within the institution. (The complete text of Act 1091 of 1999 is included in Appendix A.)

Annual Minority Recruitment and Retention Report Requirements

ASU-Beebe's Minority Recruitment and Retention annual report is submitted to include the information required by the Arkansas Department of Higher Education. These items include:

- Number of minority students, by minority group, who currently attend the institution.
- Number and position title of minority faculty and staff who currently work for the institution.
- Number of minority, by minority group, full-time faculty who currently work for the institution.
- Number of minority adjunct faculty who currently work for the institution.
- Number and position title of minority faculty and staff who began working at the institution in the past year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
  - New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
  - Timeline, budget, and methods used to assess and monitor progress.

ASU-Beebe provided focused actions and activities during this academic year for the recruitment and retention of minorities. The following is a summary of activities relevant to minority recruitment and retention for academic year July 1, 2020 through June 30, 2021. In addition, this report also indicates strategies and action plans ASU-Beebe intends to employ to increase minority student, faculty, and staff recruitment and retention over the next five years. As we have continued to implement and refine our goals regarding diversity, global awareness, and minority recruitment and retention, we have continually improved our data collection and analysis. We strive to provide learning opportunities for students, to offer challenging and fulfilling employment for personnel, and to deliver meaningful service to the communities we serve.

Students

Number of Minority Students, by Minority Group, Who Currently Attend the Institution.
(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for tracking and consistency purposes.)

2021-2022 Total Student Count by Race

Race	Number	Percentage
Caucasian	3152	80.3%
African American	253	6.4%
Hispanic American	174	4.4%
Asian American	60	1.5%
Native American	19	0.5%
Hawaiian	6	0.2%
Nonresident Alien	4	0.1%
Two or More Races	95	2.4%
Unknown	163	4.2%
Total	**3926**	

Source: Office of Institutional Research, ASU-Beebe, June 2022

Faculty and Staff

Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution.
(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2021-2022 Total Faculty & Staff Count by Race

Race	Number	Percentage
Caucasian	399	90.9%
African American	16	3.6%
Hispanic American	5	1.1%
Asian American	3	0.7%
Native American	1	0.2%
Hawaiian	2	0.5%
Nonresident Alien	0	0.0%
Two or More Races	13	3.0%
Unknown	0	0.0%
Total	**439**	

Source: Human Resources Office, ASU-Beebe, June 2022

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2021-2022 academic year.

2021-2022 Minority Faculty & Staff by Position

Position	Race	Status
Academic Advisor/Outreach Spec.	African American	Full-Time
Administrative Specialist II	Two or More Races	Full-Time
Assistant Professor	Two or More Races	Full-Time
Assistant Professor	Asian American	Full-Time
Computer Lab Tech	Two or More Races	Full-Time
Computer Support Tech	Two or More Races	Full-Time
Coordinator of Student Recruitment	Hispanic American	Full-Time
Counselor	African American	Full-Time
Campus Operations Manager	African American	Full-Time
Extra-Help	Two or More Races	Part-Time
Extra-Help	Two or More Races	Part-Time
Extra-Help	African American	Part-Time
Extra-Help	African American	Part-Time
Extra-Help	African American	Part-Time
Extra-Help	African American	Part-Time
Extra-Help	Hispanic American	Part-Time
Extra-Help	Hispanic American	Part-Time
Extra-Help-IWS	Two or More Races	Part-Time
Extra-Help-IWS	African American	Part-Time
Extra-Help-IWS	African American	Full-Time
Extra-Help-IWS	African American	Full-Time
Extra-Help-IWS	African American	Full-Time
Extra-Help-IWS	Hispanic American	Full-Time
Extra-Help-IWS	Hispanic American	Full-Time
Instructor 12 Months	Asian American	Full-Time
Instructor 9 months	Two or More Races	Full-Time
Instructor 9 months	Two or More Races	Full-Time
Instructor 9 months	African American	Full-Time
Maintenance Assistant	Native American	Full-Time
Multi-Media Specialist	Two or More Races	Full-Time
Part-Time Faculty	Two or More Races	Part-Time
Part-Time Faculty	Two or More Races	Part-Time
Part-Time Faculty	Two or More Races	Part-Time
Records Coordinator	Asian American	Part-Time
Assistant Director of SSS	Hawaiian	Part-Time

Public Safety Officer	Two or More Races	Full- Time
Public Safety Officer	African American	Full-Time
Student Accounts Coordinator	African American	Full-Time
Student Union Night Manager	African American	Full-Time
Workforce Specialist	African American	Full-Time

Source: Human Resources Office, ASU-Beebe, June 2022

Number of Minority, by Minority Group, Full-Time Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2021-2022 Full-Time Faculty Count by Race

Race	Number	Percentage
Caucasian	97	94.2%
African American	1	1.0%
Hispanic American	0	0.0%
Asian American	2	1.9%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	3	2.9%
Unknown	0	0.0%
Total	**103**	

Source: Human Resources Office, ASU-Beebe, June 2022

Number of Minority Adjunct Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2021-2022 Adjunct Faculty Count by Race

Race	Number	Percentage
Caucasian	60	95.2%
African American	0	0.0%
Hispanic American	0	0.0%
Asian American	0	0.0%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	3	4.8%
Unknown	0	0.0%
Total	**63**	

Source: Human Resources Office, ASU-Beebe, June 2022

Number and Position Title of Minority Faculty and Staff Who Began Working at the Institution in the Past Year.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2021-2022 New Hires by Race

Race	Number	Percentage
Caucasian	46	83.6%
African American	2	3.6%
Hispanic American	1	1.8%
Asian American	2	3.6%
Native American	1	1.8%
Hawaiian	0	0%
Nonresident Alien	0	0%
Two or More Races	3	5.6%
Unknown	0	0%
Total	**55**	

Source: Human Resources Office, ASU-Beebe, June 2022

The following individuals were hired from July 1, 2021 to date:

2021-2022 New Minority Hires

Position	Race	Status
Admissions Counselor	Hispanic	Full-Time
Assistant Director of TRIO	Two or More Races	Full-Time
Computer Lab Technician	Two or More Races	Full-Time
Counselor/Student Success Coach	African American	Full-Time
Employment & Training Case Manager	African American	Full-Time
Instructor Adult Education	Asian American	Full-Time
Instructor HVAC	Two or More Races	Full-Time
Maintenance Assistant	Native American	Full-Time
Records Coordinator	Asian American	Full-Time

Source: Human Resources Office, ASU-Beebe, June 2022

Annual Progress Summary

Progress Made In Meeting Institutional Goals and Objectives Related To The Recruitment and Retention of Minority Students, Faculty, and Staff.

As part of the Minority Recruitment and Retention Plan, ASU–Beebe has established the following goals for the recruitment and retention of minority students, faculty, and staff:

- Goal 1: Develop and implement strategies to recruit and retain minority faculty, staff, and administrators.
- Goal 2: Implement the core value of "diversity and global awareness" throughout the individual departments and academic units of ASU-Beebe.
- Goal 3: Actively recruit and retain minority students.
- Goal 4: Promote a campus environment that is minority-friendly.

Goal 1: Develop and Implement Strategies to Recruit and Retain Minority Faculty, Staff, and Administrators.

The following is a summary of actions taken regarding Goal 1:

- The Diversity & Inclusion Committee continues to evaluate ways for the college to enhance recruiting activities for faculty, staff and students while creating an inclusive culture for all.
- ASU-Beebe is increasing recruitment activities to minority-serving institutions.
    - o The Office of Human Resources (HR) continually maintains working relationships with other minority serving colleges and universities.
    - o ASU-Beebe continues to partner with sister institutions of higher education who primarily serve minority communities to identify qualified minority talent.
    - o ASU-Beebe has participated in mock interviews and information sessions with students from Philander Smith College, a historically black college.
- ASU-Beebe advertises employment opportunities in publications directly serving minority populations as funds are available. Additionally, we publish appropriate job openings with specific trade publications in order to recruit the best talent pool possible.
    - o Positions are posted in the Sunday classified ads of the *Arkansas Democrat/Gazette* which reaches a minority serving population of 54% as of the 2010 census.
    - o HR currently advertises open positions in the following minority-serving publications:
        - *The National Minority Update*
        - *Minority Times*
        - *Diversity News*
        - *Holá Arkansas*
    - o Additionally, the University subscribes to job advertisement packages with the following publications which include diversity focused options:
        - *Chronicle of Higher Education*
        - HigherEdJobs.Com
- ASU-Beebe created recruitment materials that indicate a close proximity to the Little Rock metropolitan area and reflect a diverse population.
    - o When attending job fairs, information and promotional materials are included

showcasing Beebe's close proximity to the Little Rock metropolitan area. This proximity is also highlighted on the HR webpage.

- ASU-Beebe trained search committees on proper hiring processes using objective and good-faith evaluation of the candidate's qualifications.
  - HR trains search committees on an ongoing and continual basis.
  - Search committees are trained, as needed, to rate and rank applicants based upon occupational qualifications using fair and objective rating criteria, job descriptions, and necessary educational requirements.
  - The Director of HR and/or the Recruitment Specialist qualify each pool of candidates by screening for minimum requirements, such as identified experience and education.
  - All appropriate materials are submitted to HR, including objective rating grids, for review before a final employment offer is made.
  - Specific Professional Development programs are offered to ASU Beebe campus employees; and, minority employees are encouraged to participate.
- ASU-Beebe recruits minority adjunct instructors to apply for permanent teaching positions as they become available.
  - All departments/disciplines are strongly encouraged to post pool positions in order to allow the full recruitment of candidates for adjunct teaching positions.

Goal 2: Implement the Core Value of "Diversity" Throughout the Individual Departments and Academic Units of ASU-Beebe.

The following is a summary of actions taken regarding Goal 2:
- ASU-Beebe strives to emphasize diversity and global awareness issues across the curriculum. The University continues to offer existing courses and establish new courses that expose all students to diversity issues. Specific courses include, but are not limited to: American Minorities, Cultural Anthropology, Social Problems, Principles of International Relations, Native American History, World Literature I, and World Literature II.
- The library collection provides works on a variety of cultures. In addition, videos and DVDs requested by minority students have been ordered and are available for use. Likewise, the library's excellent Interlibrary Loan Service ensures that virtually any requested item can be made available to students free of charge. Abington Library also participates in the Arklink Library Consortium, which allows ASU-Beebe students and employees to check out library materials from any participating Arkansas college or university.
- The Faculty Handbook states that "We promote the concept of academic freedom in university discussions, publications, classes, student affairs forums, and committees. Arkansas State University-Beebe recognizes that academic freedom is essential to the development of knowledge and understanding and encourages and protects freedom of inquiry in the responsible and lawful pursuit of these goals through research and publication and through teaching, learning, and discussion in academic endeavors. By extension, minority students' pursuit of knowledge and research is supported and encouraged."
- The Concert-Lecture Series included diversity offerings once again in the 2021-2022 season. The University plans to continue the concert/lecture season's multicultural palette for the future.
- Annual professional development training includes diversity related topics and exercises to allow a better understanding of diversity and inclusivity.
- The University allocates funds to promote minority recruitment and retention, including but not limited to the following:

- o As previously stated, HR advertises employment opportunities in a variety of publications, including those directly serving and/or targeting minority populations.
  - o HR also conducts search committee training for proper objective hiring procedures.
  - o Students are recruited at various locations and events around the state, which is funded by the University (see Goal 3).
  - o ASU-Beebe also funds various academic and co-curricular support systems to help achieve better retention rates, including minorities: multiple learning centers, Student Success Center, textbook rental program, and the Microsoft Office Suite subsidy (see Goal 3).
  - o Furthermore, the institution receives and administers several grants to this end: TRiO Programs, Path to Accelerated Completion and Employment (PACE), Complete College America (CCA), Upward Bound, and Career Pathways (see Goal 3).
- The Campus Activities Board and Residence Hall Councils hosted numerous events throughout the year that promoted students/faculty/staff interaction and supported the colleges diversity and inclusion efforts.
- Fall and spring leadership training for Resident Assistants and Leadership Council representatives included diversity and inclusion tracks.
- The Student Government Association promotes the "Black Excellence Association". A registered student organization with the mission to "encourage and promote awareness of the cultural diversity on the ASU-Beebe campus through providing programming, networking, and enhancing the educational experience of African-American students while attending ASU-Beebe."
- The Office of Student Life has expanded its student leadership program to be more inclusive. Open to any student with a GPA of 2.50 or higher, Student Leadership Experience (SLE) is designed to provide personal and impactful opportunities for students to create individual leadership development plans. During the semester, students work in small peer groups and meet seven (7) times over the course of the semester.
- The Office of Student Life has adopted Residential Curriculum to provide more intentional guidance in the operations of Housing and Campus Living programming. The curriculum places an emphasis on four identified co-curricular learning outcomes including, Respect for Self and Others. Specific learning outcomes include:
  - o R.1 – Students will be able to recognize individual identities and their role with the residential community.
  - o R.2 – Students will be able to relate social justice and inclusion concepts to the residential community.
  - o R.3 – Students will be able to recognize the importance of building and sustaining positive relationships with others.
  - o R.4 – Students will be able to apply self-advocacy skills in management of life tasks.

Goal 3: Actively Recruit and Retain Minority Students.

The following is a summary of actions taken regarding Goal 3:
- During 2021-2022, ASU-Beebe targeted 10 area minority-majority school districts for recruitment visits, promotional distributions, and additional recruiting efforts. School districts targeted, which were visited at least twice, are as follows:

  - Augusta
  - Brinkley
  - Cabot (Hispanic)
  - Carlisle
  - Conway
  - England
  - Hazen
  - Jacksonville
  - Lonoke
  - Riverview

- ASU-Beebe has consistently participated in the Student Exchange Visitors Information System (SEVIS) program, which has experienced growth in its international student population. In April 2018, ASU-Beebe completed the SEVIS School Recertification for continued compliance to host/educate international students. Approval was granted based on the institutional report submitted to SEVIS by ASU-Beebe.

  - During 2021-2022, 4 international students attended ASU-Beebe as their primary institution.
  - The International Club is a student organization that serves as a support network for these international students, helping them more effectively integrate into campus life.

- Annually, ASU-Beebe participates in all regional Arkansas Association of College Registrars and Admissions Officers (ArkACRAO) recruiting events across the state.
- The Beebe, Heber Springs, and Searcy campuses have learning centers that provide free tutoring and computer lab services to students, making it freely available to any student needing academic assistance and/or internet/computer access.
- Four TRiO Programs on two campuses provide students with free tutoring, textbook loans, career counseling, transfer assistance, cultural enrichment activities, and academic advising.
- The Student Success Center offers other special services: testing, counseling, advising, disability services, career planning. It also provides a variety of free workshops: calculator use/skills, writing skills, study skills, and workplace readiness.
- Career Pathways assists qualifying parents and caretakers to overcome financial barriers that may be preventing them from achieving academic success. This support system provides money for transportation, childcare, tuition, and books.
- The ASU-Beebe Bookstore has implemented a textbook rental service that can save students as much as 90% off the cost of a textbook, thus making college more affordable to students.
- Microsoft Office Suite is freely available for students with the cost being subsidized by the University. This provides an affordable means for students to acquire supplementary material required in much of their coursework.
- As previously stated, ASU-Beebe's Concert-Lecture Series provides students diverse cultural enrichment activities on campus each year.

- ASU-Beebe encourages minority students to participate in and seek leadership positions in co-curricular activities by providing opportunities to acquire leadership skills.

Goal 4: Promote a Campus Environment that is Minority-Friendly.

The following is a summary of actions taken regarding Goal 4:
- ASU-Beebe offers minority students with enduring prospects for an enhanced quality of life by providing a safe environment in which to live, learn, and grow.
- The University Police Department ensures our campuses are as safe as possible.
    - ASU-Beebe received a pre-disaster mitigation grant from FEMA for the sole purpose of ensuring campus safety. At this time a backup generator, mass notification system, internal notification system, and external notification system are fully operational. These help ensure campus safety for all students, employees, and visitors.
    - There have been zero reported racial or ethnically based crimes.
    - Through regular and continuous interaction with students, the University Police Department fosters an environment of understanding and cultural awareness/sensitivity.
- We provide for the physical safety and comfort of all students, free from harassment and hate.
    - The University Police Department on the Beebe, Heber Springs, and Searcy campuses receive annual training on biased-based policing to ensure racial profiling does not occur.
    - Residence Life staff received professional development and training throughout the year focusing on diversity and inclusion.

Appendix A

ACT 1091 of 1999**{tc "ACT 1091 of 1999"}**

Act Entitled: ***An Act to Require State Supported Colleges and Universities to Establish Programs to Enhance the Retention of Minority Students, Faculty, and Staff; and for Other Purposes.***

SECTION 1.
For purposes of this act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

SECTION 2.
a) All state-supported colleges and universities shall establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans shall be prepared on a continuing basis for future five-year periods.

b) Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution.

c) Copies of each institution's five-year plan and annual reports shall be filed by June 30 with the Department of Higher Education, the Board of Trustees of the institution, the House and Senate Interim Committees on Education, and the Board of Visitors of the institution, if applicable.

d) The Department of Higher Education shall develop appropriate forms for reporting and shall monitor the retention plans and annual reports.

e) In carrying out the retention action plans, each institution shall provide for a part-time or full-time employee by reassignment, appointment, or employment to assist the institution in the retention of blacks and members of other minority groups for faculty and staff positions.

SECTION 3.
All provisions of this act of a general and permanent nature are amendatory to the Arkansas code of 1987 annotated and the Arkansas Code Revision Commission shall incorporate the same in the Code.

SECTION 4.
If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are declared to be severable.

SECTION 5.
All laws and parts of laws in conflict with this act are hereby repealed.

Supplemental Information:

Act 1091 of 1999 was enacted by The State of Arkansas 82nd General Assembly during its regular session of 1999. The bill was sponsored by Representatives C. Johnson, Green, T. Steele, White, Wilkins, Willis, and M. Smith. The Act is very similar to Act 99 of 1989, codified as A.C.A. 6-63-103, which applies to minority recruitment (rather than retention.) Act 1091 of 1999 differs from Act 99 in that Act 1091 requires ADHE to develop appropriate forms for reporting and to monitor the retention plans and annual reports. It also defines "minority" which was not done in the 1989 Act.

Source: Act 1091 of 1999 enacted by the General Assembly of the State of Arkansas

ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT

2021-2022

Arkansas State UNIVERSITY MOUNTAIN HOME

Annual Minority Recruitment and Retention Report

2021-2022

- **Number of minority students who are currently attending the institution:**

Declared Ethnicity	Number
American Indian/Alaskan Native	60
Asian	21
Black/African American	25
Native Hawaiian/Pacific Island	10
Hispanic of ANY Race	65
Non-Resident Alien	6
Two or More Non-Hispanic Races	1
Race/Ethnicity Unknown	31
Total	219

- **Number and position title of minority faculty and staff who currently work for the institution:**

Declared Ethnicity	Number
Faculty/Adjunct	
Asian	2
Hispanic	2
Staff	
Hispanic	4
Total	8

- **Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority faculty, staff, and students.**

  The goals and objectives of the diversity plan are adhered to and completed as appropriate to the student, faculty, and staff populations.

GOAL 1:
TO PROVIDE MINORITY STUDENTS WITH OPPORTUNITIES TO ACCESS EDUCATIONAL OPPORTUNITIES AND KNOWLEDGE

ASUMH provides continuing education, extracurricular experiences, and representation for minorities. The objectives for this goal have been met through various aspects of the current curriculum such as assigned readings in literature and history classes and participation in Black History Month and Women's History Month activities, as well as other experiential learning opportunities.

Black History Month and Women's History Month incorporate celebrations of the idea of diversity. Many events held on campus support the mission of the university. Additionally, programs and grants are in place to target specific minority populations.

The objectives for this goal have also been met through ASUMH's early alert program, Schliemann Tutoring Center, career counseling through Title III, academic advising by faculty members, and financial aid and scholarships. Information on each of these services is provided by Student Services through email and campus signage. Additionally, the availability of academic services and financial aid is listed on the ASUMH website. Division chairs provide oversight of faculty implementation of the early alert program. Diversity is of great importance to ASUMH.

The Mission Statement of ASUMH identifies diversity as one of the aspects of the educational experience.

ASUMH's recruiting materials also highlight minority students.

The Mission of ASUMH is to LEAD through educational opportunities.

Lifelong Learning,
Enhanced Quality of Life,
Academic Accessibility, and
Diverse Experiences

GOAL 2:
TO RECRUIT ADDITIONAL MINORITY STUDENTS

In 2010-2011, the minority student population was 119 students. The unduplicated headcount for the 2010-2011 academic year was 2103, so minority students comprised 6% of the student body. This 1% increase is notable because the demographics of ASUMH's service area have not changed.

In 2011-2012, the minority student population was 136 students. The unduplicated headcount for the 2011-2012 academic year was 2177, so minority students comprised 6%. While the minority student population increased, so did the unduplicated headcount. Data for the past three years show that the minority student population increases each year.

In 2012-2013, the minority student population was 145 students. The unduplicated headcount for the same academic year was 2113. Therefore, minority students comprised approximately 7% of the total student population. While the minority student population increased, the unduplicated headcount for the entire institution dropped. Data for the past three years indicates the minority student population continues to increase annually.

In 2014-2015, the minority student population increased to 202 students. The unduplicated head count for the year was 2160 for a total minority student population of 9.4%.

In 2015-2016, the minority student population decreased to 176 students, but remained over the previous 5-year average. The unduplicated head count for the year declined over the 2014-2015 academic year, which resulted in a total minority student population of 8.8%.

In 2016-2017, the minority student population increased to 183 students. This is a 4% increase in the minority student population at ASUMH from the previous fiscal year.

In 2017-2018, the minority student population increased to 223 students.

In 2018-2019, the minority student population decreased by 4 students to 219 students.

In 2019-2020, the minority student population increased to 271 students.

In 2020-2021, the minority student population increased to 285 students.

In 2021-2022, following an overall decrease in enrollment, the number of minority student population decreased to 219.

GOAL 3:
TO PROVIDE SUDENTS, FACULTY, STAFF (CAMPUS COMMUNITY) WITH OPPORTUNITIES TO DEVELOP CULTURAL AWARENESS AND OPPORTUNITIES

ASUMH offers a rich variety of activities that acknowledge and celebrate diversity. Held monthly throughout the academic year, these activities highlight people and historical events that encourage cultural awareness.

Ongoing events:

- **Dr. Martin Luther King, Jr. Observance**

In observance of Dr. Martin Luther King, Jr.'s birthday, ASUMH does not hold classes on the designated day each January.

- **Black History Month**

- **Women's History Month**

- **Other Services**

Financial aid programs, private scholarships, and other forms of financial assistance are readily available to minority populations through the office of Financial Aid. Support services are readily accessible through the Office of Student Services. Tutoring is coordinated by Student Services and is available in the student tutoring and computer lab. Assistance in other support areas is available by request. Because of the low student to faculty ratio, faculty members are available and accessible to mentor, advise, tutor, and assist students on an individual basis. Free discussion of multicultural issues is encouraged among the faculty, staff, and students on the campus.

GOAL 4:
TO RECRUIT MINORITY FACULTY AND STAFF TO BECOME MORE ATTRACTIVE TO THE MINORITY POPULATIONS

ASUMH posts all employment opportunities on the institution's web site. Additionally, faculty positions are listed in the *Arkansas Democrat-Gazette* and the *Chronicle of Higher Education*.

GOAL 5:
TO ESTABLISH AND ENCOURAGE A COMMITMENT TO DIVERSITY FOR THE ENTIRE ACADEMIC COMMUNITY

ASUMH's diversity plan establishes and encourages a clear commitment to the value of diversity. The college honors Martin Luther King, Jr. Day by dismissing classes. Further, diversity issues have been brought to the forefront through the selection of various campus speakers. These activities, in addition to other more indirect activities, have brought forth the value of diversity and have promoted thought and encouraged tolerance for minority populations. The faculty and staff handbooks address minority issues.

At the beginning of each academic year, the Public Relations and Special Events Committee meets to discuss upcoming events and looks for ways to incorporate diversity. The Fran Coulter Honors Program is in charge of the monthly forums (referred to as Listen @ Lunch) that are produced to showcase diversity.

Additionally, ASUMH recently created a shared governance document in which recruitment of minority faculty, staff, and students is a part of planning on the ASUMH campus.

The administration of ASUMH believes that minority and diversity issues must be addressed in to create a better understanding of the world outside of the one and a half-county service area. As the world moves toward a more mobile and global society, it is the duty of the university to educate non-minority students about issues facing a diverse population and to encourage tolerance and understanding. ASUMH does not take lightly its role to value, aid, and openly accept minority students, faculty, and staff who are part of the campus community. ASUMH continually monitors progress towards meeting diversity goals.

MINORITY RECRUITMENT and RETENTION REPORT

2021-2022

For more information, contact:

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Student Statistics

Arkansas State University Mid-South has a diverse student population with the majority of students identifying as Black (non-Hispanic). For Fall 2021, the total number of students based on the official enrollment date was 1077, which was comprised of 674 minority students (62.6%). This is a decrease from 66% in Fall 2020.

Ethnicity	Male	Female	Percentage
Asian/Pacific Island	1	5	.5%
Black (non-Hispanic)	187	379	53%
Native Hawaiian	0	0	0
Hispanic	19	24	4%
American Indian/Alaskan Native	5	5	.9%
White (non-Hispanic)	189	209	37%
Non-resident Alien	6	6	1%
More than one ethnicity	16	21	3%
Unknown	2	3	.4%

In Spring 2022, enrollment included 566 minority students out of 901 (63%). This represents the same percentage as the previous spring.

Ethnicity	Male	Female	Percentages
Asian/Pacific Island	1	5	.6%
Black (non-Hispanic)	154	332	54%
Hispanic	11	17	3%
American Indian/Alaskan Native	6	4	1%
White (non-Hispanic)	147	182	37%
Hawaiian	0	0	0
Non-resident, International	3	4	.7%
Two or more	12	17	3%
Unknown	5	1	.6%

Employee Statistics

The College employed minority faculty and full-time staff as of June 15th, 2021. By appropriations act title these are:

Academic Coach
Academic Coach
Academic Coach
Administrative Specialist III
Administrative Specialist III
Assistant Director-Adult Edu
Avc, Information Technology
Career Coach
Career Coach
Career Coach
Career Coach
Career Coach
Career Coach/TANF Coordinator
Clinical Director, Respiratory
Comp Prog Spec/Instructor
Dir Of Adult Education
Director, Predominantly Black
Director, Recruiting
Director, Respiratory Therapy
Director, Secondary Technical
Director, Trio Eoc
Financial Aid Analyst
Financial Aid Analyst
Food Prep Coordinator
Instructor, Adult Education
Instructor, Business Technolog
Instructor, Lead Digital Media
Instructor, Lead Hospitality
Instructor, Lead Mathematics
Instructor, Lead Medical Profe
Instructor, Medical Profession
Pat Home Visiting Services
Pat Home Visiting Services
Pat Home Visiting Services
Purchasing Specialist
Success Coach

ASU Mid-South Minority Employees by Employment Categories

Title	Asian	Black	Hispanic	Native Hawaiian	American Indian/Alaskan Native
Full-Time Staff	1	26	1	0	0
Full-time faculty	2	6	0	0	0
Adjunct faculty	3	11	1	0	0
Totals	6	43	2	0	0

Strategic Initiatives for Recruitment and Retention of Students

ASU Mid-South student recruitment and retention efforts have included initiatives from various departments on campus, including a number of state- and federally-funded grant programs that target traditionally underserved student populations, as well as a dedicated student recruiter. The institution also makes a concerted effort to ensure all marketing materials, both in-print and on-line, represent the core significance we place on diversity, so our prospective and current students can see images of success that reflect their specific background or student status.

While the pandemic limited staff participation in events in Shelby County (TN) and affected the number of in-person campus tours, outreach staff still maintained regular contact with and participated in various events at high schools in Crittenden County (AR) and surrounding Arkansas school districts. Those events included open houses, career fairs, financial aid nights, college nights, and preview days.

During the 2021-2022 academic year, ASU Mid-South resumed cultural trips for students to locations like: Hatiloo Theater, the Civil Rights Museum, the Orpheum, Slave Haven, and the Memphis Redbirds. The College also regularly hosted food trucks for students to experience new ethnic culinary experiences. The College provided support for student transfer trips to regional colleges and universities. The purpose of these investments in our students were both to support them and to retain them through goal completion on our campus.

In the Greyhound Athletic department, recruitment and retention is a priority to foster team-building, success in athletics, and most of all, successful completion of a degree to ultimately transfer to a four-year institution on a basketball scholarship. Both teams achieved a high level of success on and off the court, with our student athletes performing better than our general student population, based on average team grade point average. The basketball programs have also been extremely successful at graduating and transferring players to four-year institutions.

In support of access for minority students, ASU Mid-South hosts a TRiO Educational Opportunity Center (EOC). The department's objective is to enroll 1000 low-income, first generation participants in the EOC project each year. Fifty percent of the participants are expected to enroll in college each year, fifty-five percent need to apply for financial aid, and sixty percent must be admitted to a college or technical training program. The EOC team is very involved in campus activities that lead to both recruitment and retention of students. They collaborated with other departments on campus to sponsor off-campus trips to local cultural centers and theatres. EOC also facilitated a workshop series with East Central Arkansas Community Correction Center (a rehabilitation facility for women) with a focus on self-esteem, career planning, and resume writing. EOC's work has also supported participants of The Collective, a non-profit organization focused on upward social mobility. EOC regularly facilitates workshops on admissions and financial aid programs for ASU Mid-South's Adult Education program and attends college and career fairs at local high schools and other community organizations in their designated service area.

In support of the retention of minority students, ASU Mid-South hosts a TRiO Student Support Services (SSS) program, whose funding is provided by the U.S. Department of Education. The program is designed to assist participants by enhancing their academic skills; increase participant retention and graduation rates; and assist participants transferring to a four-year institution. Services offered include academic, career, cultural, financial literacy, transfer and personal coaching/workshops/trips. In the 2021-2022 academic year, SSS recorded thousands of direct contacts with their participants and sponsored dozens of events, both on- and off-campus, fostering both student and program success. SSS has goals that focus on improving student support services to traditionally under-prepared and under-served student populations that lead to the retention of these students through goal completion.

ASU Mid-South is also the recipient of a competitive Title III Predominantly Black Institutions (PBI) grant, whose purpose is:

> to strengthen eligible institutions to plan, develop, undertake and implement programs to enhance the institutions capacity to serve more low- and middle-income Black American students; to expand higher education opportunities for eligible students by encouraging college preparation and student persistence in secondary school and postsecondary education; and to strengthen the financial ability of the institution to serve the academic needs of these students.

Aspects of the PBI grant include success coaching, which focuses on students who are in academic distress; first-year experience for students, including College Success and Strategies for Success; male mentoring, which includes our Brother-2-Brother program and our annual Men of Color conference; and academic enhancements, including expansion of our Aviation Maintenance program and the elimination of developmental coursework for students**.**

Strategic Initiatives for Recruitment & Retention of Employees

Arkansas State University Mid-South recruits new employees through advertising internally and externally with job postings, and maintaining relationships with external organizations, such as the Arkansas Community Colleges (ACC) and its leadership program. One way the college retains employees is through promotion within the institution and professional development opportunities.

New Strategies and Objectives for 2022-2023

The college is completing the 2022-2025 Strategic Plan Preparation for the new plan included surveys of faculty, staff, students, and employer partners as well as a thorough internal process to evaluate the state of the institution and establish strategic priorities. In keeping with institutional values, this process was inclusive and oriented towards identifying sustainable solutions that reflect the needs and diversity of our service area. The steps of the Strategic Planning process are shown below.

- **Assess:** Gather and review data (present through Spring-Fall 2021)
- **Design**: Establish core plan components (Fall 2021)
- **Build:** Craft details of each plan component (Spring 2022)
- **Manage:** Introduce and market final plan to campus, begin implementation and create mechanisms for assessment (Summer-Fall 2022)

Following up on a new strategy identified in last year's report, ASU Mid-South has hired a full-time staff member to support efforts related to Perkins V. Specifically, this staff member seeks to improve the college's tracking of key data points related to the special populations identified under Perkins V and ensure that these funds are spent appropriately.

The college recently completed a new PBI grant application that will focus on improving existing retention efforts and expanding access to the high-demand Aviation Maintenance program. A significant data element here is that African-Americans are currently

underrepresented in this program compared to the overall student population. Efforts in this grant to expand and improve the program are partially driven by the need to expand accessibility for what is a high-skill, high wage, and high demand field.

Finally, ASU Mid-South is in the process of revising the Enrollment Management Plan for the next three years. The plan sets realistic goals for improving outreach. The current challenges presented by the pandemic are an especially appropriate time to address the evolving needs of our community. This is distinct from the Minority Retention Plan which is shown at the bottom of this document. The core objectives of the Enrollment Management Plan currently under revision are shown below.

Recruiting and Outreach

Arkansas State University Mid-South's recruiting and outreach goals include increasing the enrollment of traditional students, non-traditional students, and concurrent students by 1% through focusing recruiting and outreach efforts in Crittenden (AR), Poinsett (AR), Shelby (TN), Desoto (MS), and other surrounding Arkansas counties. The following recruitment strategies (tactics) have been identified to support achievement of these goals:

- Communicate with prospective students through personal interactions, email, phone, letters, postcards, social media, etc. Automated emails will be sent to prospective students who request additional information. These automated emails will supplement responses by program faculty and staff familiar with the specific academic program.
- Execute a series of coordinated communications to be sent to prospects and applicants. (See attached calendar)
- Host a Greyhound Day (preview day/open house) each semester to allow prospective students an opportunity to visit the College and meet with counselors, faculty, financial aid, etc.
- Utilize student ambassadors to aid in recruiting students to ASU Mid-South. Ambassadors will attend events, conduct tours, and make connections with prospective students.
- Develop an ASU Mid-South application for cell phones to increase awareness of registration periods, important deadlines, and College events.
- Assist students and their families with completing financial aid information including the Free Application for Federal Student Aid (FAFSA), institutional and Foundation scholarship applications, and the YOUniversal Scholarship application.
- Promote registration periods, short/flex-terms, and specialized programs (on-line degree programs) to the College's traditional service area through the use of various media including flyers, emails, radio, television, social media, and direct mailing, etc.
- Host a Counselor's Brunch in the spring to share information about ASU Mid-South with counselors and community leaders.

- Review recruiting materials and planned communications to prospective and currently-enrolled students annually to improve messaging and efficiency.
- Collect and analyze data from recruitment events, both on- and off-campus, to determine the value of recruitment activities, compared to resources available.

Retention and Persistence

Retention and Persistence Objectives are 1.) Increase semester-to-semester Retention Rate by 0.5% per year of a rolling 3 year average of first-time, degree seeking students; and 2.) Increase the year-to-year persistence rate by 1.0% per year of a rolling 3 year average of first-time, degree-seeking students. Strategies listed in each objective demonstrate the action items to increase retention and persistence at ASU Mid-South.

Objective 1: *Improve the Effectiveness of Advising*

Addresses ASU Mid-South Strategic Priority 2: Success through Effectiveness & Strategic Priority 3: Professional Growth and Employee Engagement

Strategies
- Encourage students to advocate for their own educational and career goals.
    - Utilize the Advising Syllabus
    - Develop easy to read, single page Degree Checklists accessible on the webpage
    - Create automated communications to assist students through goal completion
    - Encourage students to meet with their faculty advisor twice each semester
    - Revise the Intent to Graduate form to capture multiple credentials for students completing more than one program of study
- Create an Advisor Training and Development Program.
    - Continue Advising Workshops
    - Create Advising Manual in interactive, modular form
    - Set clear expectations for Advising and create processes to track meeting those expectations
    - Develop an advising recognition program
- Implement a process for more efficient communications of advisee/advisor list to students and advisors
    - Create a simplified way to assign students to advisors
    - Assign students to a faculty advisor from the time they begin
    - Communicate advising assignments at beginning of semester
    - Assign an email address for advising questions

Objective 2: *Improve Student Engagement*

Addresses ASU Mid-South Strategic Priority 2: Success through Effectiveness & Strategic Priority 3: Professional Growth and Employee Engagement

Strategies
- Improve engagement in the classroom
    - Establish a repository of "best practices" related to student engagement in the classroom (from our faculty)
    - Encourage participation in "Best Practices" professional development opportunities each semester
    - Develop a faculty/staff orientation designed for those who are teaching concurrent students to increase awareness of theory and best practices for classroom interactions
    - Design training for faculty about student conduct policy and adoption of best practices for classroom management related to student conduct
- Encourage student participation in campus activities
    - Review and encourage more meaningful participation in student organizations and clubs
    - Provide 2-3 student activities per month to help connect students to campus
    - Create a centralized student activity calendar accessible on ASU Mid-South's website
    - Use CCSSE results to design purposeful strategies toward areas of "identified" low engagement
- Increase participation in First Year Experience components carefully designed to help students connect from the beginning of their time on campus.
    - Develop a robust on-line Freshman New Student Orientation (FNSO)
    - Encourage participation in FNSO and move toward making it mandatory
    - Publicize FYE Summer Term (Summer Bridge) as an opportunity for students to get College Success Credit and FNSO in 2 weeks during summer without charge
    - Increase the number of students who take College Success during their first semester on campus

Objective 3: *Improve the Effectiveness of Support Services*

Addresses ASU Mid-South Strategic Priority 1: Accessible and Affordable Education & Strategic Priority 2: Success through Effectiveness

Strategies
- Assess and expand the early alert system.
    - Encourage advisor involvement through creation adoption of Starfish.

- o Track most common reasons for Early Alerts and look for ways to proactively address these issues
- Review retention practices of auxiliary programs.
  - o Discover data-supported best retention practices in auxiliary programs
  - o Share results across campus
  - o Look for ways to duplicate those practices
- Increase the Academic Support for online students.
  - o Improve online tutoring services through the Tutor Me service.
  - o Create a mechanism for online advising
  - o Examine other campus services to make sure that they are available to online students (financial aid, finance office, admissions, etc.)

Objective 4: *Review and Revise Student Policies and Procedures, as needed, for Effectiveness*

Addresses ASU Mid-South Strategic Priority 2: Success through Effectiveness

Strategies
- Revisit student payment plan options.
  - o Survey students about understanding of payment plan options and satisfaction of payment plan options
  - o Develop a non-payment / no-show student survey to discover the issues that keep our students from paying and attending registered courses.
  - o Provide detailed information online about payment plan options
  - o Work with finance office to create clear guidelines on payment plan options
- Assess and revise the academic probation and suspension policy and procedures.
  - o Rewrite probationary policy to help students circumvent academic suspension
  - o Create study skills course to give students better tools for being successful in college
- Assess web-based information for financial aid / scholarships.
  - o Rewrite or reformat scholarship information on web to be more accessible
  - o Modify specific requirements that contribute to unused scholarships

Budget Information

Budgets for these initiatives are divided among various departments. FY 2022 Budgets that contribute to completing strategic and operational objective related to recruitment and retention of minority faculty, staff, and students include:

Athletics $223,000
Career Coaching $21,587

Counseling Services	$9,905
Fitness Center	$1,240
Learning Success Center	$78,791
New Student Orientation	$1,000
Student Marketing	$25,000
Publicity and Information	$494,045
Recreation:	$14,141
Recruiting:	$66,949
Student Activities:	$29,138
Student Life	$3,500
TRiO EOC Recruiting	$13,167
TRiO SSS	$22,026
Tutorial Services	$155,249
Total	$1,194,450

These budgets reflect both supplies and personnel costs.

Minority Recruitment and Retention Annual Report
(Due annually by June 30th each year)

In accordance with (Act 1091), all state-supported colleges and universities are required to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans are required to be prepared on a continuing basis for five-year periods.

Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution. Copies of each institution's five-year plan and annual reports are to be filed by June 30 with the Arkansas Division of Higher Education.

The Minority Recruitment and Retention annual report should include at a minimum the following:

Number of minority students, by minority group, who currently attend the institution.

Race/Ethnicity	Fall 2021 Total Enrollment 1829 Minority Enrollment 23.1%		Spring 2022 Total Enrollment 1900 Minority Enrollment 24.1%	
	#	%	#	%
White	1331	72.8%	1376	72.4%
Black/African American	275	15.0%	276	14.5%
Hispanic/LatinX	89	4.9%	106	5.6%
Native American/Alaska Native	14	0.8%	13	0.7%
Asian or Pacific Islander	6	0.3%	10	0.5%
Two or More Races	35	1.9%	49	2.6%
Non-Resident Alien	4	0.2%	4	0.2%
Unknown	75	4.1%	66	3.5%
Total	1829	100.0%	1900	100.0%

Number and position title of minority faculty and staff who currently work for the institution.
- Faculty - 9
- Staff - 20

Number of minority full-time faculty, by minority group, who currently work for the institution.
- Faculty – 1 African American, 1 Asian

Number of minority adjunct faculty, by minority group, who currently work for the institution.
- Faculty – 6 African American, 1 Asian

Number and position title of minority faculty and staff who began working at the institution in the past year
- Faculty – 2
- Staff - 5

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

<u>**RECRUITMENT AND RETENTION OF FACULTY AND STAFF**</u>
Goal 1: Ensure ASUN's commitment to diversity and inclusion is clear and transparent across all stakeholder groups.
- Establish and support a Diversity, Equity, and Inclusion Committee to ensure broad representation in shared governance structures that guide campus initiatives and communicate progress
- Develop and fund an Office of Diversity, Equity, and Inclusion with a full-time Director
- Create programming, presentations, and discussions regarding our mission and commitment to diversity
- Create and deploy and active marketing and communication plan to support community and campus recognition of diversity and inclusion achievements
- Increase internal and external outreach and networking efforts to promote diversity initiatives

Goal 2: Creative an inclusive culture that promotes the recruitment and retention of minority faculty and staff, while monitoring for areas of underrepresentation
- Review job descriptions and advertisements to ensure the absence of bias as a means of attracting a diverse pool of applicants
- Review and analyze minority employee data and report annually
- Develop retention strategies that include resources to aid in new employee onboarding and transition

Goal 3: Create consistent and responsive job descriptions and titles, advertising placement, and diversity programs to attract a diverse applicant pools
Leverage technology to deploy training tools to assist hiring managers with search committee development and processes
- Educate and communicate regarding bias training and the importance of diversity in the search process
- Review and engage new locations and methods for advertising job opportunities-evaluate effectiveness annually

Goal 4: Create and employ assessment processes to ensure we are progressing in our commitment to diversity, equity, and inclusion

• Conduct regular assessment of campus climate, onboarding, transition, and retention strategies
    o Assessment: Internal- Engagement and campus climate surveys for new hires at regular intervals (quarterly, bi-annually, then annually) during the first year of employment; External-HEDS Diversity and Equity Campus Climate Survey in "odd" years
• Review minority faculty and staff composition to ensure representation is parallel to that of the student body
    o Assessment
    o Baseline: According to the 2020 IPEDS Fall Enrollment Survey, of the 278 employees, 9.35% were classified as minority with 8.27% African-American, 0.36% Hispanic American, 0.72% Asian American and 0% Native American.
• Review and provide recommendations for revision of recruitment processes and procedures
    o Assessment: Annual review (and revision if needed) of Standard Operating Procedures; Annual review of survey and minority recruitment and retention data

Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

Goal 1: Recruit and enroll greater numbers of students from minority groups to create the cultural diversity that parallels that of the region.
Strategies for Achieving the Goal:
- The Office of Enrollment Services will collect key demographic information from those students who self-identify as being a minority. ASU-Newport Enrollment Services will collaborate with the Director of Marketing (or Enrollment Management Committee) to create special communique targeted to potential minority students. SP 1
- The Office of Enrollment Services will encourage minority students who are interested in representing ASU-Newport at recruiting events will be asked to represent the program in which they are currently enrolled.
- Continue to support ongoing concurrent enrollment initiatives that link the college with high school counselors, teachers, and students.
- To meet the needs of our region, we will continue to work in conjunction with business and industry to recruit and retain diverse individuals who desire programs offered by ASU-Newport.
- Continue to participate in community events which are predominately attended by minorities such as Martin Luther King Jr. Day of Services activities.

Goal 2: Increase the institution's graduation and retention rate for minority students by providing an academic environment which will motive and enable students from diverse backgrounds to achieve their educational goals.
Strategies for Achieving the Goal:
- Continue mandatory new student orientation for all first-time entering ASU-Newport students.
- Continue to promote ASU-Newport Academic Support Centers as resources for computer-based and self-paced developmental instruction.

- Continue to encourage faculty and staff to identify and refer students experiencing academic challenge early in the semester through the Early Alert system.
- Work to develop effective student mentoring and advisement strategies for culturally diverse students.
- Expand the exploration of diversity in College and Life Skills.
- Continue ASU-Newport's Lunch and Learn series sponsored by Career Pathways and the Dean of Students office. Typically, these events are well attended by minority students.
- The Center for Academic Retention and Success will continue to monitor students are on an Academic Plan due to being placed on Financial Aid Warning or Financial Aid Probation.
- Implement mandatory attendance policies for academic courses.
- Implement mandatory advising for all students with their advisor of record.

Goal 3: Increase the amount of financial support for programs, services and scholarships which target students from underrepresented groups.
Strategies for Achieving the Goal:
- Identify scholarship and grant programs that seek to increase enrollment of students from underrepresented groups in the areas of the health professions and business.
- Expand access to resources for students from underrepresented groups to identify all possible sources of public and private funding. (Deferred Action for Childhood Arrivals)
- Expand efforts to renew sustained scholarship support for culturally underrepresented students.

Include your timeline, budget, and methods used to assess and monitor progress.

Summary of Strategies
A. Indicators for Success
Just as ASU-Newport has Key Performance Indicators that are benchmarks used to assess the success of the current strategic plan, similar indicators for success accompany this plan as indicators of progress toward accomplishing the goals in minority recruitment and retention. The success of these indicators will be documented in the yearly report sent to the Arkansas Department of Higher Education (ADHE).
Indicators:
▪ Increase the diversity in the faculty and staff to parallel that of the student body
▪ Increase minority student enrollment
▪ Increase retention rate of minority students
B. Timelines for Strategies
The timeline for implementing each strategy is the same for each goal stated in this plan. All activities are ongoing and will be initiated fall 2021 and continue through summer terms of 2026.
C. Budget Information
Although no specific budget allocations were assigned to these activities, the Enrollment Management Committee and the Director of Human Resources have agreed to spend the appropriate amounts of the advertising and marketing budgets are necessary to achieve the goals stated in this plan. Following the most recent Higher Learning Commission accreditation visit at the college, these activities were reinforced as essential to the college's reaching its diversity goals.

D. Assessment for Effectiveness

Annual reports required by ADHE will include progress made in achieving these indicators and changes will be made at ASU-Newport to ensure continual progress with recruitment and retention of minority students, faculty, and staff. Specific data relative to numbers of faculty, staff, and students will be included along with survey efforts to see what strategies these groups considered effective in their recruitment and retention. A summary of any modifications to the activities deemed necessary will be made as a result of a review of the yearly plan (and included data) by the college's assessment committee. Those recommendations will also be included in the final annual report sent to ADHE

Submit your annual report electronically to academic.affairs@adhe.edu by June 30.

Institutional Goals/Objectives

To identify, recruit, and retain qualified minority faculty, staff, and students.

Strategies:

1. The Admissions Office will continue to travel to regions with high minority percentages through:
   a. ArkACRAO college planning programs
   b. High School follow-up visits
   c. Attendance at minority specific state programs

2. Recruitment literature and advertisement
   a. Direct mailings, brochures, and catalogs sent to applicants will continue to contain images of current minority students.
   b. The campus website and all advertisement will continue to contain pictures of individuals from minority groups
   c. Campus publications will continue to contain pictures of individuals from minority groups.
   d. Created the Student, Equity and Community Affairs website.
3. Minority prospecting
   a. Qualified minority applicants for college positions are interviewed; if not interviewed, a justification will be provided.
   b. All position advertisements will include the designation "AA/EOE" to indicate our commitment to diversity.
   c. Work with Malvern Concern Citizens, a minority community civic organization to develop strategies to increase hiring of minority employees.
   d. Work with the Community Advisory Committee, an African American community based advisory group to help identify and recruit minority faculty, staff and students.
   e. Send job posting directly to minority churches and academic departments at Arkansas HBCU's (UAPB, Philander Smith and Arkansas Baptist College).
   f. The College's Annual Career Fair hosts which normally hosts minority institutions of higher learning was cancelled this year due to COVID.
   g. The College usually sends representatives to the Re-Entry Fairs at the following prisons: Tucker Correctional Unit, Hawkins Correctional Unit, Ouachitas River Correctional Unit and McPherson Correctional Unit. These fairs have a large minority participation. This activity was not held this year due to COVID.
   h. The College will continue to collaborate with the Coventry Re-entry program through the College's CPAP Program when health conditions allow. This program has a significant minority male population.
   i. Minority high school students will be identified and brought to campus familiarize them with the campus and to provide them with a better understanding of college life. This activity was not held due to COVID.

j.   Reach minority middle school students through campus outreach programs. This activity only occurred in the Fall semester due to COVID impacting the spring semester outreach activities.

k.   Attend regional minority youth church conferences to recruit minority students and to build a relationship with this organization (The annual Baptist youth conference). This conference, which normally occurs in May, was cancelled this year due to the COVID-19 pandemic.

l.   Maintain partnership with Malvern Martin Luther King Committee. This partnership provides a community voice in the selection process for selecting the College Chancellor's Martin Luther King scholarship. VCSA served as Emcee for the Annual Martin Luther King Jr Banquet. Chancellor Steve Rook addressed the attendees with updates from the College.

m.   Maintain partnership with Malvern Committee of Concerned Citizens and the Wilson High School Class of '66. Hosted the Annual viewing of the "Unearthing a Dream Documentary" on the ASUTR Campus.

n.   Make presentations at community Black History events. Provided the keynote address for the Annual Malvern Black History Month celebration. Only one presentation was made during the community Black History Month Celebration. The number of community events was limited last year due to COVID; however, have significantly increased in 2022.

4.   Scholarship awards

   a.   TRiO Student Support Services provides minority scholarship information to all TRiO students

   b. The Chancellor awards one Martin Luther King Jr. Scholarship award each academic year. Eight years this scholarship has been in place. This scholarship was not awarded in 2021. But was awarded to a young African American male in 2022.

   c.   Continue to award a Margo Lesure Transfer Scholarship in honor of an African American TRiO student who passed away in 2016. This scholarship was not awarded in 2021 due to the COVID-19 prevention of award ceremonies. However, the scholarship was able to be awarded at the 2022 Award's ceremony.

5.   Campus sensitivity

   a.   Observance of Martin Luther King Jr. holiday – classes are not held

   b.   Due to COVID the annual MLK banquet was cancelled. (The College usually hosted a table. College administrators attend the parade, church service and gospel festival.). We were able to attend one MLK event held at a church with social distancing and mask requirement protocols in place.

   c.   The College's Vice Chancellor for Student, Equity and Community Affairs (VCSECA). attended only one annual Black History Month celebration. The College presented several Black History Month events and allowed them to be open to the community via in person and Zoom options. An expert from the Mosaic Templar in Little Rock came to the college to provide a presentation titled History of Black Americans In Central Arkansas. He also provided a presentation titled the History of Soul Food from Fried Catfish to Fried Cabbage. The College culminated Black History Month with a Gumbo Cook Off Contest. This community event hosted Gumbo chefs from the college and community. We also had student groups enter the contest. The College also had community leaders serve as Gumbo judges. The TRiO SSS student group won first prize and two community chefs won second and third prizes. The College also hosted the

Unruly Mob banners on campus. These banners were on loan from the Library. They depicted the historic account of the first black man hung in the city of Malvern.

    d. The College joined the E LULAC chapter.

    e. The College started the process to become an Arkansas AAUW chapter.

    f. The VCSECA awarded the Annual President's MLK Scholarship to a nontraditional African- American male students accepted into the ASUTR PN program.

    g. The College continues to collaborate with a Community Advisory Committee comprised of African American Community leaders.

    h. The College established a Chancellor's Malvern Ministers Committee to further expand outreach to the African-American community and leadership. This Committee met two time during the past year

    i. Developed a Minority Alumni list to begin providing mentoring to current minority students.

    j. Developed a minority faculty and staff group to help assist minority students with issues and navigating processes while on campus.

    k. Contacted all minority students monthly to provide pertinent COVID information, College deadline updates and to "check in" on them during midterms and finals.

    l. The ASUTR Diversity, Equity and Inclusion Vision Statement was approved and is visibly posted on the website.

6. Faculty and staff outreach

    a. Faculty and staff will support and track minority students in their adjustment to college life.

    b. Developed a Minority Alumni list to begin providing mentoring to current minority students.

    c. Developed a minority faculty and staff group to help assist minority students with issues and navigating processes while on campus.

    d. Contacted all minority students monthly to provide pertinent COVID information, College deadline updates and to "check in" on them during midterms and finals.

Indicators

1. Campus literature and website will show an increased representation of individuals from minority populations.
2. The Student Affairs and areas under the VCSECA (i.e. TRiO) will continue to employ minority students to assist the office and conduct campus tours.
3. The Office of Admissions will be able to document scholarships awarded to minority students.
4. Observance of the Martin Luther King Jr. holiday.
5. Faculty and staff mentors will report working with minority students in their adjustment to college.
6. Staff will serve on minority church and community committees to increase visibility of the College in minority communities.

Timeline – These efforts are continuing.

Budget: Fifty percent (50%) of the salary ($45,960) of the Vice Chancellor for Student, Equity and Community Affairs was allocated to Diversity, Equity and Inclusion (DEI) work. The position started

January 2021. The operational budget for DEI initiatives and activities was $ 2000 for minority student and community; in 2022 the operational budget was increased to $ 6,000. The HR Director committed $2000/$4000 advertisement budget to minority faculty and staff recruitment.

Methods of Assessment
Assessment of the effectiveness of the plan will be multi-level. The items listed above will be checked on an annual basis to assure the procedures are being followed and that policies are being enforced. The list of strategies and action items designed to bring about the desired outcome of a more ethnically diverse campus. The dominant assessment method will be tracking and reporting the percentage of minority faculty, staff, and students on an annual basis to determine if progress is being made in the recruitment and retention of a diverse faculty, staff, and student body. The concluding method will be in developing data that looks at trends in recruitment and retention of qualified minority faculty, staff, and students. The College's Minority Recruitment and Retention Annual Report will show the current status and annual changes in the quality and numbers of minorities in each group; faculty, staff, and students. Increases in those areas will provide indications that the plan is working as anticipated.

ASUTR Minority Student Data:

Arkansas State University Three Rivers					
2021-2022 Enrollment by Race/Ethnicity					
Enrollment Headcount	**Summer III 2021**	**Fall 2021**	**Spring 2022**	**Summer 2022**	**2021-22 Unduplicated**	**Change from 2020-21**
African American	2	194	200	115	305	34
Hispanic	0	120	125	14	145	55
2 or >	0	60	50	0	69	21
Other Minorities	0	30	38	1	38	25
Minority Total	2	404	413	130	557	135
Caucasian	2	1133	1168	210	1432	140
Unknown	0	60	48	2	67	
Total Enrollment	4	1597	1629	342	2056	342
Change from 2020-21	-23	352	366	62	342	
Enrollment Percent	**Summer III 2021**	**Fall 2021**	**Spring 2022**	**Summer 2022**	**2021-22 Unduplicated**	**Change from 2020-21**
African American	50.0%	12.1%	12.3%	33.6%	14.8%	12.5%
Hispanic	0.0%	7.5%	7.7%	4.1%	7.1%	61.1%
2 or >	0.0%	3.8%	3.1%	0.0%	3.4%	43.8%
Other Minorities	0.0%	1.9%	2.3%	0.3%	1.8%	192.3%
Minority Total	50.0%	25.3%	25.4%	38.0%	27.1%	32.0%
Caucasian	50.0%	70.9%	71.7%	61.4%	69.6%	10.8%
Unknown	0.0%	3.8%	2.9%	0.6%	3.3%	-
Total Enrollment	100.0%	100.0%	100.0%	100.0%	100.0%	20.0%
Change from 2020-21	-85.2%	28.3%	29.0%	22.1%	20.0%	

TRiO Minority Student Data:

1. Total number of students in the program? **210**
2. Total number of minority student in the program? **79**
   - **American Indian: 3**
   - **African American: 67**
   - **Hispanic: 9**
3. Total number of minority student graduated? **36**
4. Total number of African American, Hispanic and other students graduated?
   - **American Indian graduates: 3**
   - **African American graduates: 30**
   - **Hispanic graduates: 3**

Career Pathways Minority Data:

1. Total Number of student-parents in the program? 66
2. Total Number of minority student- parents in the program? 39
3. Total number of minority student-parents graduated?
   - 28 total
   - Certificate of Proficiency: 11,
   - Technical Certificate 11:
   - Associate of Applied Science: 10
4. Total number of African American, Hispanic and other student parents graduated?
   - **African American: 26**
   - **Hispanic: 1**
   - **Other**: 1

Minority Chancellor and Dean's List Data

	M	F	Grand Total
Asian	2	1	3
Black	1	7	8
Hispanic	1	3	4
Two+	1	5	6
Unknown	1		1
White	27	40	67
Grand Total	**32**	**56**	**88**

Saline County Career Technical Campus Minority Data

	Number enrolled	Certifications earned	Certificates awarded
Amer Indian	6	5	0
Asian	2	2	1
Black	50	43	22
Hispanic	57	51	17
Non-Resident	4	5	0
Two or more	17	11	7
Unknown	14	13	1
White	296	304	47
unassigned		24	
Total	446	451	95

Faculty

- 2 Truck Driving Instructors**
- Networking Instructor
- Health Administration
- 2 Cosmetology
- Adult Education

Staff
- Vice Chancellor for Student, Equity and Community Affairs
- Director of Student Support Services (TRiO)
- TRiO Tutoring Coordinator
- Director of Career Pathways **
- Director of Truck Driving Program**
- IT Support**
- Registrar Assistant
- Adult Education Administrative Specialist II (Clark County)
- Two Adult Education Administrative Specialists II (Hot Spring County) PT
- Institutional Services staff
- Maintenance Specialist**
- Career Coach- Benton High School
- Student Accounts Receivable
- Food Prep Assistant

Number of minority, by minority group, full-time faculty who currently work for the institution

Total number of minority faculty and staff currently employed at the institution.
Arkansas State University currently employs 18 faculty, staff, and administrators.

Number of fulltime faculty employed currently at the institution
Arkansas State University currently employs six African American full-time faculty members. And one fulltime Asian/Pacific Islander fulltime faculty member.

Number of minority adjunct faculty who currently work for the institution
Arkansas State University currently employs one minority adjunct faculty.

Number and position title of minority faculty and staff who began working at the institution in the past year
Arkansas State University hired nine African American full-time faculty and staff

ATU
Minority Report
Fiscal Year 2022

- Number of minority students, by minority group, who currently attend the institution.

Ethnicity	Student Count
Asian/Pacific Islander	147
Hispanic	939
American Indian/Alaska Native	72
Non-Resident Alien	212
Hawaiian	7
African American	608
Multiple Ethnicities	426
Total	**2,411**

- Number and position title of minority faculty and staff who currently work for the institution.

Minority Faculty/Adjunct Title	Ethnicity	Count
Adjunct	Asian	3
Adjunct	Black or African American	5
Adjunct	Hispanic	3
Adjunct	Other/Unknown	1
Faculty FT 9M	American Indian-Alaskan Native	2
Faculty FT 9M	Asian	34
Faculty FT 9M	Black or African American	11
Faculty FT 9M	Hispanic	3
Faculty FT 9M	International - Non-Resident Alien	1
Workforce Ed Faculty	Hispanic	1
Total		**64**

Minority Staff - Title	ETHNICITY	COUNT
Academic Advisor	Hispanic	1
Administrative Specialist II	Hispanic	1
Administrative Specialist III	Asian	1
Administrative Specialist III	Black or African American	1
Administrative Specialist III	Hispanic	1
Assessment Coordinator	American Indian-Alaskan Native	1
Assistant Athletic Trainer	Black or African American	1
Assistant Coach	Black or African American	1
Assistant Registrar	Asian	1
Asst Dean of Students	Hispanic	1
Asst Dean of Students	Black or African American	1
Asst Sports Info Director	Hispanic	1
Dir of Corp/Foundation Giving	Black or African American	1
Dir Professional Dev Institute	Hispanic	1
English Language Institute Coordinator	Hispanic	1
Financial Aid Specialist	Hispanic	1
Fiscal Support Analyst	Hispanic	1
Fiscal Support Analyst	American Indian-Alaskan Native	1
General Counsel	Hispanic	1
Head Coach-Women's Softball	Hispanic	1
Information Systems Analyst	Hispanic	1
Institutional Services Asst	American Indian-Alaskan Native	1
Institutional Services Asst	Hispanic	1
Instructional Designer	International - NonRsdnt Alien	1
Network Support Specialist	Asian	1
Network Support Specialist	Hispanic	1
Proj/Prg Dir Sports Medicine	Black or African American	1
Project/Program Administrator	American Indian-Alaskan Native	1
Project/Program Administrator	Black or African American	2
Project/Program Administrator	Hispanic	1
Registered Nurse	American Indian-Alaskan Native	1
Special Projects Coordinator	Hispanic	2
Student Development Specialist	Black or African American	1
Systems Specialist	American Indian-Alaskan Native	1
Total		**36**

- Number of minority full-time faculty, by minority group, who currently work for the institution.

Minority Faculty	
Ethnicity	**Count**
American Indian-Alaskan Native	2
Asian	34
Black or African American	11
Hispanic	4
International-Non-Resident Alien	1
Total	**52**

- Number of minority adjunct faculty, by minority group, who currently work for the institution.

Minority Adjunct	
Ethnicity	**Count**
Asian	3
Black or African American	5
Hispanic	3
Other/Unknown	1
Total	**12**

- Number and position title of minority faculty and staff who began working at the institution in the past year.

New Hires	
Ethnicity	**Count**
American Indian-Alaskan Native	4
Asian	16
Black or African American	21
Hispanic	22
International – Non-Resident Alien	21
Native Hawaiian-Pacific Island	1
Total	**85**

- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

Affirmative Action Officer
The Affirmative Action Officer works to ensure that all guidelines are understood and followed in accordance with the Affirmative Action Policy. Following the confirmation of the hiring decision, a final report is filed with the Affirmative Action Office and the information is added to an ongoing database which includes data reflecting the ethnic/gender distribution of candidates and reasons for rejection by category.

Equity & Diversity Committee (University standing committee)
The Equity and Diversity Committee targeted and benchmarked evidence-based action items for the recruitment and retention of underrepresented students, faculty, and staff within their Strategic Plan for Inclusive Excellence. This plan follows the goals of the University's Strategic Plan.

As a University wide goal this committee has worked to develop and implement a diversity and inclusion annual training program for students, faculty, staff and administrators for both campuses. The Committee is in the process of implementing the Diversity EverFi training annually.

Admissions Department
The Admissions Department of the University has student information available on-line in Spanish (https://www.atu.edu/admissions/enespanol.php). In addition, their postcard soliciting a campus tour is in English and Spanish. Another informational flyer available in English and Spanish is the "Your Path to College".

Department of Diversity and Inclusion: https://www.atu.edu/diversity/
The Department of Diversity and Inclusion (DDI) focuses on enhancing and supporting the experiences of students within underrepresented populations and marginalized groups. While promoting a campus environment that welcomes inclusiveness and multiculturalism, DDI aims to enrich student success from the first-year until graduation. DDI is the primary support for registered student organizations (RSOs) that represent aspects of diversity and inclusion; DDI is also home to diversity and social justice trainings/workshops, and cultural celebration events designed to support the overall success of underserved students as well as strengthen the cultural competency of the campus community, therefore fostering a conscious campus climate while steadily moving ATU from equality to equity.

Training events during the fiscal year 2022 included but were not limited to:
➢ National Hispanic Heritage Month Activities
➢ Faculty and Staff Inclusive Engagement Workshops
➢ Black History Month Specific Workshops
➢ Women's Appreciation Month Seminars

By attending events and trainings that promote inclusive excellence and a diverse culture across campus. It develops necessary cultural competency skills, distinguish equity from equality, and employ inclusive language in and outside of the classroom.

Below is a listing of the diverse Registered Student Organizations (RSOs) with a mission to bring awareness about underrepresented students:

- ➢ African American Student Association
- ➢ Alpha Phi Alpha Fraternity, Inc.
- ➢ Hispanic Student Association
- ➢ Zeta Phi Beta Sorority, Inc.
- ➢ Saudi Student Club
- ➢ SPECTRUM
- ➢ United Voices of Praise
- ➢ Special Olympics College
- ➢ United Black Consciousness
- ➢ Student Members and Veterans of America

- • Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

ATU Strategic Plan 2025

ATU 2025 Strategic Plan has been developed and was adopted by the Board of Trustees at the June 2022 Board meeting and will be implemented in the fall 2022. The updated strategic plan builds on the foundation of the 2016 original plan. Diversity, equity and inclusion are valued and embedded in this plan. Goal 3, Item 2 states: *Expand recruitment for minority candidates for faculty and staff positions*.

The Equity and Diversity Committee's foundation was built on executing the initiative and goals of the 2016 strategic plan and will continue to focus achieving these goals. In addition, the Committee will continue implementation of a Strategic Plan for Inclusive Excellence that will align with the ATU Strategic Plan of 2025.

The implementation of the EverFi annual diversity training is slated for implementation in January of 2023. This training will achieve the University wide goal of an online diversity and inclusion annual training program that is encouraged for students, faculty, staff and administrators of both campuses. The number of participants in each category will be analyzed and utilized for future training needs.

ATU will continue to offer professional development in partnership with Just Communities for all interested faculty and staff. The next trainings sessions are tentatively scheduled for the fall of 2022.

- Include your timeline, budget, and methods used to assess and monitor progress.

Timeline

Our efforts to recruit minority faculty and staff continue. Recruitment and retention data is assessed and findings are evaluated on an on-going basis.

Budget

The budgets put in place for the majority of these efforts were previously reduced due to pandemic impacts. Since that time some new initiatives have been added to existing services in such a way that the direct cost of the minority initiative cannot be readily determined. For example, the International Student Office was redefined as the International and Multicultural Student Services Office and the mission was expanded to include "multicultural". That office has worked closely with the Black Student Association to sponsor campus awareness, Black History Month, and programming activities that are of more interest to minority students. The International and Multicultural Student Services Office has grown to include an Assistant Director, a Student Advisor, and a full-time secretarial position but it is not feasible to determine how much is allocated to minority relationship efforts. In general, the University will continue to support these, and additional activities, that may be developed to assist with the identification, recruitment and retention of qualified minority faculty, staff, and students.

Methods of Assessment

Assessment of the effectiveness of the plan is conducted on two levels. Action items are reviewed on an annual basis to assure the procedures are being followed and that policies are being enforced. The strategies and action items are designed to bring about the desired outcome of a more ethnically diverse campus. Therefore, the more important assessment method will be tracking and reporting the number of minority faculty, staff, and students on an annual basis to determine if progress is being made in the recruitment and retention of a diverse faculty, staff, and student body. The final assessment is the development of data that identify trends in recruitment and retention of qualified minority faculty, staff, and students. The annual report is focused on the current status and annual changes in the quality and numbers of minorities in each group; faculty, staff and students. Increases in those areas provide indications that the plan is working as anticipated.

Minority Recruitment and Retention Annual Report
(Due annually by June 30th each year)

In accordance with (Act 1091), all state-supported colleges and universities are required to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans are required to be prepared on a continuing basis for five-year periods.

Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution. Copies of each institution's five-year plan and annual reports are to be filed by June 30 with the Arkansas Division of Higher Education.

The Minority Recruitment and Retention annual report should include at a minimum the following:

- Number of minority students, by minority group, who currently attend the institution.
2 or More	37
American/Alaska Native	3
Asian	6
Asian/Pacific Islander	3
Black or African American	57
Hawaiian/Pacific Islander	5

- Number and position title of minority faculty and staff who currently work for the institution.
Black FT Faculty Member	1
Hispanic-American/Alaska Native Adjunct Faculty Member	1
Black Adjunct Faculty Member	2

- Number of minority full-time faculty, by minority group, who currently work for the institution.
  - 1 Black Faculty Member

- Number of minority adjunct faculty, by minority group, who currently work for the institution.
  - 1 Hispanic-American/Alaska Native Adjunct Faculty Member
  - 2 Black Adjunct Faculty Member

- Number and position title of minority faculty and staff who began working at the institution in the past year.
  - 2 Black Adjunct Faculty Member

- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

Great progress has been made in the last year in the recruitment and retention of minority students to BRTC. Great progress has also been made in the local community regarding the college's minority outreach efforts.

This progress is evidenced by BRTC sponsoring the Eddie Mae Herron's second annual Juneteenth celebration and Vice President of Student Affairs, Jason Smith, being asked to be the keynote speaker for the event.

BRTC has made deliberate efforts to connect with local minority civic leaders and recruit them to serve as "BRTC Community Outreach Coordinators" for the college. These leaders help BRTC better understand the needs of the local minority populations as well as help bridge the gap between local populations and the college.

Another great step in the progress to reach minority students is the expansion of the efforts to recruit local Marshallese students to attend BRTC. The annual Marshallese Recruitment Preview Day was reconvened after a two-year hiatus due to COVID restrictions in the local high schools. This event brought all the junior and senior Marshallese students from Pocahontas High School to BRTC to learn about the programs BRTC offers and how to pay for college.

The event was so well received that the parents of the Marshallese seniors attended a follow-up Marshallese Parent's Preview Day to learn more about the opportunities for their children.

These efforts are summed up best by Marshallese community leader Dartu Mimi's statement on the college's efforts. "You have been nothing but real. In today's time that's all that matters to us, to everyone, is for someone to actually take the time out of their day to show that they truly care about a group of kids that did not have a hope about their future. All we are taught is to graduate and go straight into factory work, but you all (BRTC faculty) gave us minority kids hope that we can still be guaranteed a future. With the time and hope that you all put into us gives us confidence that if everyone else can do it, WE CAN TOO! Thank you and everyone else on behalf of the Marshallese community!"

Lastly, BRTC has increased the minority student population in multiple key areas in the last academic year.

Increase in Asian students from 4 to 6 = 50% increase
Increase in Pacific Islander students from 5 to 8 = 60% increase
Increase in American/Alaskan Native students from 1 to 3 = 200% increase
Increase in African American students from 54 to 57 = 5.5% increase

- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

1. Continuing usage of the newly created BRTC Minority Recruitment and Retention Taskforce which is guided by BRTC's Community Outreach Coordinators who help BRTC better understand the needs of minority students and how to more effectively recruit new minority students to BRTC. This minority recruitment taskforce will help develop specialized recruitment messaging and programming to increase awareness amongst the local minority population in order hopefully increase the number of minority students at BRTC.

2. Continuing participating yearly in a session on KLEK minority radio show "Community Connections," in order to provide beneficial college enrollment information to the minority community in Northeast Arkansas.

3. Continue and expand the Marshallese Day at BRTC. The event consists of a campus tour, specialized sessions involving academic majors, admissions, and financial aid information tailored to the local Marshallese population and their specific educational

4. Spotlight minority students on the BRTC social media student spotlights. These spotlights will help increase awareness of current minorities on campus and give an insight into their experience at BRTC.

5. Continue sponsoring the newly created Juneteenth Celebration by the Eddie Mae Herron Center (a local African American museum which provides programs to bridge the divide between all groups of people in the local community).

- Include your timeline, budget, and methods used to assess and monitor progress.

The timeline for increasing the minority student population will be fall 2023. The Office of Recruitment has an annual budget of nearly $14,000. These recruitment funds will be utilized to fund the Marshallese Day and any new initiatives the minority recruitment and retention task force create. Lastly, surveys will be given to all participants of the Marshallese Day, and to constantly assess the effectiveness of BRTC's minority recruitment initiatives.

Submit your annual report electronically to academic.affairs@adhe.edu by June 30.

University of Arkansas Cossatot

Minority Recruitment and Retention

Annual Report, June 2022

Submitted to: Arkansas Department of Higher Education
By: Dr. Ashley Aylett

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I. MINORITY STUDENT RECRUITMENT AND RETENTION

In the area of minority student recruitment, we continue to target the Latino populations with very specific advertising geared towards that group. We are also strongly targeting African American, as this group is a large percentage of the local population. We have been steadily increasing African American enrollment since AY17/18 are hopeful new initiatives will help us continue to increase our number of African American students. We advertise and market through several local publications that target African American and Latino populations. We have also added a Center for Students Success, which focuses on recruitment and retaining of minority and high-risk populations. Our Director of Institutional Research is working closing with Student Services, alongside our Enrolment Management Plan, to monitor all groups of students so we can better determine areas to target. Minority Student Enrollment is as follows:

Percentage of minority students, by minority group, who attended UA Cossatot:

	Asian	African American	American Indian/Alaskan Native	Hispanic/Latino	Hawaiian/Pacific Islander
Fall 17/Spring 18	.55%	11.18%	4.27%	27.09%	.55%
Fall 18/Spring 19	.28%	12.18%	4.24%	27.45%	.60%
Fall 19/Spring 20	.53%	12.48%	3.28%	27.93%	.32%
Fall 20/Spring 21	.64%	13.13%	3.82%	26.75%	.23%
Fall 21/Spring 22					

II. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

UA Cossatot currently has 30 full-time faculty/staff minorities. We continually focus on target minority groups when advertising for positions.

Number and position title of minority, full-time faculty and staff who currently work for the institution:

	2020 Reporting		2021 Reporting		2022 Reporting	
American Indian	• Division Chair of Allied Health • Director of Human Resources • ARNEC Information Specialist	3	• Division Chair of Allied Health • Director of Human Resources • ARNEC Information Specialist	3	• Division Chair of Allied Health • Director of Human Resources • ARNEC Information Specialist • Career Services Coordinator	4
Hispanic	• History Instructor	11	• History Instructor	9	• History Instructor	13

	• (2) AR Works Career Coaches • Financial Aid Specialist • Institutional Officer Supervisor • Administrative Specialist I • (2) Academic Advisor • Administrative Specialist III • Marketing Coordinator Project/Program Specialist		• AR Works Career Coaches • Financial Aid Specialist • Institutional Officer Supervisor • Administrative Specialist I • (2) Academic Advisor •Administrative Specialist III • Coordinator for Center for Student Success		• AR Works Career Coach • (2) Financial Aid Specialist • Institutional Officer Supervisor • (2) Administrative Specialist I • (2) Administrative Specialist III • Coordinator for Center for Student Success • Soft Skills Instructor/Trainer • Institutional Services Assistant • Assistant Registrar	
Asian	None		None		None	0
African American	• Institutional Services Assistant • Financial Aid Analyst • Director of Career Pathways • Administrative Specialist III • Athletic Director/Head Basketball Coach • YouthBuild Pathway Case Manager Student Accounts Officer	7	• (2) Institutional Services Assistant • Financial Aid Analyst • Director of Career Pathways • Administrative Specialist III • Athletic Director/Head Basketball Coach • YouthBuild Pathway Case Manager • Student Accounts Officer	9	• (2) Institutional Services Assistants • Financial Aid Specialist • Director of Career Pathways • Administrative Specialist III • Athletic Director/Head Basketball Coach • YouthBuild Pathway Case Manager • YouthBuild Job Developer/Placement Specialist • (2) Academic Advisor • Professional Studies Faculty • Career Coach-Horatio High School	13
TOTALS		21		21		30

Number of minority, by minority group, full-time faculty who work for the institution:

- In 2018 we lost the single Asian instructor and lost the single African American instructor during 2019 but have retained the Hispanic instructor. It is very difficult for us to recruit minority faculty in our rural area. During 2020 no new instructors were recruited due to the COVID-19 pandemic and enrollment decreases. During 2021/2022 an African American Instructor was hired for Professional Studies.
-

Hispanic	
1	

African American	TOTAL:
1	2

Number of minority, part time adjunct faculty who currently work for the institution:

Hispanic	African American	American Indian	TOTAL:
3	1	0	4

Number and position title of minority faculty and staff who began working at the institution in the past year:

Hispanic	Institutional Services Assistant Financial Aid Specialist Administrative Specialist III Soft Skills Instructor/Trainer	4
American Indian	Career Services Coordinator	1
African American	Academic Advisor Professional Studies Faculty Career Coach-Horatio High School YouthBuild Job Developer/Placement Specialist	4
		TOTAL: 9

IV. MONITORING

Progress in Target Areas

STUDENTS:
- Hispanic: Our target is 25% Hispanic enrollment, which we attained for several consecutive years now. UA Cossatot has been recognized as the first Hispanic Serving Institution in Arkansas.
- Black: Our target is 12% African American enrollment. We have attained over 12% for 3 consecutive academic years.

- Native American: Our target is 4% Native American enrollment. We reached this number 17/18 and 18/19; however, we have declined under this target beginning 19/20.

STAFF:
- We have had a 70% increase in minority faculty and staff during 2021-2022. We will continue to find new and better ways to recruit minority faculty and staff and hope to continue to improve our numbers to better mirror the demographics of our communities.

Timeline, Budget Assessment

TIMELINE:
- The timeline in judging success of the above efforts ran from July 1, 2021 through June 30, 2022.

BUDGET:
- With the overall increase in the categories measured, UA Cossatot will maintain the same budgeting levels, except for additional monies being provided for extra marketing efforts towards Latinos and African Americans. The mentioned targets our outlined in the institutions strategic plan, which will expire in 2020. The same targets will be the focus as we move forward during our next strategic planning phase.

Henderson State University
2021-2022
Minority Recruitment and Retention Annual Report

Kenneth D. Taylor, Ed.D.
Director of Graduate Programs and Institutional Effectiveness
Henderson State University
July 18, 2022

The following information presents an overview of the status of diversity at Henderson State University.

The number of culturally diverse students enrolled during the 2021-2022 academic year at Henderson State University was 1,088. This number represents approximately 36.6% of the Henderson State University student body.

Minority Students 2021-2022	
Ethnicity	Headcount
African American	594
American Indian	12
Asian American	39
Hispanic	190
Hawaiian	22
2 or More Races	179
International	52
TOTAL	**1088**

During the 2021-2022 academic year, Henderson State University employed 75 minority faculty and staff. The list below provides the number and position title of individuals currently employed.

POSITION TITLE	# MINORITY EMPLOYEES
ADMIN SPECIALIST II ERZ	1
ADMINISTRATIVE ANALYST	1
ADMINISTRATIVE SPECIALIST I	2
ADMINISTRATIVE SPECIALIST II	2
ASSISTANT COACH	3
ASSISTANT DEAN OF STUDENT SVCS	1
ASSOC DEAN OF STUDENT SERVICES	1
ASSOC VP ENROLLMENT SVCS & ADM	1
ASSOC. PROFESSOR	7
ASSOCIATE LIBRARIAN	2
ASSOCIATE VP FOR ACADEMIC AFFA	1
ASST DIRECTOR STUDENT SUP SVC	1
ASST. PROFESSOR	8
ASST.ATHLETIC DIR INTER. AFFAI	1
COACH	2
COUNSELOR	2
DEAN OF SCHOOL	1
DEPARTMENT CHAIRPERSON	3
DIRECTOR OF STUDENT AID	1
DIRECTOR OF TESTING	1

DISTINGUISHED PROFESSOR	2
EDUCATION SPEC/COUNSELOR SSS	3
FINANCIAL AID ANALYST	2
FISCAL SUPPORT SPECIALIST	1
INSTRUCTOR	1
LIBRARY TECHNICIAN - ACADEMIC	2
PART-TIME FACULTY	4
PROFESSOR	10
PROJECT/PROGRAM MANAGER	2
PROJECT/PROGRAM SPECIALIST	3
PUBLIC SAFETY OFFICER	2
PURCHASING TECHNICIAN	1
	75

The total number of full-time faculty who currently work for the institution by minority group:

Minority Full-time Faculty	
Ethnicity	**Headcount**
African American	9
American Indian	1
Asian American	10
Hispanic	4
2 or More Races	6
International	1
TOTAL	**24**

The total number of adjunct faculty who currently work for the institution by minority group:

Minority Adjuncts	
Ethnicity	**Headcount**
African American	3
Hispanic	1
TOTAL	**4**

The total number of faculty and staff who currently work for the institution by minority group:

All Minority Faculty & Staff	
Ethnicity	**Headcount**
African American	43
American Indian	1
Asian American	11
Hispanic	10
Hawaiian	0
2 or More Races	9
International	1
TOTAL	**75**

The position title and number of minority faculty and staff who began working at Henderson State University during the 2021-2022 academic year.

Minority - New Employees	
Position Title	**Ethnicity**
Assistant Professor of Nursing	African American
Admissions Counselor	African American
Administrative Specialist 1	African American
Adjunct Faculty	African American
Adjunct Faculty	African American
Adjunct Faculty	Hispanic

Henderson State University has not made any progress in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty and staff due to several events that occurred this past academic year. As a result of the financial status of Henderson State University, a campus wide hiring freeze was implemented at the beginning of the spring 2022 semester. In March of 2022, faculty and staff were informed the had to furlough 8 hours week. In May of 2022, Henderson State University declared financial exigency. This declaration has resulted in the elimination of several academic degree programs as well as termination of faculty positions.

At the beginning of the 2022-2023 academic year, a new academic structure will be in place. This structure will consist of new leadership as well as four new learning communities. The new leadership will be able to develop a new five-year retention plan that will include a timeline, budget and assessment methods to monitor progress within the university. The new five year retention plan will include strategies and activities that will be implemented in order to reach recruitment and retention of minorities benchmarks set for Henderson State University and each learning community.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: ASMSA

Contact Name: Nia Rieves

Contact Phone: 501-622-5131

Contact Email: rievesn@asmsa.org

Date of Submission: 8/23/22

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	1	2	2.30%
Asian Pacific Islander	0	2	2	2.30%
Black/Not Hispanic	7	5	12	13.79%
Hispanic	2	0	2	2.30%
White/Not Hispanic	33	36	69	79.31%
Total	43	44	87	100%

EEOC POLICY STATEMENT

ASMSA is an equal opportunity/affirmative action school that adheres to the basic principles of non-discrimination. ASMSA and the State of Arkansas does not discriminate in access to employment opportunities or in employment or practices based on race, color, religion, sex, national origin, age, disability, or genetic information.

In carrying out this commitment, ASMSA will follow the principles of affirmative action and operate within the regulations of State and Federal laws and executive orders prohibiting discrimination. Hiring procedures, applicable forms, recruitment materials and other information concerning matters of affirmative action may be obtained from the Human Resources Office.

Minority Recruitment and Retention Report 2021-22

University of Arkansas - Fort Smith

June 30, 2022

INTRODUCTION

ACT 1091 of 1999 requires all state-supported colleges and universities in Arkansas to establish programs to enhance the retention and recruitment of minority students, faculty, and staff. Under the Act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans. The Act requires each institution to prepare an annual progress report on the steps taken to achieve the goals of the institution's Five-Year Minority Retention Plan.

The mission of the University of Arkansas – Fort Smith is "to prepare students to succeed in an ever- changing global world while advancing economic development and quality of place in its service area." Through exposure to a racially and ethnically diverse environment, students become further prepared to successfully engage in the global world in which we live. The educational support UAFS provides to minority students ensures that the University is a factor in enhancing the diverse and multicultural atmosphere of our service area. The retention and successful completion of minority students is critical to overall success of the University.

The following information demonstrates the University of Arkansas – Fort Smith's commitment to increasing the representation of minority students, faculty and staff in higher education and presents an overview of the status of diversity on the UAFS campus.

Student Retention

Overview

Total undergraduate census date enrollment for fall 2021 was **5,447** students. This number represents a **6.79 percent** decrease in total enrollment from fall 2020, however, the university only experienced a one percent decrease in minority student enrollment during this period. In fall 2021, students who identified as minority made up 38 percent of the student body. Much of this decline can be attributed to the pandemic and its lingering effects.

Minority enrollment in fall 2021 remained adversely impacted by the COVID-19 pandemic, although those impacts appeared to have held relatively steady. Alaskan native, Asian, and Black or African American enrollment held steady at 2 percent, 6 percent, and 4 percent, respectively; UAFS experienced

a one percent increase in Hispanic student enrollment from fall 2020 to fall 2021, and a one percent decrease in enrollment of students of two or more races.

Of the total headcount reported to ADHE for fall 2021, the American Indian population comprised 2 percent; the Asian population comprised 6 percent; the Hispanic population comprised 16 percent; the Black/African American population comprised 4 percent.

A new five-year plan was created in 2021, as the prior five-year Minority Retention plan had expired. However, it may still be useful to compare the prior enrollment numbers to those from fall 2021.

Since fall 2016, overall undergraduate minority enrollment has increased by 1.7 percent. The largest increase occurred among Hispanic students (14%). Enrollment among Asian students remained the same. Over the same period, undergraduate student enrollment among American Indian and Black/African American students has declined (26% and 12% respectively).

An overarching goal of the 2012-2017 Minority Plan (and past plans) was to obtain a minority enrollment percentage that reflects the minority population of our region. In This plan was extended to include 2019 and 2020 because of the COVID-19 impact on enrollment and overall university operations.

In 2021, the new plan established a Year One (FY 2021-2022) goal for "a baseline for African American, Hispanic (LatinX), Asian American, and American Indian populations." The subsequent years, years two through five, would have a goal to increase enrollment in identified ethnically and culturally diverse populations by 2 percent each year.

In Fall of 2021, 2085 minority undergraduate students, and 12 graduate students were enrolled at UAFS. In Spring of 2022, 1,799 minority undergraduate students were enrolled, as well as 14 minority graduate students. {Figure 1}

Fall 2021 - Spring 2022 Minority enrollment
Undergraduate
Figure 1
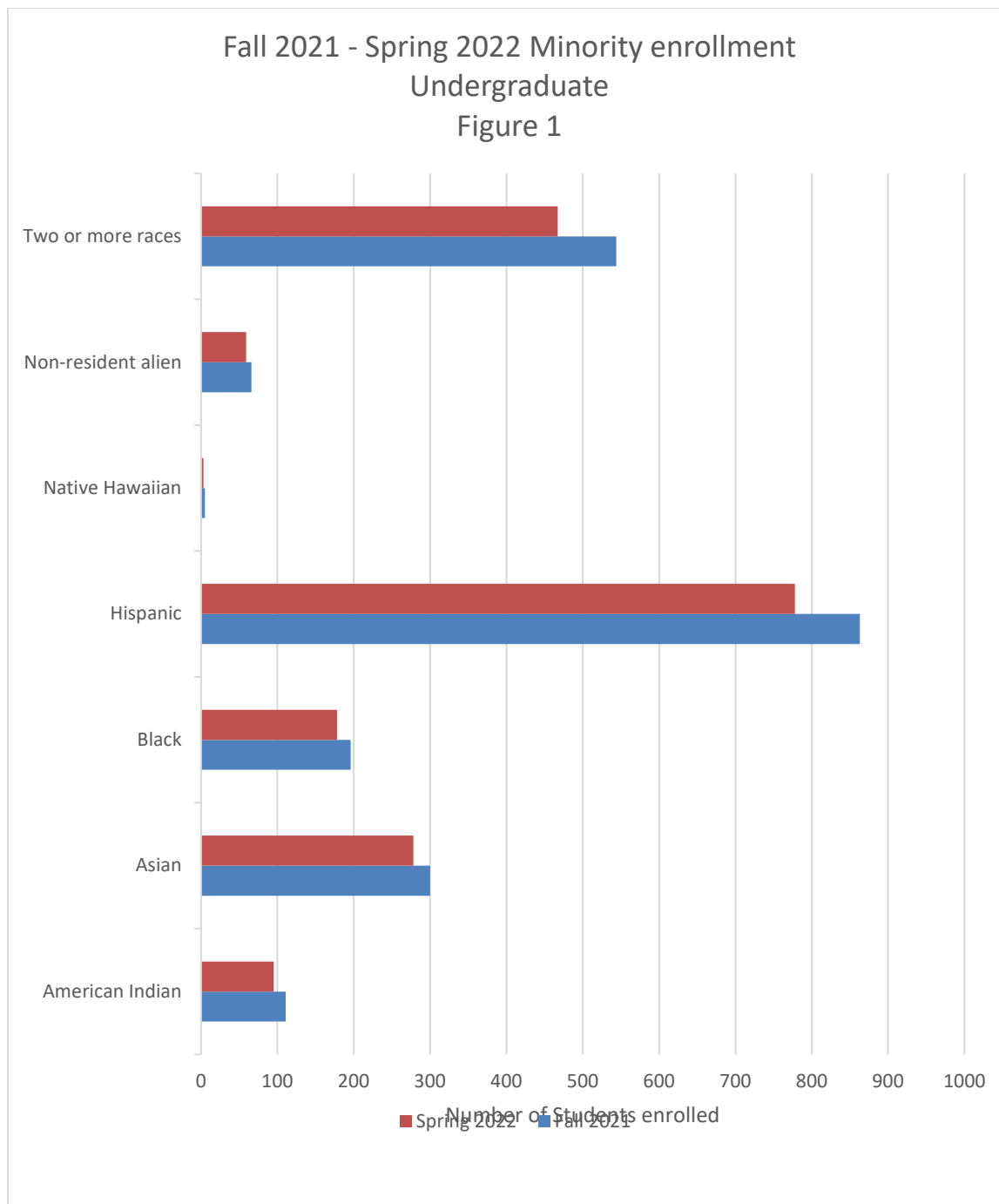
Source: Source: Office of Strategic Analytics and Institutional Research

Minority Student Recruitment Efforts

UAFS has several ongoing recruitment initiatives. Both traditional and nontraditional minority students are sought through multiple channels.

The UAFS Admissions Office collected names of minority high school students from Arkansas and surrounding states through attendance at college fairs, high school visits, and the purchase of student names from ACT EOS. The Admissions Office also designed mailings to introduce students to the University, promote programs, and encourage prospective students to schedule a campus tour.

All recruitment publications include student photographs that represent the diversity of the student population. Billboards featuring minority students are placed in and around Fort Smith, the city with the highest minority population in the region. High school recruitment areas include other high-minority areas such as Tulsa, Oklahoma; Memphis, Tennessee; and West Memphis, Pine Bluff and Little Rock, Arkansas. Admissions officers also work with the local Native American Tribes in Oklahoma to talk with the students they work with about college planning.

Significant advertisement for our Bachelor of Applied Science degree is done in the eastern Arkansas region, which has a very high minority population. A full-time staff UAFS member is housed on another campus in that region to serve as a local point of contact for this program.

Newspaper advertisements focusing on scholarship deadlines, campus tours, and other access related issues are printed in the Lincoln Echo, a Fort Smith regional newspaper targeting the African American population. This advertisement is done monthly, and the university has continued this practice for many years.

Though the university has an otherwise limited radio presence, radio advertisements have been purchased on the local Spanish speaking station. Additionally, the university's Spanish speaking recruiter created a Facebook page with content in Spanish to outreach to local Spanish speaking families. She also recruits at ESL programs in Northwest Arkansas and the local Fort Smith area. This spring, the university had a significant presence, recruiting and presenting, at a Northside High School event. Northside is the most diverse high school in our recruiting area.

Our three current television commercials highlight the diversity of our campus, telling three students' UAFS stories. Two of the three students highlighted are minority students, one is Hispanic origin and one is African American.

In 2021, the university hired an Executive Director of Diversity, Equity, and Inclusion. This position is designed to work with both students and employees to create campus programs that promote a culture of diversity and inclusion. The Executive Director also works with student groups to foster and encourage student retention.

In the new five-year plan, the recruiting strategy includes an expanded footprint for recruiting. The High School Counselor's Initiative Scholarship is the result of a collaboration on a new initiative to reach out to high school counselors strategically and ask them to recommend students for consideration for a new full tuition-only award. In addition to usual high school partners, Mr. Blue and the Admissions team have identified other schools in Arkansas with significant diverse student populations.

Beginning in FY 2021, a new endowment grant allows UAS to ensure full tuition and fee support for students with full Pell eligibility, which correlates with diverse populations in our region. This strategy for ease of access to Existing Financial Adi has a budget of $10,000-$15,000 for human capital to research, develop and distribute resource information and professional development opportunities. Also a student diversity advisory council was crated, with estimated costs of $5,000-$8,000 to support programming.

UAFS has also engaged a professional videographer to create a set of 9-12 young alumni videos for a duration of 1-3 minutes that feature alumni who have had an excellent career start. These videos will focus on their UAFS experience. This project features diverse students: Black, Hispanic, and Asian alumni, and students who identify as both women and men.

Additionally, there will be a creation of Marketing and Communication Plan Targeting Ethically and Culturally Diverse students in Fall of 2021. This plan will develop, implement, and support a strategic marketing and communications plan to recruit ethnically and culturally diverse students.

Minority Student Retention

UAFS is committed to student retention and success. In 2019-2020, 390 minority identified students received 492 awards. This number increased in 2020-2021 with 434 minority identified students receiving 472 awards. Looking to semester to semester enrollment, from Fall

2021 to Spring 2022, minority enrollment remained steady, with few losses. {Figure 2}

Fall 2021 - Spring 2022 Minority enrollment
Undergraduate
Figure 2
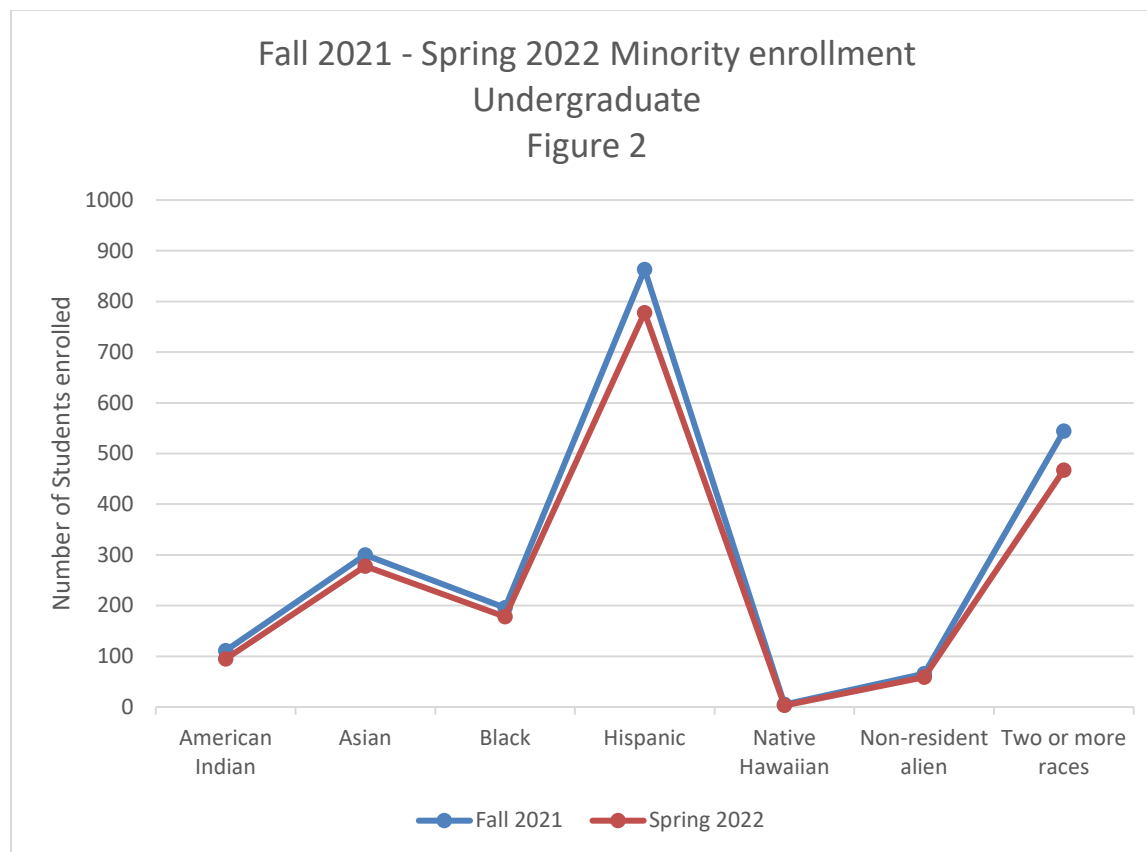
Source: Source: Office of Strategic Analytics and Institutional Research

Looking at the 2021 Fall to 2022 Spring retention numbers, 86% of students were retained. Most minority groups were retained at or about this same level: Asian students at a 92% retention rate, Black students at a 90% rate, Hispanic at 90%, and two or more races at 85.8%. However, Native Hawaiian retention was only 60% and American Indian was at 85%.

Extensive efforts are in place to increase the retention rates for all student populations. These efforts include entry-level analyses as well as mid-course interventions designed to intercede with students before they withdraw from courses and/or college. UAFS continues to work toward creating new initiatives and improving current efforts to retain these students. UAFS is creating awareness and integration programs to promote and educate cultural tolerance and social issues in the global world and to facilitate conversations on minority issues.

Student Retention Services

UAFS designed each of the services detailed below with an eye toward retention and how students may be encouraged to stay in school and graduate.

Recruitment: UAFS has a comprehensive recruitment plan designed for high school, adult, and returning students. Admissions staff makes presentations across the region at college fairs, individual high schools, and at area businesses and industries. Prospective students are encouraged to visit campus prior to their decision to determine whether UAFS is the right campus to begin a college career. UAFS staff maintains direct contact with prospective students through broad use of mail, telephone, and e- mail contacts. The University's website also plays a pivotal role in recruitment by providing an institutional face to prospective students.

NSO: UAFS requires all first-time students to complete a New-Student Orientation (NSO) where they learn about the resources available to them, including Web-based services. They receive degree plans and detailed information on where to find help for the various challenges they may face as new students. Evaluations of these NSO sessions indicate that students are finding the information valuable as they begin their college careers. Significant changes to the program were made this year to allow students to choose sessions they have interest in, and an enhanced program for parents was implemented.

On Course for Success, Summer Bridge, and MathUP: These programs are designed to assist students who place into developmental classes—Reading, Writing, and Mathematics. This target group is at extremely high risk because students often lack study skills as well as content skills. These students often have the ability to succeed if they can develop success strategies and become empowered to take control of their education. Students who successfully complete On Course for Success will develop the skills necessary for success in college and in life. Topics include taking personal responsibility, increasing self-motivation, self-awareness, and self-esteem, improving self-management, employing interdependence, developing emotional intelligence, acquiring lifelong learning strategies, and using technology to aid learning. MathUP allows students to overcome math deficiencies in a self-paced, guided online learning environment. Launch for fall is a partnership between UAFS and the Adult Education Center to provide students non-credit course to better prepare for college level Mathematics and/or

English.

Students who successfully complete On Course for Success will develop the skills necessary for success in college and in life. Topics include taking personal responsibility, increasing self-motivation, self- awareness, and self-esteem, improving self-management, employing interdependence, developing emotional intelligence, acquiring lifelong learning strategies, and using technology to aid learning.

The course is now available for any student taking at least one developmental course. SAS 0203 has also been offered to other students who need to improve on their student skills and study strategies. The course is required for conditional-prep students.

Academic Success Center: The mission of the Gordon Kelley Academic Success Center (ASC) is to help students become independent and efficient learners so they are better equipped to meet the University's academic standards and successfully attain their own educational goals. Students are challenged to become actively involved in their own learning. The goal of the ASC is to provide all students an equal opportunity to succeed in college by maintaining a program of academic support services to address their educational needs. The ASC administers exams for all online courses and for ADA students with accommodations. The ASC provides tutoring for most courses. The focus is on helping students with learning the content, study strategies for a specific course, and students learning to study and learn from each other. Drop-in tutoring labs are available in the ASC for writing, math, chemistry, biology, macro/micro-economics, and operations management. Tutoring is available throughout the week to accommodate students' schedules as much as possible. The ASC is open sixty- five hours a week offering day, evening, and weekend hours. The drop-in tutoring labs also offer hours on Sunday. Some students need individualized assistance with learning how to effectively study for college-level courses. This year, the ASC launched Tutor.com, online access to free tutoring that is available whenever the student needs it. This resource has resulted in a dramatic increase in the number of students utilizing tutoring hours. The Guided Study Specialist, now titled an Academic Coach, works with students to design a plan for success. Topics include discovering their learning style, time-management skills, or finding a balance with the demands of college courses, family, work, and student activities. The ASC staff considers not only the student's academic background, preparation, and study habits, but also the specific challenges of the course content and the student's overall college experience.

Target Success Program offers additional assistance to students who have to repeat a developmental course. The program addresses reasons why students fail a course. The most common reasons for failure are excessive absences and lack of coursework completion. Students sign a contract that they will attend class regularly, complete all homework, meet weekly with the instructor or assigned mentor, and use other resources such as the Academic Success Center and faculty office hours. Students who participate in Target Success successfully complete their repeated courses at a much higher rate than students who choose not to participate.

Academic Early Alert Program is used by faculty and advisors to target students at high risk of academic failure. Faculty members who identify students in academic distress post a concern in the early alert system. A notification email regarding the concern is generated and sent to the student and one to the student's advisors. Students are encouraged to visit with the faculty that posted the concern and/or their advisor to discuss taking the necessary steps to be successful in the class and at the institution.

Financial Aid Comprehensive financial planning is vital to college success. UAFS financial aid staff provides individual counseling to students and their parents to determine the grants, scholarships, and loans for which they qualify. The staff also conducts financial aid workshops throughout the region at high schools and community centers. All students receiving aid are monitored to verify their continued academic success. The financial aid office also provides FAFSA filing assistance events to the community throughout the year. Bilingual assistance is available during these events.

In addition, the financial aid office provides qualified students with a full range of student employment options on campus. Approximately 200 work-study positions are available for students to gain valuable real-world experiences while maintaining close ties with the University. UAFS believes students with on- campus jobs are more likely to be retained in future semesters than those with jobs off campus.

The university launched an online verification process in an effort to increase access and ease for students. ProVerify allows students to complete required verification forms online and works directly with the IRS to collect tax information, making the process easier for our students.

Student Activities Students are strongly encouraged to participate in a wide range of student activities, programs, and organizations. Many of these are tied to academic programs or have service requirements that aid the student in developing closer relationships on campus and ultimately aid in retention. These programs are designed to provide opportunities for social, cultural, and intellectual growth, while developing values and leadership characteristics in the participant. Additionally, Student Affairs has placed a programming emphasis on cultural awareness, celebrating cultural heritage during designated months each year.

African Students Association – The main purpose of the African Students Association is to educate our university, the surrounding community about various aspects of African cultures.

Black Students Association is a forum for the dissemination and collaboration of information pertinent to minority students of UA Fort Smith.

Cultural Network is designed to educate our university, communities, and society about various cultures and languages and promote higher education for younger generations.

French Club brings attention to and share French culture as well as bring more attention to the French program at UAFS.

Hmong Student Organization -focuses on the recognition and promotion of the cultural differences within the campus community.

International Leadership Council helps educate our university, communities, and society about the aspects of global cultures and promotes higher education to younger generations.

Japan Club helps educate our university, communities, and society about the aspects of global cultures and promotes higher education to younger generations. This may include but is not bounded by pop culture, music, films, anime, politics, economics, and history.

Native American Students Association provides current and accurate information about Native American cultures.

Spanish Club advocates for Spanish language and culture.

Vietnamese Students Association introduces the Vietnamese culture and language to UAFS by hosting activities where students can learn about the Vietnamese culture.

Summary

The University remains committed to attracting, retaining, and graduating a strong minority population. During the last year, UAFS met each of the goals outlined in its Minority Recruitment Plan.

Employee Recruitment and Retention

Overview

The primary role of Human Resources is to support all University units in the accomplishment of their goals by recruiting, hiring, and retaining qualified faculty and staff to carry out the University's mission.

As an institution, nothing is more important to our success than the dedication and effort of our employees. Seeking employees with diverse backgrounds and culture ranks high among the institution's recruitment goals. According to the 2019 U.S. Census Bureau's American Community Survey 5-year Estimates, minorities represent 27 percent of Arkansas' total population. Current UAFS employee data indicates minority employees make up 25.2 percent of the workforce. While this number has increased in recent years, there is still progress to be made.

Employment Philosophy

UAFS's philosophy is based on the principle that the well-being of the University and the well-being of its employees are synonymous. The University considers its most valuable asset to be its people. The University employs people in a nondiscriminatory manner, treating everyone with respect and dignity, applying policies and procedures in a fair, consistent, and equitable manner. UAFS is committed to work with, encourage, and aid its employees in realizing their full potential.

As an equal opportunity/affirmative action employer, the University is committed to providing equal employment opportunities for all applicants and employees with regard to recruitment, hiring, transfer, promotion, compensation, training, fringe benefits, and all other aspects of employment.

Office of Diversity, Equity and Inclusion (DEI) – Enhancing diversity and cultural competence is critical to developing more enlightened, skilled, and socially responsible citizens. To help achieve this goal, the university hired an Executive Director for DEI in January 2021. Additionally, funds have been allocated for an administrative assistant in the DEI Office to provide added support for future DEI efforts at UAFS. Staff and faculty of all races, ethnicities, geographic origins, religions, cultures, socioeconomic classes, political perspectives, genders, gender identities, sexual orientations, ages, physical capabilities, veteran status, and intellectual proclivities are empowered to work together in an inclusive, multicultural

campus community, contributing to the university's ability to examine issues from multiple unique perspectives. The newly hired Executive Director for DEI is currently leading a campus-wide DEI Committee in development of a comprehensive DEI Plan. This campus-wide committee is comprised of a diverse group of students, faculty, staff and members of the Fort Smith area community. Nine sub- committees have been formed to review current practices and develop initiatives in critical areas of the campus community.

- DEI Sub-Committee
- Steering Sub-Committee
- Hiring Sub-Committee
- Assessment Sub-Committee

- Facilities Sub-Committee Programming Sub-Committee
- Training Sub-Committee
- Policies & Procedures Sub-Committee
- Men of Excellence Sub-Committee
- Athletics Sub-Committee

All of the established committees were created to make a positive impact on the campus culture at UAFS. Enhancing the diversity, equity, and inclusivity on campus through a wide range of initiatives will increase employee satisfaction resulting in increased employee retention.

Employee Recruitment

UAFS is an equal opportunity, affirmative action institution, dedicated to attracting and supporting diverse student, faculty, and staff populations. The University welcomes applications without regard to race, religion, color, sex (including pregnancy, gender identity, and sexual orientation), parental status, national origin, age, disability, family medical history or genetic information, political affiliation, military service, or other non-merit-based factors. Persons must have proof of legal authority to work in the United States on the first day of employment. All applicant information is subject to public disclosure under the Arkansas Freedom of Information Act.

The DEI Hiring Sub-Committee has been established as part of the campus-wide DEI Committee. This committee is comprised of UAFS faculty and staff, a UAFS student, and a member of the community. The charge of the committee is as follows:

To review and make recommendations for changes/additions to current hiring practices/processes for staff/faculty as well as recommend ways to diversify faculty and staff hiring. The committee will ensure that all content follows Federal and State law, University of Arkansas Board of Trustee policies, University of Arkansas System policies, and University of Arkansas-Fort Smith policies. All recommendations will come to the Executive Director for Diversity, Equity, and Inclusion for review. Once reviewed, recommendations them will move to the next step which is approval by the university chancellor.

The DEI Hiring Sub-Committee has met briefly to identify first steps in achieving its charge.

UAFS recruitment efforts utilize several internet sites and routine advertising in the multi-state region, throughout the state of Arkansas, and nationwide, in an effort to draw from a more diverse population of applicants. Discipline specific publications are used to target professionals in specific fields. Minority applicants are actively sought through publications such as Diverse Issues in Higher Education, through specialized mailing lists such as the HigherEdJobs.com, Chronicle, and Higher Ed Jobs. The recruiting team works with departments to post select positions on job boards in the following list: American Association for Access, Journal of Blacks in Higher Education, Women in Higher Education, Higher Education DEI email, American Association for Access, Equity and Diversity, People of Color in Higher Education, Insight into Diversity, Hispanic Outlook, LGBT Higher Education website, ACUD. Org, Academic Diversity, and through local entities such as the military organizations, agencies offering rehabilitation services, and other special interest groups.

Employee Retention

Compensation & Employee Benefits – Working within boundaries established by state guidelines, UAFS strives to be competitive in order to attract and retain the best candidates. Employment and compensation of classified staff are subject to the Uniform Classification and Compensation Act. Base salaries are set by the Arkansas General Assembly. UAFS makes every attempt to offer faculty, non- classified staff, and administrative salaries that are comparable to like positions at similar institutions.

A competitive benefits program is crucial in recruiting efforts. As a member of the University of Arkansas System, UAFS is able to provide a comprehensive employee benefits package that is competitive with most local and regional employers. Plan highlights include self-insured health, dental, and vision insurance; long-term and short-term disability and life insurance; retirement benefits; a generous leave plan and holiday schedule; a University of Arkansas system-wide employee and dependent tuition discount program; as well as a number of optional voluntary benefit plans. The UAFS health plan premium structure is salary banded, allowing those at a lower level of the pay scale to pay less for health insurance. The UAFS retirement plan also provides up to a 10% employer contribution match.

New Employee Orientation – The University provides a first-day orientation for new employees in an effort to introduce them to the university community, make them aware of

expectations, and increase their sense of belonging from day one of employment. The new employee orientation is mandatory for all new full- and part-time employees including student workers.

During orientation, employees are introduced to the mission and vision of the institution. They receive training in the institution's policies and procedures, sexual harassment prevention, Title IX, risk management, FERPA, FLSA compliance, and other important university topics.

Policies & Procedures – UAFS employees are provided with access to the Faculty and Staff Handbook at the onset of employment, which provides information about the institution's policies and procedures related to employment, employee benefits, and programs and services available to faculty and staff.

In 2020-2021, a Faculty Handbook Committee and a Staff Handbook Committee was selected and tasked with review and revision of the Faculty and Staff Handbook. A representative from the DEI Committee served on both the faculty and staff review committees with the expressed purpose of reviewing the contents and suggesting edits to the document from a DEI point of view. In January 2021, a new version of the Faculty and Staff Handbook was presented to the campus community.

Whenever disputes arise in which the law is unclear or inconsistent, the University tends to err on the side of the employee when possible, and, when doing so, in the best interest of the students and University. Employee retention is emphasized through alternative ways to resolve problems and grievances:

- Informal Complaint Resolution – This process resolves problems informally through discussion with persons involved in a spirit of goodwill and cooperation. In hopes that potential problems are addressed early, and in turn are less likely to escalate into a formal grievance as a solution.

- Grievance Procedure – When informal resolution is not possible, employees can utilize the formal grievance procedure. It is important for employees to feel that they have been treated fairly and to receive proper responses to problems and complaints. The grievance procedure is designed to promote prompt and responsible resolutions to problems and/or complaints.

- Corrective Action Procedures – This involves progressive corrective action steps that enable supervisors to work with employees to correct job performance problems and retain employment.

Exit Interviews - UAFS maintains an exit interview process that provides employees an opportunity to share reasons for leaving UAFS and to share ideas for improvement. When appropriate, information obtained through this process is used to address areas of concern, to pinpoint areas that need improved and, to strengthen future retention. A portion of the interview specifically focuses on the area of discrimination. This interview is the final effort on the part of the institution to attempt to identify reasons for turnover and work to encourage employee retention in the future.

Employee Data Summary

Current Employment Statistics

In terms of faculty, UAFS employs 226 full time faculty status instructional staff. Of those employees, 11 are Hispanic, 9 are American Indian or Alaskan Native, 17 are Asian, 7 are Black, and 3 are of two or more races. Their roles are as follows in figure 3.
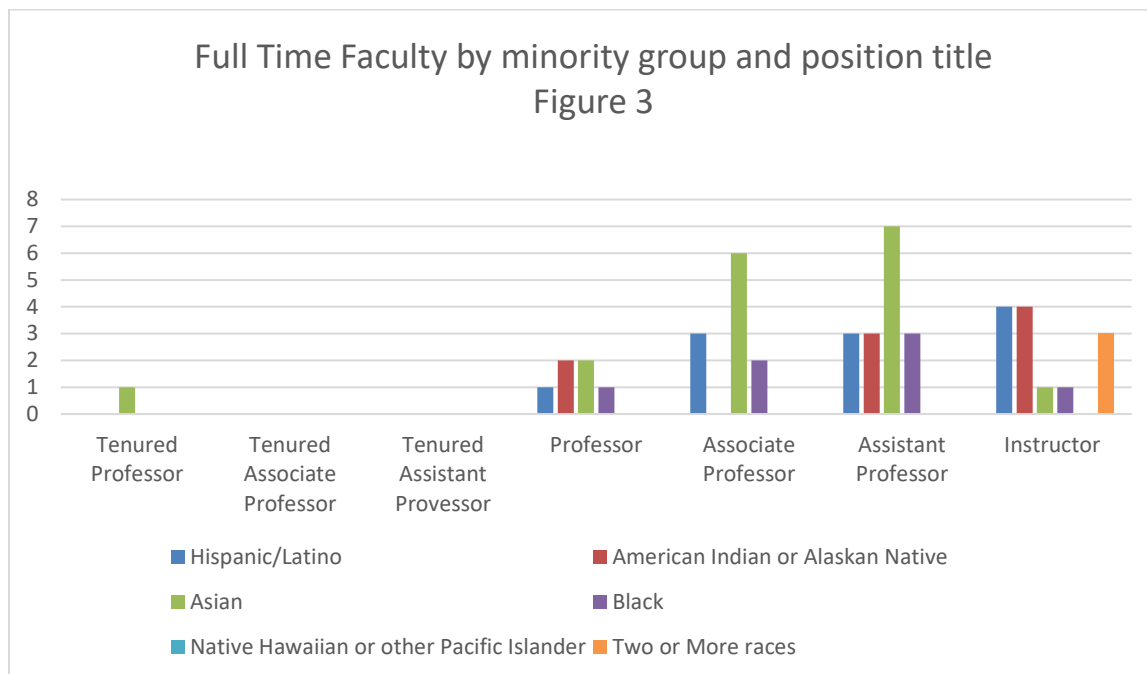
UAFS also employs 88 part-time instructional staff, nineteen of whom meet the definition of a

minority as used in this report. Six are Hispanic, five are American Indian or Alaskan Native, and five are black.

During the relevant time of this report, UAFS had ten new hires with faculty status, three of whom are minorities. Two were multi-year faculty, and one was a contract year hire.

In terms of staff hired over the relevant time of this report, UAFS hired as follows:

- Seven full time employees in management occupations, two of whom were minorities;
- Four full time employees in financial and business operations occupations, one of whom was a minority;
- Six full time employees in office and administrative support occupations, one of who was a minority.

In terms of part time staff hired over the relevant time of this report, UAFS hired as follows:

- Four student and academic affairs or other educational support employees, one of whom was a minority;
- Three business and financial operations employees, one of whom was a minority;
- Two service occupations employees, one of whom was a minority.

Summary

Based on the statistics, UAFS is making progress in recruitment and retention of minority employees, but we recognize there is still more progress to be made. As reflected in our Minority Recruitment and Retention Plan, we are committee to continued improvement.

PROGRESS AND A LOOK TO THE FUTURE

Western Arkansas continues to experience significant growth in the minority population.

The University of Arkansas – Fort Smith has implemented a variety of recruitment practices to encourage minority enrollment in higher education. The University has also implemented a wide range of student support services and programs to promote success among minority students.

In tandem with minority student enrollment initiatives, UAFS is also looking to recruit and retain minority employees.

Progress and Next Strategies

Academic Year 2022 -2023 has two main strategies for minority student enrollment. The first is to Implement the Diversity course and Minor. The Diversity Studies minor was approved by the Curriculum Committee in April of 2021. It now needs ADHE and UA System approval and will be added to the catalog for Fall of 2021, with the launch of the course in the Fall of 2022. This strategy will be assessed by the course being offered and utilized by students, as well as meeting the adequate enrollment criteria to be delivered a a class. Further, UAFS will assess the usage of the minor to compare the other social science and Humanities minors that may appeal to the same group of students.

Additionally, a new diversity course has been internally approved and will be offered to students as a general education course, meeting the social science requirements as well as being part of the curriculum for the diversity studies minor. This course should be offered in Spring of 2022.

A second strategy will be Enhanced data collection. This includes a withdrawal survey that beings in fall 2021 to systematically track why students opt to leave the university.

In February of 2021, the campus received the responses the Diversity and Equity Campus Climate Survey that was administered to faculty, staff, and students at the end of the fall 2020. Five hundred responses were recorded.

Finally, In late spring 2020 the university received the results of the Noel-Levitz Student satisfaction Inventory with a 33% response rate, and the results have been shared with campus departments and stakeholders. Specifically, how minority students responded to certain questions related to the campus environment and reputation, treatment of students, and the institution's commitment to racial harmony have been analyzed to inform future decisions.

Some plans of the new five-year minority recruitment and retention plan are already being delivered. A diversity plan was approved by January 30, 2022, it was included in university-wide planning document san published on the university webpage.

A minority recruiting and mentoring plan was presented to the provost by September 21, 2021 with a detailed outline of reporting structure, investment costs, and assessment tools.

The Men of Excellence (MOX) program which is a program to support males who are Black and/or Hispanic but is open to all male students began in FY 2021-2022. Enrollment in the program, retention of members, and degree completion of members are all assessment points that will be evaluated. There is a budgetary component of salary and benefits of $110,000-$140,000.

Ease of access to Existing Financial Aid to improve the opportunities and career development to increase student engagement has resulted in a dedicated web page with accessible information and professional development activities. Findings to Senor staff were presented in June 2021. Assessment through the various culture surreys and student satisfaction inventories will monitor progress.

Indicators

During the 2021-22 academic year the University expanded its use of the Education Advisory Board's Navigate system (previously SSC Campus) which combines technology, research, process improvement, and predictive analytics to help institutions positively impact outcomes with at-risk students. This tool allows faculty and advisors to be proactive in working with at-risk students by providing course and academic major success metrics to both faculty and advisors. These types of metrics allow faculty and advisors to work more effectively with students to find pathways and support services that most enable a student to be successful. Navigate also allows students to be more engaged with faculty and student support services.

In addition to using Navigate, the Office of Strategic Analytics and Institutional Research continues to develop and implement tools that allow better data access to administrators, faculty, and staff. These tools allow the university to monitor regional demographics, enrollment trends, academic status, and overall student success. Many of these tools are developed in collaboration with offices of Enrollment Management, Student Affairs, Financial Aid, Finance and Human Resources to ensure the validity and accuracy of the information.

Timeline

Student: All strategies listed in this report are ongoing. Employee: All employee strategies are ongoing.

Assessment Methods

The Offices of Diversity, Equity and Inclusion, Strategic Analytics and Institutional Research, Admissions, Enrollment Management, and Human Resources work collaboratively to monitor, assess, and evaluate the effectiveness of all strategies identified in this report. The Office of Strategic Analytics and Institutional Research works collaboratively with administrators and faculty and staff to ensure departments have timely and appropriate information to support decision-making and identify areas of success or concern in existing programs or activities. These data are also used to identify areas of need.

NATIONAL PARK COLLEGE
ANNUAL MINORITY RECRUITMENT
AND RETENTION REPORT

2021-2022

Institutional goals and objectives related to the recruitment and retention of minority students:

The College's 2021-2023 Strategic Plan includes as one of its strategic goals fostering cultural competence and facilitating a campus climate that supports an inclusive community, respectful of diverse opinions, views, and ideals. During the 2021-2022 budget planning cycle, the College committed to funding a diversity coordinator to better recruit and retain minority students and employees, establish practices that foster an inclusive campus environment, and provide outreach to the community.

Campus activities that foster a respectful and welcoming culture for all

NPC did not host its usual annual campus activities due to continued precautions related to the pandemic and a weather disruption. However, Career Pathways hosted its first annual Juneteenth celebration on June 18th. The successful event focused on the freedom of Black people with barbeque, basketball, and business networking. Justin Haynes of New Orleans won a grill master's contest and has since decided to enroll at NPC in the fall. There was a 2-on-2 basketball tournament and several skills challenges where a cash prize and medals were awarded. Mrs. Garland County was also in attendance and worked to encourage networking efforts among attendees.

Campus resources that aid in student persistence and completion

Student Services

The college administers federally funded programs providing academic and support services for minority college students, first generation college students, low-income college students, non-traditional college students, and students with disabilities.

Student Support Services (SSS)

SSS, a TRIO Program, provides services and programs to first generation, low income, and/or disabled students at NPC to increase their persistence in higher education, their GPAs, their graduation rates, and their transfer-after-degree rates. These services and programs include intrusive academic advising, comprehensive transfer assistance, academic and disability support, financial literacy training, and academic tutoring/coaching.

Career Pathways

Career Pathways is a grant program that provides participants with academic advising, mentoring, financial assistance (gas cards, lap top computers, supplies, and childcare vouchers), and career advising. The goals of this program include student success, but also career and workforce placement.

The NPC Enrollment Services Center is staffed with master's degree-level professionals who provide academic and personal advising to NPC's minority students. This advising includes assistance with admissions, enrollment, degree audits, the Early Alert program, mentoring, course placement and testing, and career services. NPC's rising rates of retention and persistence align with its emphasis on early intervention through mandatory Orientation, D2L training, and College Seminar curriculum (mandatory for many first time, full-time, non-technical degree seeking students). These efforts are focused on increasing retention, persistence, and graduation rates.

Adult Education

The Adult Education Center offers a wide range of classes that are available to any adult over the age of 18, as well as 16- and 17-year-olds under certain conditions. The program offers Adult Basic Education (ABE), General Adult Education (GAE), English as a Second Language (ESL), W.A.G.E. program, industry-specific certification instruction and testing, and on-site GED testing. Students who graduate with a GED from the National Park Adult Education Program are eligible to enroll in college. Those who attend National Park College are eligible for a scholarship. The Adult Education Program serves a large underprivileged population of Garland County residents. Out of 674 students served, 38% consisted of minority students.

Financial Aid specifically for minority students

Most of the scholarships awarded by National Park College are open for all students to apply. However, there are scholarships available that encourage minorities to apply. These include: The Hovey Henderson Institutional Scholarship, Kristy Carter Book Scholarship, and the Junius M. & Peggy J. Stevenson Scholarship.

Institutional goals and objectives related to the recruitment and retention of minority employees:

Goals

The College's Diversity initiative in its 2021-2023 strategic plan outlines goals of celebrating diversity among students, staff, faculty, and supporting constituents, as well as identifying and eliminating institutional barriers to cultural diversity.

Activities

National Park College is an Equal Opportunity/Affirmative Action Institution and is committed to providing equal opportunities through employment practices. The college advertises faculty vacancies in local area newspapers, statewide newspapers, national publications, targeted educational web sites, social media, Indeed, LinkedIn, and the college's website. These publications allow the college to attract the maximum number of minority applicants. Reviews of applicants' credentials are completed without any prior knowledge of minority status, to ensure impartiality in the selection process. Institutional policy requires

that all full-time positions are vetted through a search committee process and all search committees are required to have minority representation.

Additionally, National Park College was named one of 16 Most Promising Places to Work in Community Colleges by the National Institute for Staff and Organizational Development (NISOD) and Diverse: Issues In Higher Education in 2021. The award is presented annually to community and technical colleges who show a commitment to diversity through best-in-class student and staff recruitment and retention practices, inclusive learning and working environments, and meaningful community service and engagement opportunities. The award-winning institutions were featured in the May 27, 2021 edition of [Diverse: Issues In Higher Education](#).

Through the Quality Pay Initiative, there was no pay gap between male and female faculty members for the sixth year in a row. NPC assists international faculty members with transitioning so they can teach on campus and share new cultures with our students.

A key element of the college's strategic plan is focused on improving cultural awareness on campus and actively recruiting employees from diverse communities. Such efforts can only improve the college experience by encouraging a diverse learning environment for students.

MINORITY STUDENT DEMOGRAPHICS

MINORITY STUDENT GENDER

MALE 305, 41%
FEMALE 430, 59%

- MALE
- FEMALE

MINORITY STUDENT ETHNIC GROUP

Ethnic Group	Count
ASIAN	115
BLACK	286
HISPANIC	284
AMERICAN INDIAN	49
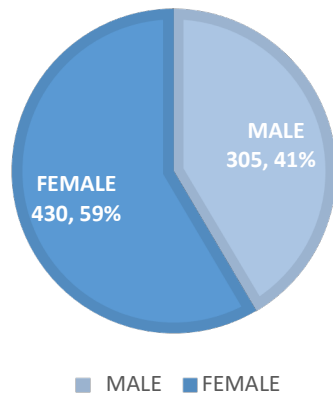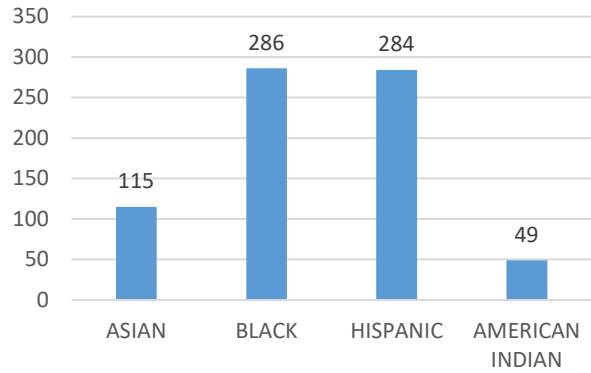
MINORITY STUDENT AGE RANGE

Age Range	Count
UNDER 18	87
18-24	503
25-29	69
30-39	65
40-49	26
50+	7
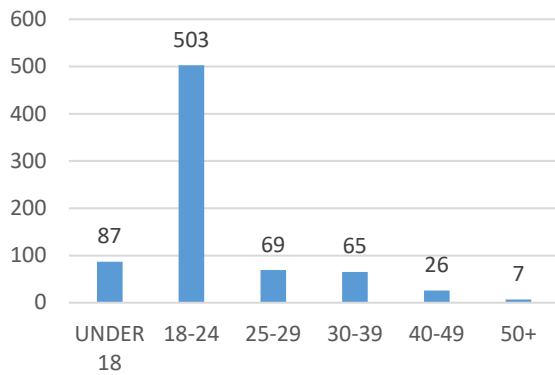
ADULT EDUCATION MINORITY STUDENT ETHNIC GROUP

Ethnic Group	Count
ASIAN	3
PACIFIC ISLANDER	1
BLACK	110
HISPANIC	126
AMERICAN...	8
TWO OR MORE...	6
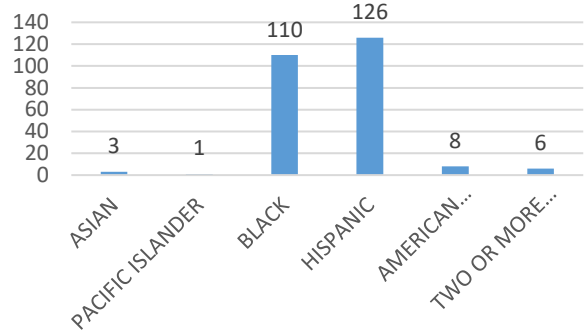
MINORITY FACULTY/STAFF DEMOGRAPHICS

FACULTY

	ASIAN	BLACK
MALE	2	
FEMALE	1	3

ADMINISTRATIVE & PROVISIONAL

	AMERICAN INDIAN	BLACK	HISPANIC
MALE		2	1
FEMALE	1	3	3

CLASSIFIED STAFF

	ASIAN	BLACK	HISPANIC
MALE			1
FEMALE	1	2	2

PART-TIME STAFF

	BLACK	HISPANIC
MALE	7	2
FEMALE	7	3
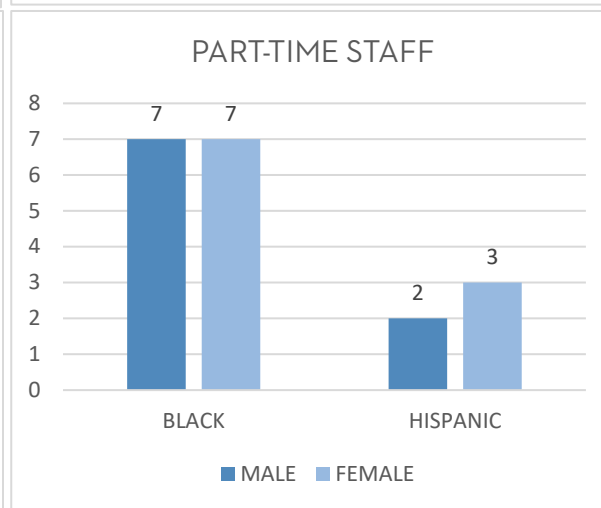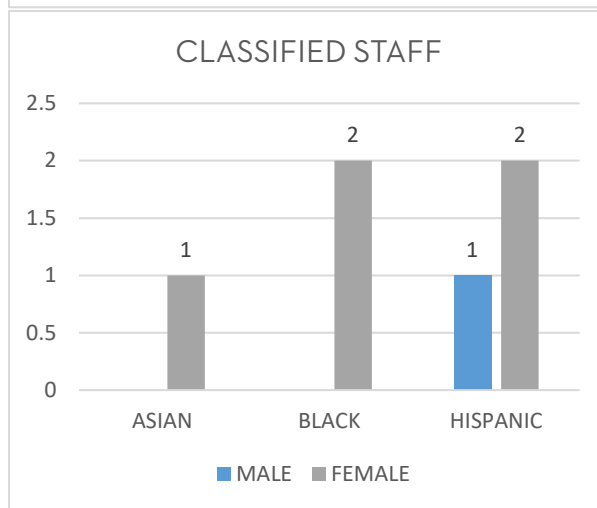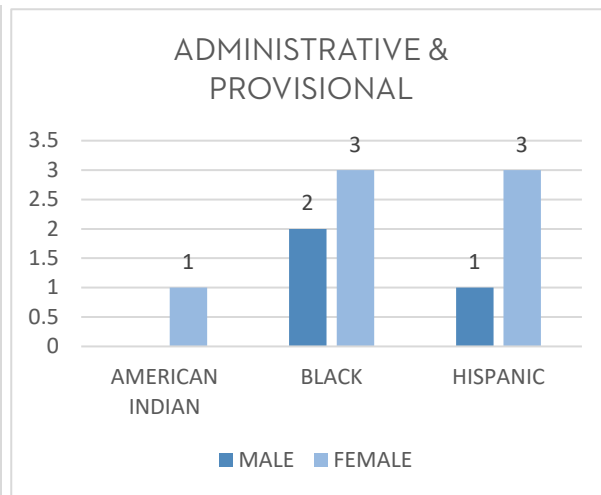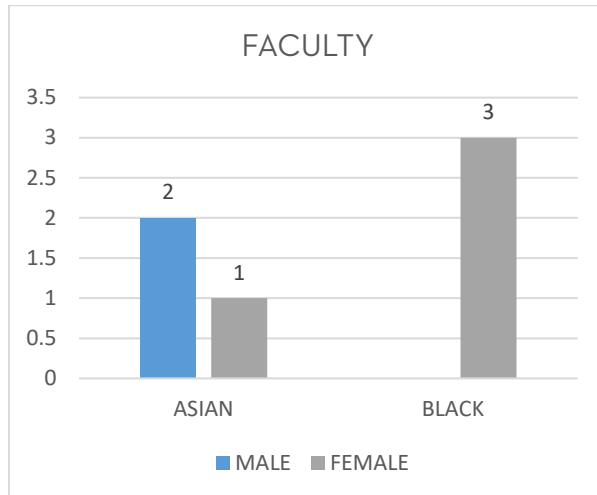
Annual Report on the
Recruitment and Retention of
Minority Students, Faculty and Staff

Academic Year 2021-2022

Prepared in compliance with
Act 1091 of 1999

Introduction

Northwest Arkansas Community College prepares all learners for success in a welcoming, supportive, and open environment. We respect our differences and view them as strengths, which inspires us to develop our cultural dexterity and recognize the dignity inherent in every human being.

Diversity and Inclusion Vision Statement

NorthWest Arkansas Community College (NWACC) is committed to providing an environment in which every resident of our service area feels welcomed and supported, regardless of race or ethnicity or other factors that reflect the diversity of our community. The college strives to recruit and retain minority faculty and staff whose backgrounds and life experiences help them relate to our students. Our intention is to provide our students with opportunities to learn from and interact with faculty and staff who reflect the diversity of our region, thereby preparing our students for success, no matter where in the world their work takes them. When we have a diverse campus, we better equip our students to make valuable contributions in the workplace and in the community, whether they work in Northwest Arkansas or in other parts of the world.

To put this commitment to diversity and inclusion into action, NWACC includes goals from the Diversity and Inclusion Strategic plan in the college's overall goals and objectives. The goal of every activity and program is to create an environment in which all students, faculty and staff can thrive. The success of any program depends on support from throughout the college, and the same is true for diversity and inclusion efforts. No one person or division can ensure the success of efforts to increase equity within the institution.

STUDENT NUMBERS

As stated in the introduction, NorthWest Arkansas Community College is committed to increasing access to higher education for all residents of our service area. Over the last two years the entire nation has navigated through a worldwide pandemic. As we work to define a new normal, NWACC's student enrollment has changed slightly in the 2021-2022 academic year.

Table 1 demonstrates that the total headcount of minority students enrolled in credit courses in the Spring 2022 semester was 1,644 individuals, a decrease of 156 students when compared to the 1,800 total minority students enrolled in the Spring of 2021. Hispanic students, our largest minority population, comprised 20% of our total student population in the Spring of 2021, with a decrease to 19.5% in Hispanic enrollment occurring in Spring 2022. The total minority student population was 27% of our total student population for Spring 2022, the same as Spring 2021.

Table 1: Spring Headcount Comparison

		Spring 2021		Spring 2022			% Change from Sp 21
		Number	Percent	Number	Percent	Percent Change	
Headcount **SSCH** **FTE**		**6,649** **50,846** **3,390**		**6,162** **46,270** **3,085**		-7.3% -9.0%	-16.3% -20.7%
Attend Status	Full-Time	1,595	24.0%	1,391	22.6%	-12.8%	-27.2%
	Part-Time	5,054	76.0%	4,771	77.4%	-5.6%	-12.4%
Gender	Male	2,643	39.8%	2,478	40.2%	-6.2%	-16.1%
	Female	3,920	59.0%	3,607	58.5%	-8.0%	-17.2%
	Unknown	86	1.3%	77	1.2%	-10.5%	54.0%
Residence	Benton County	3,634	54.7%	3,378	54.8%	-7.0%	-14.2%
	Washington County	2,346	35.3%	2,164	35.1%	-7.8%	-19.5%
	Other In-State	324	4.9%	300	4.9%	-7.4%	-6.3%
	Out-of-State	345	5.2%	320	5.2%	-7.2%	-22.3%
Tuition Status	In-District	3,053	45.9%	2,819	45.7%	-7.7%	-13.2%
	Out-of-District	3,211	48.3%	2,964	48.1%	-7.7%	-16.7%
	Out-of-State	283	4.3%	291	4.7%	2.8%	-29.4%
	Contiguous County	53	0.8%	40	0.6%	-24.5%	-28.6%
	International	49	0.7%	48	0.8%	-2.0%	-42.2%
Race/Ethnicity	Hispanic or Latino	1,332	20.0%	1,200	19.5%	-9.9%	-23.4%
	Non-Hispanic Race:						
	Am Indian/Alaskan Native	65	1.0%	65	1.1%	0.0%	-29.3%
	Asian	211	3.2%	196	3.2%	-7.1%	-14.0%
	Black/African American	162	2.4%	162	2.6%	0.0%	-11.0%
	Native Hawaiian	30	0.5%	21	0.3%	-30.0%	-40.0%
	White	4,200	63.2%	3,979	64.6%	-5.3%	-15.5%
	2 or more races	332	5.0%	303	4.9%	-8.7%	-11.9%
	Unknown	264	4.0%	186	3.0%	-29.5%	89.8%
	Non-Resident Alien	53	0.8%	50	0.8%	-5.7%	-51.0%

Retention*

Fall 18 returning Spring 19	67.0%
Fall 19 returning Spring 20	66.3%
Fall 20 returning Spring 21	66.0%
Fall 21 returning Spring 22	65.0%

In examining data in Table 2, retention from Fall 2021 to Spring 2022, NWACC had a 1.2% retention rate decrease for minority student populations. The largest minority group, Hispanic students, retention decreased by 1% from the previous year Fall to Spring comparison. During the past academic year, the overall retention rate from fall to spring was 65%, which is down 1% from Fall 2020 to Spring 2021 comparison.

Table 2: Fall to Spring Retention by Race

Count of Returning Students*	Hispanic or Latino Ethnicity		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Oth Pacific Islander		White		2 or more Races		Unknown		Non-Resident Alien		Total	
Fall 2016 to Spring 2017																				
Returned	764	71%	87	71%	154	75%	96	61%	13	50%	2,712	69%	132	68%	177	80%	109	73%	4,244	69%
Did Not Return	317	29%	36	29%	51	25%	62	39%	13	50%	1,247	31%	62	32%	44	20%	41	27%	1,873	31%
Total / Percent of Total	1,081	18%	123	2%	205	3%	158	3%	26	0%	3,959	65%	194	3%	221	4%	150	2%	6,117	
Fall 2017 to Spring 2018																				
Returned	718	70%	91	66%	124	72%	109	68%	20	77%	2,664	67%	128	64%	184	74%	86	65%	4,124	68%
Did Not Return	311	30%	46	34%	49	28%	52	32%	6	23%	1,283	33%	73	36%	66	26%	46	35%	1,932	32%
Total / Percent of Total	1,029	17%	137	2%	173	3%	161	3%	26	0%	3,947	65%	201	3%	250	4%	132	2%	6,056	
Fall 2018 to Spring 2019																				
Returned	977	68%	45	64%	127	72%	92	59%	19	61%	2,433	67%	166	63%	116	73%	71	62%	4,046	67%
Did Not Return	464	32%	25	36%	49	28%	65	41%	12	39%	1,192	33%	97	37%	43	27%	44	38%	1,991	33%
Total / Percent of Total	1,441	24%	70	1%	176	3%	157	3%	31	1%	3,625	60%	263	4%	159	3%	115	2%	6,037	
Fall 2019 to Spring 2020																				
Returned	1,078	68%	59	75%	132	68%	104	64%	22	61%	2,370	65%	200	68%	62	62%	72	76%	4,099	66%
Did Not Return	506	32%	20	25%	61	32%	58	36%	14	39%	1,281	35%	92	32%	38	38%	23	24%	2,093	34%
Total / Percent of Total	1,584	26%	79	1%	193	3%	162	3%	36	1%	3,651	59%	292	5%	100	2%	95	2%	6,192	
Fall 2020 to Spring 2021																				
Returned	870	65%	35	55%	113	68%	94	62%	21	62%	2,072	66%	190	67%	51	73%	34	69%	3,480	66%
Did Not Return	460	35%	29	45%	52	32%	57	38%	13	38%	1,051	34%	94	33%	19	27%	15	31%	1,790	34%
Total / Percent of Total	1,330	25%	64	1%	165	3%	151	3%	34	1%	3,123	59%	284	5%	70	1%	49	1%	5,270	
Fall 2021 to Spring 2022																				
Returned	742	64%	35	69%	94	66%	89	61%	14	47%	1,945	65%	179	65%	54	68%	36	72%	3,188	65%
Did Not Return	416	36%	16	31%	48	34%	56	39%	16	53%	1,027	35%	98	35%	25	32%	14	28%	1,716	35%
Total / Percent of Total	1,158	24%	51	1%	142	3%	145	3%	30	1%	2,972	61%	277	6%	79	2%	50	1%	4,904	

STRATEGIES FOR MINORITY STUDENT SUCCESS

NWACC undertakes several initiatives designed to increase the recruitment and retention of minority students. These programs center on the creation of an awareness in prospective students of the potential that college offers to them, and on ensuring that the college environment allows students to succeed academically and socially at the college.

LIFE Program

Learning, Improvement, Fun and Empowerment (LIFE), created here at Northwest Arkansas Community College and now going into its eleventh year, is an educational empowerment program for area high school students that is strongly supported by a near-peer mentoring component. Currently enrolled NWACC students apply, go through a panel interview process, and eight are selected to serve as volunteer mentors to students from area high schools. Although LIFE is not limited to students of color, all the current program mentors and most of the student participants identify as Hispanic or Latinx. In a normal academic year, mentors are in contact with high school students from thirteen North West Arkansas high school, middle, and elementary schools, whose exposure to college may be limited, to help them understand possibilities for postsecondary study. Mentors share their own personal experiences of their educational journeys with these students. Most of the students will be first-generation college students if they choose to pursue a post-secondary education. All current LIFE mentors are first-generation college students that graduated high school just 1-2 years ago.

The volunteer mentors usually spend between thirty-five and fifty hours each in schools during the spring semester to present information about college, to recruit high school students to NWACC and the LIFE Summer Program, and to mentor them. Because of continued Covid-19 pandemic restrictions, just as in 2020 and 2021, the LIFE Mentors were not able to do any in-person visits to schools this spring (2022). Because the LIFE Program is a very much personal, relationship-based/building program, this was once again a big setback for recruiting efforts. Since we knew we would not be visiting schools or hosting our usual program on campus, we decided to keep our mentor team down to four, which included one continuing mentor, and three new ones.

This past April we once again hosted a one-day live-streamed LIFE Day for our area high schools. We worked in partnership with each of these schools to recruit students through teachers and counselors to attend the event. We also relied heavily on social media to recruit. On LIFE Day we had 228 9th-12th grade high school students from 8 different campuses tuning in to watch live as we streamed panel discussions with the LIFE Mentors and an expert panel that consisted of enrollment support staff, professors, a librarian, and a mental health expert. We also had a motivational speaker, contests, and Q & A sessions. We counted this LIFE Day event as our recruiting event for our LIFE Summer Program that will be held June 15, 16, and 17. As of June 1, we have 139 students registered and anticipate at least 150. We are looking forward to a successful in-person program.

LIFE Day 2021 Participants

Ethnicity	
Native Hawaiian or Other Pacific Islander	15
Asian	9
Hispanic	188
Black or African American	1
White	15
Total	**228**

Adult Education Program

The Adult Education Program at NorthWest Arkansas Community College, which is funded with $949,999 in state funds and $430,445 in federal funds, serves a diverse clientele in a variety of academic pursuits ranging from English language acquisition to GED preparation. The Adult Education Program has just completed its sixth year at the main campus. Graduating students receive a scholarship for a three-hour course at the main campus upon completion of their program. Total participation is still lower than pre-COVID enrollment, but nearly every demographic has seen an increase from 2020-2021.

Minority Group	2021-2022		
American Indian/Alaskan Native	12	Pacific Islander	5
Asian	110	Two or more races	19
African American	37	**Minority Total**	**886**
Hispanic	703	White	556
		Grand Total	**1442**

DIVERSITY IN THE NWACC WORKPLACE

While Northwest Arkansas Community College does not and will not have a specific numeric goal related to minority recruitment, two ongoing goals of the diversity and inclusion strategic plan relate to recruitment and retention of faculty and administrators from underrepresented populations. Those goals reflect the college's awareness of the importance of having faculty and professional staff who can serve as role models for our students and who can increase the level of comfort that minority students feel on our campus.

There were 136 new hires for faculty and staff in 2021-2022. Of those, two were American Indian/Alaskan Native, five were Asian or Pacific Islander, six were Black/African American, Non-Hispanic, fourteen were Hispanic/Latino/Chicano, one was Native Hawaiian or Other Pacific Islander, two was Two or More Races (Not Hispanic or Latino). Two new employees declined to identify their race or ethnicity and four employees identified as "undeclared." The remaining one hundred new hire employees identify as White, Non-Hispanic. The data below reflects the racial and/or ethnic identities of 110 minority employees among a total of 888 employees as of May 2022. Please note that 103 employees declined to identify their race or ethnicity and 5 identify as undeclared.

Minority Employees

American Indian/Alaskan Native (13)	Number
Student Services Representative	1
Faculty Part-Time	4
Projects/Programs Director	1
Special Instructor	2
Administrative Spec I	1
Administrative Spec III	1
Academic Lab Assistant	1
Benefits Coordinator	1
Projects/Programs Specialist	1

Asian or Pacific Islander (23)	Number
Academic Advisor	1
Academic Lab Assistant	1
Faculty Full-Time	6
Faculty Part-Time	10
Systems Coord Analyst	1
Administrative Spec. III	1
Director of Major Gifts	1
Database Analyst	1
Computer Support Specialist	1

Black/African Amer, Non-Hisp (27)	Number
Accountant II	1
Faculty Full-Time	3
Faculty Part-Time	15
HEI Program Coord	1
Academic Lab Assistant	2
Academic Lab Supervisor	1
Coord. Cnt. Edu&Bus Outreach	1
Project/Program Manager	2
Public Safety Officer	1

Native Hawaiian/Oth Pac Islander (1)	Number
Student Services Representative	1

Hispanic/Latino/Chicano (47)	Number
Academic Advisor	5
Accounting Coordinator	1
Administrative Specialist I	1
Administrative Specialist II	2
Administrative Specialist III	3
Assistant Registrar	1
Controller	1
Director of Academic Advising	1
Faculty Full-Time	2
Faculty Part-Time	13
HEI Program Coordinator	4
Maintenance Assistant	3
Project/Program Director	2
Project/Program Manager	1
Project/Program Specialist	3
Public Safety/Security Officer	1
Registrar	1
Skilled Tradesman	1
Special Instructor	1

Two or More Races (3)	Number
Faculty Part-Time	2
Chief Fiscal Officer	1

Full-Time Faculty by Minority Group

Minority Group	Number
Asian or pacific Islander	6
Black/African Amer, Non-Hispanic	3
Hispanic/Latino/Chicano	2
Grand Total	**11**

Adjunct Faculty by Minority Group

Minority Group	Number
American Indian/Alaskan Native	4
Asian or pacific Islander	10
Black/African Amer, Non-Hispanic	15
Hispanic/Latino/Chicano	13
2 or More Races	2
Grand Total	**44**

Number of New-Hire Minority Faculty and Staff

Minority Group	Number
American Indian/Alaskan Native	2
Asian or pacific Islander	5
Black/African American, Non-Hispanic	6
Hispanic/Latino/Chicano	14
Native Hawaiian/Oth. Pacific Islander	1
Two or More Races	2
Grand Total	**30**

The total number of minority employees at NWACC increased slightly from 2021 to 2022. The number of full-time faculty who identify as racial or ethnic minorities increased by 1, and the number of adjunct faculty decreased by 6.

Minority Recruitment & Retention Report
and
Ozarka College Five Year Plan
(2020-2025)

<p align="center">Minority Recruitment and Retention Annual Report
Ozarka College
June 2022</p>

Minority demographics for Ozarka College for 2021-2022 include the following:

Student Population

American Indian/Alaskan Native		5	0.86%
Asian		6	0.35%
Black/African American		10	1.73%
Hispanic/Latino		12	2.07%
	Total Minority	**62**	**4.96%**

Full-Time Faculty

Minority		1	0.03%
	Total Minority	**1**	**0.03%**

Adjunct Faculty

Minority		0	0.00%
	Total Minority	**0**	**0.00%**

Full-Time Faculty and Staff

Black/African American		1	0.01%
	Total Minority	**1**	**0.01%**

The Ozarka College minority demographics show a marginal increase of approximately 0.1 percent for its student indicator from the previous reporting year. American Indian/Alaskan Native and Hispanic student population increases drove the overall increase in minority student numbers. The Asian and Black/African American student populations declined slightly for this reporting year. The 2020-2021 minority student population was 79 students while the 2021-2022 minority student population was 77 students. For this reporting period the College employed six fewer full-time faculty members and seven fewer adjunct faculty members as compared to the previous reporting period. The data also indicate a decrease in the number of minority full-time instructors used by the College. The College retained one full-time minority staff member during the reporting period.

The student service area percentage goal of 3.5 percent was exceeded with a 4.95 percent student minority for 2021-2022.

This increase was driven by the rising Hispanic/Latino and American Indian/Alaskan Native student populations that are attending Ozarka College campuses in increasing numbers.

The 0.01 percent faculty and staff members classified as minority falls slightly below the College benchmark of greater than one percent and is less than the College desires. Due to the retirement and job changes of several Ozarka staff, the College had only one minority staff member during this reporting period. The College will explore the use of minority employment advertisements beyond what was done during this reporting period to seek qualified minority applicants for future positions. The 3.5 percent service area minority population data used at the beginning of this five-year report cycle decreased by approximately 1.5 percent from the data obtained in 2012. Data downloaded from https://suburbanstats.org for this report reveal that for 2020-21 the minority population in the Ozarka College service area of Fulton, Izard, Sharp and Stone counties in Northcentral Arkansas was 2.08 percent or 1.5 percent less than the data that were used previously.

Based on current developments, Ozarka College will continue with its present endeavors. The College increased efforts to systematically reach out to students in a wider variety of formats to help increase student enrollment. The slight increase in minority student enrollment may be attributed to this more aggressive student contact effort and will be continued. The College also advertised open positions in more widely read sites than had been done in the past. Faculty positions were advertised in the Chronicle of Higher Education, Indeed, Climbto350, HigherEdJobs, Dice, Jsfirm, University Aviation Association, the American Culinary Association and other specialty venues to gain greater national exposure. As a result of this endeavor, a Chef from Louisiana was hired and a flight instructor working in Wyoming were hired. This increased advertising effort did not enabled the College to meet or exceed the College established benchmark goal in faculty/staff diversity. However, the College will continue efforts to increase student diversity and will also seek to increase greater diversity among the full-time staff by continuing broader position advertisements.

The Diversity and Cultural Events Committee has assumed a larger scope of accountability to aid in cultural and ethnic inclusion throughout the College. Beginning in 2009 the Committee implemented International Day to increase awareness of global cultures and perspectives. In addition, during the 2012-2013 academic year, the Committee introduced the American Voices series to create greater exposure to the lives and experiences of diverse cultures that thrive in the U.S. Both of these venues continue to be part of the Ozarka College effort to increase diversity awareness. Also, the Ozarka College Culinary Arts program continues to incorporate different cultural/ethnic foods as menu items available in the Culinary Café on the Melbourne campus.

<div align="center">

Minority Recruitment and Retention Annual Report
Ozarka College
June 2022

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Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College minority student enrollment showed a marginal increase of 0.1 percentage points (4.85 percent to 4.96 percent) for its student indicator from the previous year. Although the College has incorporated a much more aggressive student outreach effort by student services personnel, academic personnel and faculty advisors, the current minority demographics for our service region do not seem to be conducive to a significant increase in minority student enrollment. Greater emphasis continues to be placed on more intrusive advising to get and keep students enrolled in the College.

Minority Employee Recruiting at Ozarka College

Minority representation among full-time faculty and staff decreased during the 2021-22 academic year. The College retained only 1 minority of the 104 full-time faculty and staff during this reporting period. The College uses job postings that actively encourage minority applications for open positions. National publications and ones believed to be read by more minority applicants are selected when appropriate for broadening the selection pool. More regional and national publications have been used for advertising of positions over the last several years with the intent of attracting qualified minorities to apply for the positions.

Five-Year Minority Recruitment and Retention Plan
2020-2025
(Revised: June 2022)

Introduction/Background

Ozarka College has a service area that is largely rural and Caucasian. The minority population of the four county service area averages approximately 2.1 percent. Student minority enrollment had a slight increase of 0.1 percent over the previous year. Complicating the recruiting efforts done by the College is the fact that there have been no College residence halls on any Ozarka College campus and there are very limited rental properties nearby that would encourage students from beyond our service area to attend the College. The College recently acquired a limited number of housing units that will be used for student housing. We believe that this acquisition may help with minority student enrollment. The lack of adequate housing for rental also poses a problem in recruiting qualified faculty and staff to the region. In addition, there are at least three other two-year colleges in close proximity to the four-county Ozarka College service area further diluting the student and faculty applicant pools.

Ozarka College currently has no minority full-time faculty member. The Ozarka College service area has a minority population of approximately 2 percent. The College continues efforts to recruit minority faculty and staff as positions become available.

Institutional goals and objectives for the recruitment and retention of minority students, faculty, and staff

Ozarka College actively seeks minority enrollment of students within and outside of our service area. Our desire is to have minority enrollment percentages reflective of the overall population, or better. Since our service area average is approximately 3.5 percent, the goal is to reach or surpass a student percentage of 3.5 percent.

Ozarka College continues to advertise and recruit for positions to promote the greatest diversity possible among the faculty and staff. When salary and position warrants, advertising is extended outside of the service area to increase the minority pool of qualified candidates.

Strategies for achieving the institution's recruitment and retention goals/objectives for minority students, faculty, and staff

For students, a broader recruitment area is limited to select programs. Without student housing, it has been difficult to expand minority population much beyond the local representative percentages. The addition of limited student housing for the 2018-2019 academic year may help the College recruit minorities into select programs such as Aviation, Culinary, and Welding. The partnership with the local education cooperative

Five-Year Minority Recruitment and Retention Plan
2020-2025
(Revised: June 2022)

may also increase minority student populations by getting these students interested in attending the College after completion of their high school coursework.

Ozarka College strategies for retaining and increasing percentages within our service area include the following:

Strategy 1: **Recruiting utilizing program events**

Action: Continue to utilize competitive events in Culinary, Nursing, Automotive and other appropriate programs to increase Ozarka's visibility to potential minority students and to open communications for potential applications.

Strategy 2: **Recruitment utilizing College Fairs**

Action: Ozarka College will attend the various college fairs within our service area and actively market to minority students by communicating the variety of scholarships and grants available to minority populations.

Strategy 3: **Ozarka College Student Services and academic divisions will actively recruit minority students**

Action: Student Services and academic divisions will identify scholarships and grants directed toward minority student populations and assist students in applying. Active files will be maintained by the admissions office for specific minority funding sources.

Strategy 4: **Ozarka College will continue to actively recruit minority faculty and staff**

Action: Ozarka College will announce job positions for full-time faculty and upper level staff positions in publications read by a larger minority population such as in state-wide newspapers and on state-wide websites and, when appropriate, in and on national venues.

Five-Year Minority Recruitment and Retention Plan
2020-2025
(Revised: June 2022)

Indicators that will be used to determine success in meeting minority recruitment and retention goals/objectives for students, faculty, and staff

For both students and faculty/staff, the minority percentages of 3 percent (students) and the established 1 percent baseline (faculty and staff) at Ozarka College offer a suitable benchmark indicator for measuring success. Given the working service area percentage of 2.08 percent, achieving a minority percentage above the local population percentages demonstrates active recruitment.

Indicators of our success are as follows:

1. A student minority population at or greater than the local population, which is 3.5 percent.

2. A full-time faculty and staff minority population greater than 1.0 percent, which is the College established working baseline percentage.

Ozarka College advertises in national and statewide venues as well as local sources when employment positions warrant searches beyond the local area. These national and statewide advertisements are believed to be read by minority applicants more than the local advertisements. We will also access state resources for minority applicants whenever possible. One of these resources has been the ASU-Jonesboro Jobs Board.

Timeline for implementing minority students, faculty, and staff recruitment and retention strategies

All strategies for student recruitment and retention activities began in the 2012-2013 academic year and continue to the present. Evaluation of the outcomes for this effort are monitored annually with reports provided to the College President and to the Administrative Council. Human Resources will continue appropriate advertising procedures as opportunities present themselves.

Budget for minority recruitment and retention activities

Student services personnel will allocate time to research minority scholarships and grants without redistributing budget resources. TRIO Student Support Services will continue to seek qualified minority students for tutoring and enrichment programs within their current budget. The technical programs will be encouraged to expand activities at competitions and demonstrations to include outreach activities for identifying and enrolling minority students. This will take no budget reallocations.

Five-Year Minority Recruitment and Retention Plan
2020-2025
(Revised: June 2022)

The budget commitments for advertising and hiring new faculty and staff from the extended advertising resources will be charged to the appropriate departmental budget.

Methods to be used for assessing and monitoring the effectiveness of strategies and for modifying the plan

Student minority percentages will continue to be monitored. If levels fall more than one percent below the target goals, the Vice President of Student Services, the Provost and the Enrollment Management Team will attempt to determine the cause. Appropriate responses will be developed. If a declining trend is established, the Vice President of Student Services and the Provost will take the problem to the Administrative Council for more detailed analysis and problem solving. This information will be monitored not only by overall minority population, but by specific race as well. The College will continue to monitor these data to ensure that changes in enrollment within these minority groups are not lost.

PHILLIPS COMMUNITY COLLEGE
OF
THE UNIVERSITY OF ARKANSAS
MINORITY RECRUITMENT AND RETENTION REPORT

For the Academic Year of
July 1, 2021- June 30, 2022
Submitted by Dr. Deborah King, dking@pccua.edu
Prepared by Dr. Kimberley Johnson, kjohnson@pccua.edu

Submitted to

The Arkansas Department of Higher Education

The House and Senate Committees on Education

In Compliance with ACT 1090 of 1999

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PCCUA Mission Statement

The first community college established in Arkansas, Phillips Community College of the University of Arkansas (PCCUA) is a multi-campus, two-year college serving Eastern Arkansas in Helena-West Helena, DeWitt, and Stuttgart. The College is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and our communities.

PCCUA Vision Statement

Imagine a college...

- at which every student is intentionally connected to an individual person who feels responsible for that student's success.
- at which every student is clear about the College's high expectations for performance-- and every student has high aspirations for his or her success.
- at which every student defines his or her educational goals and develops a plan for attaining them. Imagine further that these plans are updated regularly, with guidance, as students' progress.
- at which all academically underprepared students have an effective, efficient path to completing developmental education and beginning college-level work.
- at which engaged learning is intentional, inescapable, and the norm for all students.
- at which every student is met with a personalized network of financial, academic, and social support.
- at which all students graduate with a certificate or degree that prepares them to succeed in the workplace or to transfer to a four-year college or university.
- fully engaged in the communities it serves, listening to their voices, responding to their needs.

You have imagined the college we seek to be.

Adapted from Center for Community College Student Engagement. (2008). *Imagine Success: Engaging Entering Students (2008 SENSE Field Test Findings)*. Austin, Texas; The University of Texas at Austin, Community College Leadership Program.

PCCUA Core Values

Phillips Community College respects the diversity of its student body and community. The College also recognizes the worth and potential of each student. Therefore, the College affirms the following beliefs and values:

Student Success

We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty and staff who invest themselves in the lives of our students and our communities.

The Power of Education

We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

Diversity

We respect the inherent worth and dignity of every person.

Annual Minority Recruitment and Retention Report

PCCUA supports the mission of "helping every student succeed" through the application of diversity, equity, and inclusion in policies, procedures, curriculum and instruction, as well as in student services. We understand the impact of these practices on minority recruitment and retention, which is favorable for all internal and external constituents of the college.

This report presents intentional actions and policy recommendations, during this academic year, regarding minority recruitment and retention. It is our deepest desire to continue providing our faculty, staff, and students with a quality educational environment that is conducive to optimal learning experiences.

Summary of Act 1091

In accordance with Act 1091, all state-supported colleges and universities are required to establish a program for the retention of members of minority groups as students, faculty, and

staff. Under the act, the term "minority" is defined as African American, Hispanic Americans, Asian Americans, and Native Americans.

The requirements of the Act state that each institution must annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report must include information relative to students, faculty, and staff within the institution including at the minimum the following:

- Number of minority students, by minority group, who currently attend the institution.
- Number of position title of minority faculty and staff who currently work for the institution.
- Number of minorities, by minority group, full-time faculty who currently work for the institution.
- Number of minority adjunct faculty who currently work for the institution.
- Number and position title of minority faculty and staff who began working at the institution in the past year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
  - o New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
  - o Timeline, budget, and methods used to asses and monitor progress.

Students

PCCUA is an Achieving the Dream (ATD) Leader College. ATD is a comprehensive, non-governmental reform movement targeting focus areas to close achievement gaps and accelerate success among diverse student populations, particularly low-income students and minority students. PCCUA has had four consecutive years of academic improvement with student performance outcomes and is continually seeking to reduce barriers that minority students face while in college.

PCCUA approximately has 45.3% of African Americans (585) and 47.2% of Caucasian (610) students and slightly more than 5.29% of the student enrollment is classified as other minority.

Table 1: Number of Minority Students, by Minority Group, Who Currently Attend the Institution

2021 – 2022 Total Student Count by Race

Student Ethnicity	Fall 2021			Spring 2022			Unduplicated
Race/Ethnicity	Male	Female	Total	Male	Female	Total	Total
Asian	4	4	8	5	4	9	9
Black	195	390	585	161	307	468	678
Hawaiian/P. Islander	0	1	1	0	1	1	1
Hispanic	19	26	45	15	23	38	49
Am Indian	3	1	4	3	1	4	4
White	241	369	610	184	293	477	674
Two or more races	3	9	12	2	10	12	14
UK	10	15	25	8	10	18	27
Total	475	815	1290	378	649	1027	1456

Source: Institutional Research, PCCUA, May 2022

Table 2: Overall Unduplicated Headcount used for Comparison

Year	Headcount (unduplicated)	FTE
2015-16	2136	1884
2016-17	2220	1979
2017-18	2146	1880
2018-19	1930	1830
2019-20	1907	1796
2020-21	1319	1219
2021-22	1456	1320
Term		
Fall 2015	1661	913
Fall 2016	1747	981
Fall 2017	1636	912
Fall 2018	1520	891
Fall 2019	1540	886
Fall 2020	1092	649
Fall 2021	1290	720

Source: Institutional Research, PCCUA, May 2022

Faculty and Staff

Recruiting quality minority faculty for college positions requires active planning, engagement, and commitment. The number of minority staff has increased this year, and the college will continue to be intentional in the recruitment and retention efforts to secure appropriate personnel.

Table 3: Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution

2022 – 2023 Total Faculty and Staff Count by Race

	Minority Faculty	Total Faculty	Minority Staff	Total Staff	Total
2015 - 2016	8	58	55	139	197
2016 – 2017	9	59	68	140	199
2017 – 2018	9	60	57	133	193
2018 – 2019	8	59	55	126	185
2019 – 2020	9	59	59	125	184
2020 – 2021	8	53	55	118	171
2021 – 2022	7	53	50	119	172

Source: Human Resources, PCCUA, May 2022

Table 4: Number of Minority, by Minority Group, Full-Time Faculty Who Currently Work for the Institution

2022 – 2023 Full-time Faculty Count by Race

Year	Minority Faculty	Minority Staff
2015-16	8	55
2016-17	9	68
2017-18	9	57
2018-19	8	55
2019-20	9	59
2020-21	8	55
2021 – 2022	7	50

Source: Human Resources, PCCUA, May 2022

PCCUA has suffered a decline in minority Faculty this academic year. However, we did increase the number of professional minority staff. PCCUA will continue to review recruitment and retention efforts to ensure the attainment of minority faculty at the institution. We understand the need for representation of the community to be reflected by Faculty and staff at our institution. This action sends a powerful message to our college constituents that we value diversity, and we believe all backgrounds are important contributions to the educational experience.

Table 5: Number of Minority Adjunct Faculty Who Currently Work for the Institution
2022 – 2023 Adjunct Faculty Count by Race

Adjunct	Male	Female	Total
African-American	6	5	11
White	9	10	19

Source: Human Resources, PCCUA, May 2022

PCCUA has difficulty identifying masters prepared minority faculty in the appropriate content area for our institution. However, we are happy to report the number of African American adjuncts has increased over the year. We will continue to improve the methods we use to communicate this job opportunity to qualified minority personnel. Currently, the college uses the newspaper, television, the Chronical of Higher Education, Facebook, Twitter, and other social media to recruit qualified minority applicants.

Table 6: Number and Position Title of Minority Faculty and Staff
Who Began Working at the Institution in the Past Year
2022 – 2023 New Minority Hires

	Ethnicity		Gender	
Position	African-American	White	Male	Female
Faculty-instructor	1	3	0	4
Clinical Instructor	0	0	0	0
Professional Staff	1	3	1	3
Classified Staff	6	5	5	6
Total	8	11	6	13

Source: Human Resources, PCCUA, May 2022

PCCUA has done well in addressing the challenge of securing qualified individuals, due to the socioeconomic geography and competition with urban cities. We are pleased that we experienced an increase in some areas of employment. We do recognize that our recruitment practices must become more rigorous and intentional to meet the needs of an ever growing and diverse student population.

Annual Progress Summary

Progress Made in Meeting Institutional Goals and Objectives Related to the Recruitment and Retention of Minority Students, Faculty, and Staff

PCCUA Minority Retention and Recruitment Team established the following goals for minority recruitment and retention of minority students, faculty, and staff:

- GOAL 1: Actively Recruit and Retain Minority Students.

- GOAL 2: Focus on creating a campus culture that fosters diversity, equity, and inclusion in daily operations including programs, services, curriculum, instruction, and institutional practices.

- GOAL 3: Create enhanced student experiences through evaluation and modification of programs, services, and institutional practices to ensure that faculty, staff, and administration provide the foundation needed for student development and learning.

- GOAL 4: Actively Recruit and Retain Minority Faculty and Staff.

GOAL 1: Actively Recruit and Retain Minority Faculty, Staff, and Students.

The following is a comprehensive summary of current and future actions created to obtain Goal 1:

- PCCUA will increase recruitment activities in local communities.
  - PCCUA will establish ties with local religious groups and civic organizations to provide information regarding admissions, support, academics, scholarship, transportation, etc.
  - PCCUA will create summer bridge programs and camps to introduce students to PCCUA via campus tours and opportunities for supplemental instruction in time management, study skills, math, science, etc.
  - PCCUA will send prospective students' information via text and email campaigns regarding academics, student services, and student events.

- o PCCUA will still offer college recruitment fairs for local high schools.
- o PCCUA will still offer recruitment activities at local stores.
- PCCUA is increasing retention activities.

  - o PCCUA utilizes orientation for new and existing students as a vehicle to introduce and re-fresh students on PCCUA academics, campus resources, navigation, expectations, student services, and activities.
  - o PCCUA will connect to newly admitted students earlier via email and text campaigns to provide information regarding important dates, campus resources, student activities, and more to offer support and guidance.
  - o PCCUA utilizes social media and the college webpage to communicate student experiences to the campus and local community to assist in student recruitment and retention.
  - o PCCUA offers customized support to varied populations within minority groups for example African American Males, STEM, First Generation, first-year, non-traditional, and veterans.
  - o PCCUA offers students information regarding time management, study strategies, career tips, diversity, etc. to assist with campus navigation.
  - o PCCUA offers students a "CARE" program which allows students to contact an appropriate college professional if they need assistance in managing their physical, academic, social, and mental wellness.
  - o PCCUA focuses on data disaggregation and analysis based on gender, race/ethnicity, and socio-economic level which allows the institution to ensure equity of resources, services, and assess to all our students.

GOAL 2: Focus on creating a campus culture that fosters diversity, equity, and inclusion in daily operations including programs, services, curriculum, instruction, and institutional practices.

The following is a comprehensive summary of current and future actions created to obtain Goal 2:

- PCCUA is in the process of updating the Institution's Academic Core Competencies to include diversity, equity, and inclusion. The comprehensive process of evaluation and modification will be conducted by various internal constituents of the college. The

modification of the core competencies will have a significant impact on minority faculty, staff recruitment and retention.

- PCCUA will continue to create platforms for communication to occur concerning diversity, equity, and inclusion.
- PCCUA will continue programming and services that are student centered.
- PCCUA will be more intentional in promoting information regarding Title IX Discrimination and Harassment to Faculty, Staff, and Students.
- PCCUA has conducted a students' perception campus survey.
- PCCUA has a Diversity Advisory Committee.

GOAL 3: Create enhanced student experiences through evaluation, modification, and discarding of programs, services, and institutional practices to ensure that faculty, staff, and administration provide the foundation needed for optimal student development and learning.

The following is a comprehensive summary of current and future actions created to obtain Goal 3:

- Student Activities provides various opportunities for faculty and student interaction.
- Learning groups are encouraged in various academic disciplines.
- PCCUA increases opportunities for student engagement through the offering of a variety of student organizations on campus.
- Faculty and staff are encouraged to participate in professional development opportunities to enhance student experiences.

GOAL 4: Actively Recruit and Retain Minority Faculty, Staff, and Administrators.

The following is a comprehensive summary of current and future actions created to obtain Goal 4:

- PCCUA will improve recruitment of minority faculty by connecting with sister institutions of higher education who primarily serve minority communities to identify qualified talent.
    - o PCCUA will post employment information at conferences, state meetings and to state-wide colleges and universities.
    - o PCCUA will establish ties with local National Pan-Hellenic Greek-letter organizations to communicate employment opportunities.
    - o PCCUA will participate in college job fairs.

PCCUA has also demonstrated progression in meeting institutional goals by review of the key performance indicators that reflect, minority students completing at a 100% time completion rate (from 36% to 46%) and 200% time completion rate increased (from 39% to 57%).

PCCUA KEY PERFORMANCE INDICATORS (KPIs)

Indicator/Completion	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment (Fall)											
FT	847	747	753	627	591	648	621	610	591	459	492
PT	1366	1233	1260	1170	1070	1101	1015	912	949	633	797
Total	2213	1980	2013	1797	1661	1748	1636	1522	1540	1092	1289
SSCH	17,763	16,839	16,950	14,532	13,708	14,753	13,673	13,392	13,287	9732	10,798
FTE	1184.2	1122.6	1130	968.8	913.9	983.5	911.5	892.8	885.8	648.8	720
Time to Degree											
100% Completion	18%	13%	17%	21%	33%	32%	35%	2021	2022	2023	
150% Completion (IPEDS Measure)	27%	20%	29%	33%	45%	46%	41%	2022	2023	2024	
200%	35%	26%	37%	39%	53%	57%	44%	2023	2024	2025	
Retention (IPEDS Count)	54%	56%	53%	60%	66%	59%	58%	52%	47%	2021	
Completion											
CPs	105	92	121	192	153	241	213	273	286	241	
TCs	62	68	50	54	45	46	74	90	67	105	
Degrees	121	164	174	167	130	125	128	133	122	106	
Total Awards	288	324	345	413	328	412	415	496	475	452	

Lastly, The Strong Start to Finish (SStF) Team has made progress in meeting institutional goals and objectives related to the retention of minority students by maintaining proactivity in addressing gaps in students' academic performance, specifically in the areas of Math and English. The SStF Committee addressed these problems by engaging in the following actions to eliminate barriers to student success:

PCCUA REMEDIAL/DEVELOPMENTAL MATH CHANGES

All students needing math remediation take MS 1023, Elementary Algebra.

ACT 14 or below or 227 or below on NG Accuplacer enroll in the following prerequisites:
   MS 1023 + 2-hour credit lab MS 1002

ACT 15-16 or 228-236 on the NG Accuplacer enroll in the following course:
   MS 1023, Elementary Algebra, NO LAB

ACT of 17-18 or above; 237-248 on NG ACCUPlacer QAS or advancing from MS 1023, Elementary Algebra enroll in the following courses:

Tech Math, MS 143 <u>OR</u> College Algebra, MS 123+ MS 1121/Lab, <u>OR</u>

Quantitative Reasoning, MS 193 + MS 1191/Lab

Students with ACT 19 or above; 249 or above on NG ACCUPlacer QAS or advancing from MS 1023, Elementary Algebra enroll in the following courses:

Tech Math, MS 143 <u>OR</u>

College Algebra, MS 123 <u>OR</u>

Quantitative Reasoning, MS 193

PCCUA REMEDIAL/DEVELOPMENTAL WRITING CHANGES

All students needing English remediation for Basic Writing I take EH 1013 with EH 1011.

<u>If a student places into what was EH 1023 with EH 1021, that student now takes EH 1131, a lab, with EH 113, Comp I</u>

1. Students with an ACT of 14-18 or who score between 226-250 on the NG Accuplacer must enroll in the following corequisite course when they enroll in EH 1131 which is linked to EH 113. The student should be enrolled in the lab first.

   <u>EH 113 and lab EH 1131 and the corequisite SS II, SS 111</u>

2. Students <u>with an ACT 13 or below; or a 225 or lower on the NG Accuplacer</u> must enroll in the following courses:

   EH 1013 and EH 1011 and Student Success I, SS 101

Strategies for the Coming Year

Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

PCCUA has provided several strategies to assist with meeting institutional goals and objectives which specifically relate to minority recruitment, retention, and completion. These include the following services and diversity-based student organizations:

1. **Student Engagement**

    A. **Career Pathways**

    The Arkansas Career Pathways Initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable, educational credential for immediate entry into a high demand occupation. The initiative emphasizes such program components as job readiness skills, basic academic skills preparation/remediation, and post-secondary credentials tied to high-wage, high-demand occupations.

    B. **Food Pantry**

    Canned goods and other non-perishable items are available for students at no charge on all three campuses. Students and faculty/staff may also leave items at the pantries for another students' use.

    C. **Single Parent Family Scholarship**

    Provides financial assistance to single parents who are pursuing a course of instruction, which will improve their income-earning potential. Scholarships may be used for tuition, books, utility bills, car maintenance, child care, etc.

    D. **Career Closet**

    Students can obtain lightly-worn, professional-looking clothing free of charge for interviews or other job-related meetings here.

    E. **Students Taking Action with Resources**

    The center offers a welcoming environment which provides individual and small group tutoring with emphasis in the developmental areas. Students also benefit from individual career counseling and career planning software.

F. **Tutor Net Online Tutoring**

Students receive supplemental support through live online tutoring. Online tutoring is available in a wide range of subjects, sessions will be with a live tutor for one-on-one instruction, homework help, or Q&A. Each session lasts as long as the student needs and all sessions will be recorded for students to refer and access later.

G. **Asa Bonner Student Center**

The Asa Bonner Student Center is the hub for campus connectivity! Faculty, Staff, and students are able to gather and experience a wide array of programs, services, and activities designed to foster a sense of community among students on campus. Additionally, the Bonner Center houses student support offices, a dining area, and a meeting room space for student organizations

H. **Student Support Services**

The goal of the SSS program is to raise the academic progress and performance levels of low income, disabled, and first-generation college students, as well as to retain and successfully complete their educational programs for transference into to four-year institutions. Eligibility for the program include being a first-generation college student, meet the federal low-income guidelines as noted by the Department of Education, have a documented disability, being homeless, and exiting the foster care system. The academic services and social support provided by the program yields a great impact on students' persistence and retention

I. **Disability Services**

PCCUA accommodates students with disabilities as required by the American Disabilities Act (ADA) of 1990 and the Rehabilitation Act Section 504 (173). Students enrolled with medically documented disabilities will be provided with appropriate and reasonable accommodations when needed.

J. **Rowdy Transportation**

For college students, who are registered for classes but don't have a way to get to and from campus, the Rowdy Ride van will get them there. FREE transportation service is available each semester (Helena campus).

K. **Men Enrolling Toward Advancement (META)**

A peer support group for minority males on the Helena-West Helena campus. META

members develop leadership and communication skills, participate in service-learning opportunities, and student programming on campus.

L. **Multicultural Student Organization**

Provides the opportunity for multiple cultures of students to assemble to increase cultural awareness, promote social justice, cultivate inclusiveness on campus and formulate mutual respect and appreciation for diversity. This organization is open to all students and offers enriching experiences via conversations, activities, and community-based learning.

M. **Non-traditional Student Association**

Provides non-traditional students with a community of support from peers with similar work and life experiences. This organization improves student navigation and transition into the college environment, as well as improve student retention. Non-traditional students are defined as students that do not come to the college directly after high school completion, part or full-time working professionals, 25 years of age or older, veterans, and students who are parents and/or are married.

N. **Trailblazers**

First-Generation College Students Support Group provides support, promotes confidence, and leadership in students who are the first family members to attend college. Participants in this organization have the opportunity to expand their support system, and increase their skillset in areas of communication, time management, study skills, and team building. The themes of programming include: navigating college successfully, balancing personal and academic lives, goal setting, understanding finances, personal responsibility, empowerment, and leadership.

O. **Executive Leadership Student Council (All Campuses) |**

This organization gives a voice to the student body as well as serves as a liaison for the students to the Faculty, Staff, and Administration of the College. It is the responsibility of the organization to advocate for students by influencing how the College addresses challenges, barriers to student success, and offer student's support and resources as needed to ensure a conductive academic and social learning environment for students.

P. Transition to College

Programs including the PCCUA Learning Center and the PCCUA Campus Action Referral and Evaluation System (CARES) provides faculty, staff, and students with support via one-on-one contact, continued follow-up with students throughout the academic year, as well as provide campus information, resources and programming to further support students in their transition to college.

2. **Common Reader**

Curriculum and Instruction will maintain the use of Common Readers in the classroom to promote dialogue on diversity and equity in society. Student are able to analyze societal issues through exploration of another person's life story.

3. **Campus-Wide Diversity Programming**

Diversity programming includes films, seminars, plays, and forums designed to educate faculty, staff, and students on topics related to diversity. Topics range from oppression, privilege, stereotypes, equality and equity, etc. Due to societal chaos around race and social injustice it is imperative that such programming takes place on college campuses.

4. **Title IX Discrimination and Harassment**

Title IX is a federal law that was passed in 1972 to ensure that male and female students and employees in educational settings are treated equally and fairly. It protects against discrimination based on sex (including sexual harassment).

5. **Research Capacity**

The Director of Institutional Research works with faculty and student services to organize data and provide analysis on data trends. This information improves instruction, services, recruitment efforts, retention, and satisfaction with college.

6. **Professional Development**

PCCUA provides professional development focusing on student engagement, securing our campus, Title IX training, and providing faculty support in managing human capital, Mental Health, Conflict Management, and Culturally Responsive Teaching. Fortunately, faculty and staff are committed to diversity, equity, and inclusion.

7. **Diversity Officer**

    PCCUA has appointed a Diversity Officer for all PCCUA campuses which demonstrates the colleges commitment to include diversity, equity, and inclusion in all institutional policies and practices.

Indicators and Benchmarks

PCCUA will use several indicators to measure the success of the minority recruitment and retention plan including academic performance, student persistence, graduation rates, student pre and post survey's, focus groups, student reflections, and end of the year projects. PCCUA will use data from the students' perception survey about the PCCUA College experience to influence programming and services. We will also conduct a Cultural Climate Survey of faculty, staff and students to identify strengths, weaknesses, opportunities for success, and threats to student retention in regards to diversity, equity, and inclusion at PCCUA. The survey will be conducted every four years to gauge progress toward our goals. Lastly, another indicator for minority faculty and student recruitment and retention will be the increase of minority faculty and students at the institution.

Timelines, Budgets, and Methods

The following timeline, budgets, and methods will be used to assess and monitor progress.

Strategy	Timeline	Budget	Assessment Tool
Engagement			
Advising, Student Success Coaching/Mentoring, Student Support, Food Pantry, Clothes Closet	Annual	$217,582	Reflections, pre-post survey, projects, and attendance tracking.
Strong Start To Finish Program Personnel Salary	Annual	$60,543	GPA/course completion
Common Reader	Yearly	$800.00	Student Reflections and Reports
Tutoring	Semester	$29.00 per student	Surveys
Social Messaging Platform	Yearly	$12,000	Surveys
Early Alert			
Early Assessment and communication to students regarding student performance (Third week). Access resources as needed. . Implement PREP Program to assist incoming underprepared students (remedial/student success course)	Semester	NA	GPA/course completion/Quantitative Assessment (tracking)
Research			
Train Staff for data analysis to increase research capacity, and to identify areas of weakness and strengths for enhanced learning.	Yearly	$5,000	Survey
Mandatory Orientation (all new and returning students)	Yearly	10,000	Pre-Post Survey
Professional Development	Yearly	$5,000	Survey
Diversity, Equity, and Inclusion			
Technology (computer purchase and internet access)	Yearly	$32,070	Survey
Diversity Programming	Yearly	$5,000	Survey and attendance tracking
All Activities	Yearly	$302,125.00	Surveys

The Vice Chancellor for Instruction, the Vice Chancellor for Student Services, and many offices work collaboratively to assess the effectiveness of the Minority Recruitment and Retention Plan. Our ultimate goal is to ensure that we are properly meet the needs of our students through the utilization of data to inform decision-making at the college, which greatly impacts minority student recruitment, retention, and completion.

South Arkansas Community College
Annual Report
Minority Recruitment and Retention
2021-2022

The mission of South Arkansas Community College is: *South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.*

As part of that mission, South Arkansas Community College (SouthArk) recognizes that serving the needs of our state and nation requires increased participation in higher education from members of minority populations and is submitting this annual report as a result, which is consistent with the current five-year *Enrollment Plan*. Throughout this report, "minority" refers to African-American, Hispanic, Asian/Pacific Islander, and American Indian or Alaskan Native. In addition to racial minorities, SouthArk also works to include other underserved populations. The charts below are representative of the current demographics of the state and the SouthArk community.

South Arkansas Community College is committed to fostering a culture of openness that values diversity. One of six SouthArk value statements that serves as a guiding principle for the institution is "Respect for Diversity." The actual statement which is found in our print material reads as follows: *Believing that everyone should have an opportunity to learn and succeed, we value intellectual and cultural diversity in the classroom, in the workplace, and in the community.*

The College will continue to improve support for minority students in an effort to increase student retention. The recruitment and retention of minorities is evidenced by the institutional mandate reflected in **Board Policy #23, ENDS 4** that is submitted annually to the Board of Trustees.

ENDS 4: Campus Culture

This ENDS considers the campus culture for the students and for the employees by demonstrating how the College has created a productive, respectful, and caring learning and working environment. The College recognizes the uniqueness of employees, students, and community members and values these differences, providing a safe and positive educational setting.

- Student community service
- Cultural enrichment activities and events
- Campus diversity
- Student and staff diversity data
- Employee professional development
- Employee participation in community service
- Employee recognition

This report highlights the efforts of the college to promote diversity on campus through the hiring of minority faculty and staff, as well as to promote minority student participation.

REPORT:

The staff and faculty are dedicated to ensuring that South Arkansas Community College is an affirmative action and equal opportunity employer. The College reaffirms this commitment in its distributed materials (college catalog, student handbook, job vacancy notices, and program brochures).

South Arkansas Community College is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA compliant institution for our education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.

I. Fall Enrollment and Longitudinal Trends

The College has targeted under-represented groups for participation in College programs and activities.

Fall Enrollment and Longitudinal Trends – Table 1

Ethnic Makeup of Students	Fall '17	Fall '18	Fall '19	Fall '20	Fall '21	1-year change	5-year change
African American females	24.9%	26.4%	26.4%	26.0%	25.7%	-0.3%	0.8%
African American males	6.9%	7.2%	7.6%	7.1%	7.3%	0.2%	0.4%
Caucasian females	37.9%	37.3%	36.7%	37.0%	32.6%	-4.4%	-5.3%
Caucasian males	19.8%	18.3%	18.9%	18.6%	21.3%	2.7%	1.5%
Hispanic females	3.7%	3.5%	3.4%	3.8%	4.3%	0.5%	0.6%
Hispanic males	1.8%	2.2%	2.2%	3.4%	3.1%	-0.3%	1.3%
Other females	3.6%	3.3%	2.8%	2.5%	3.6%	1.1%	0%
Other males	1.5%	2.0%	1.9%	1.6%	2.1%	0.5%	0.6%
Total:	1,481	1,472	1,443	1,253	1,156		

II. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority faculty, staff, and students.

    A. Faculty and Staff
    The College seeks applications by advertising positions in publications that attract diverse readers and applicants. The Human Resources Office posts all position announcements on the South Arkansas Community College website and the College email distribution listserv. The electronic public posting of employment opportunities is often distributed by employees and others to a multiplicity of potential candidates. When posting jobs, the publications and websites may be expanded as needed to reach a larger, more diverse population. The Sunday edition of the local newspaper is often used to reach a wider circulation of potential job seekers. When deemed necessary, the College also advertises positions on the higheredjobs.com website; in regional newspapers; local websites goeldorado.com and eldoark.com; the *Arkansas Democrat-Gazette*; the *Chronicle of Higher Education*, a national

publication; the *Hispanic Outlook;* and *Diversity* magazine. The academic or department head also may recommend various publications and/or websites for advertisements.

The College has implemented numerous administrative procedures to support its diversity in employment. The College has detailed procedures using committees to fill all benefits-eligible vacancies; these procedures specify the composition of the committee membership to assure diversity. The Human Resources Director, or appointee, is present at all selection committee meetings to ensure compliance with Fair Employment Practice guidelines and other federal, state, and college regulations/policies.

South Arkansas Community College reports annually to the National Center for Education Statistics. This submission, known as the Integrated Postsecondary Education Data System (IPEDS) report, includes gender and diversity data. Additionally, the College reports to the Arkansas Department of Higher Education each year its employment diversity.

South Arkansas Community College implemented a Diversity, Equity, and Inclusion task force to review opportunities to improve DEI through shared governance and recommend professional development.

South Arkansas Community College also was selected as a 2022 recipient of the *Most Promising Places to Work in Community Colleges* by NISOD and Diverse: Issues in Higher Education.

Minority Faculty & Staff as of November 1, 2021 – Table 2
Number and position title of minority faculty and staff who currently work for the institution.

	Nov '21	
	M	**F**
Faculty	15	27
Minority Personnel	1	3
Percentage	7%	11%
Professional Staff	29	37
Minority Personnel	6	17
Percentage	21%	46%
Classified Staff	9	24
Minority Personnel	5	10
Percentage	56%	42%
Total Men and Women	53	88
Minority Personnel	12	30
Percentage	23%	34%
Total	141	
Minority Personnel	42	
Percentage	30%	

Minority Faculty & Staff (New Hire) – Table 3
Number and position title of minority faculty and staff who began working at the institution in the past year (11/1/2021 census date).

Position Classification	Minority Female	Minority Male
Professional Staff	0	0
Faculty full–time	0	0

B. Students – College Programs and Activities Targeting Under-Represented Groups
South Arkansas Community College has a diverse population of students. This diversity includes ethnic and cultural contrasts, special needs, and language differences. There are several ways in which SouthArk tries to meet the needs and interests of students.

1. **Scholarships and Financial Aid for Minority Students**
   SouthArk staff continues to be successful in writing scholarship requests to SouthArk's Foundation for funds specifically targeted for undocumented students. The career coach at Warren High School, where there is a large Hispanic population, has been invaluable to the financial aid office in assisting those students to apply for financial aid and scholarships. Also, there are various scholarships available through the SouthArk Foundation for non-traditional males, non-traditional females, African-American males, African-American females and Hispanics.

2. Corresponding information pertaining to efforts to assist minorities with financial aid is positive. In 2020-2021, 1,573 students (unduplicated count) were enrolled. Of those students, 924 or 58.8% had some type of financial aid. A total of 495 (53.6%) of financial aid awardees were ethnic minorities. In 2021-2022, 1,426 students (unduplicated count) were enrolled. Of those students, 886 or 62.1% had some type of financial aid. A total of 477 (53.8%) of financial aid awardees were ethnic minorities.

3. **Special Student Populations**

   a. **The Carl Perkins Program**
      One of the core indicators for the Carl Perkins grant is non-traditional participation, to which the Carl Perkins Advisor identifies and encourages students to consider non-traditional careers based on gender demographics in the field. Non-traditional careers are defined as careers in which the total population is comprised of 25% or less of one gender.

Non-Traditional Program Participants – Table 4

2021 Fall	Total Non-Traditional Participants	Total # of Participants in the CTE Programs	% Non-Traditional Participants in CTE Programs
Health Sciences	**75**	**527**	**14.2%**
Male	60	83	72.3%
Female	15	444	3.4%
Arts & Sciences	**52**	**142**	**36.6%**
Male	17	54	31.5%
Female	35	88	39.8%
Career Technical	**29**	**81**	**35.8%**
Male	0	52	0.0%
Female	29	29	100%
Grand Total	**156**	**750**	**20.8%**

b. **Counseling and Disability Services**
   This department is dedicated to working with the student population who has documented disabilities and/or mental health needs for the purpose of facilitating student success. In the 2020-2021 academic year, 47 students engaged in these services.

c. **Upward Bound (TRiO) Project**
   The Upward Bound (TRiO) Project at South Arkansas Community College is funded in total by a federal grant from the U. S. Department of Education, with an annual budget of $312,480, to work with El Dorado High School students. Upward Bound supports selected participants (first-generation, college-bound students meeting income requirements) in completing secondary school, enrolling in post-secondary school, and completing a bachelor's degree. The program offers intrusive academic, career, social, cultural, and financial advising. Currently, SouthArk has identified 54 program participants for the Upward Bound project.

d. The Arkansas Career Pathways Initiative (CPI) is a comprehensive program designed to improve the earnings and post-secondary education attainment of Arkansas' low-income residents who meet Temporary Assistance for Needy Families (TANF) eligibility. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high-demand occupation. Students in the program may receive assistance with childcare, transportation, a laptop computer, tuition, and books. Currently, **104 students** are enrolled. The average age is **31**, and the student age range is **19-44**. The ethnicity of the students is as follows: **63.5%** African American, **35.4%** Caucasian, and **1%** Hispanic.

4. **Minority Recruitment Activities**

   a. **Career Coaches – Union, Bradley, and Chicot Counties**
      South Arkansas Community College has participated in the Arkansas College and Career Coach Program (formally known as Arkansas Works) through the Arkansas Division of Career and Technical Education since 2010, with College and Career coaches stationed in school districts in Bradley and Chicot counties. In 2018, SouthArk expanded its reach into Union County. Five College and Career coaches served four school districts throughout three counties and reached approximately 2,581 students in 2020-2021. The program organizes a series of grade-level appropriate, college-readiness strategies starting in the 7th grade to move students systematically toward college enrollment that will lead to a fulfilling career. The College and Career coaches function as advisors to guide, support, and encourage students to attain a postsecondary education, workforce training, and/or apprenticeship as a means to a career that will afford economic self-sufficiency. High priority students include students from low-socioeconomic backgrounds, single parent students, and students with disabilities.

Minority Students by School District – Table 6

[1]WARREN SCHOOL DISTRICT		[1]EL DORADO SCHOOL DISTRICT	
African-American/Black	33.9%	African-American/Black	48.3%
Hispanic	25.2%	Hispanic	9.8%

Asian/Pacific Islander	0.1%	Asian/Pacific Islander	1.4%
American Indian	0.4%	American Indian	0%
[1]STRONG-HUTTIG SCHOOL DISTRICT			
African-American/Black	76.3%		
Hispanic	2.4%		
Asian/Pacific Islander	0.0%		
American Indian	0.3%		
[1]LAKESIDE SCHOOL DISTRICT			
African-American/Black	76.2%		
Hispanic	13.8%		
Asian/Pacific Islander	0.0%		
American Indian	0.0%		
Source: [1]myschoolinfo.arkansas.gov (20-21); extracted 06/06/2022			

b. Black History Month Activities

Due to institutional protocols (consistent with the Center for Disease Control) and an abundance of cautions, in-person functions were limited during most of the 2021-2022 academic year. As such, the annual African-American Family and Friends Day was one of those events that was halted due to the safety of all involved. The institution did recognize and celebrate Black History Month, however, with a Black History Month book display, an open webinar on *Strategies for Men of Color in the Age of COVID-19,* a Soul Food offering in the campus bistro, virtual black history trivia, and two meetings of a student organization focused on increasing the success and involvement of men of color at SouthArk.

III. New strategies or activities that have been added for the coming year and the indicators/ benchmarks that will be used to determine success in meeting any new objectives

The African-American outreach efforts noted above will be repeated for the upcoming academic year, with a goal of increasing the number of minority students who pursue postsecondary education. The student organization, BOSS (Brotherhood of Scholarship and Service), which was created in fall 2019, with the purpose of promoting the inclusion and success of male students of color, continues assisting students in efforts of service, scholarship, engagement, mentorship, and character. Additionally, LUSA (Latinos Unidos Student Association) provides leadership opportunities for students; promotes professional and personal growth activities throughout the academic year and summer; fosters community and campus engagement of all members; and serves as a liaison between the students and the community with special emphasis on the Hispanic population.

IV. Include your timeline, budget, and methods used to assess and monitor progress

The College has met or exceeded benchmarks for Minority Enrollment, Retention, and Graduation relative to Union County and the state of Arkansas. The Department of Institutional Effectiveness and Research conducts periodic comparisons between the college's and community's minority populations, as well as between the college's total enrollment and minority student populations (see Table 6). The Department will continue to track recruitment activities associated with the Minority Recruitment and Retention Plan, which is designed to further enhance minority participation. SouthArk will also continue to actively recruit minority faculty and staff as openings allow.

IPEDS Demographic – Table 6
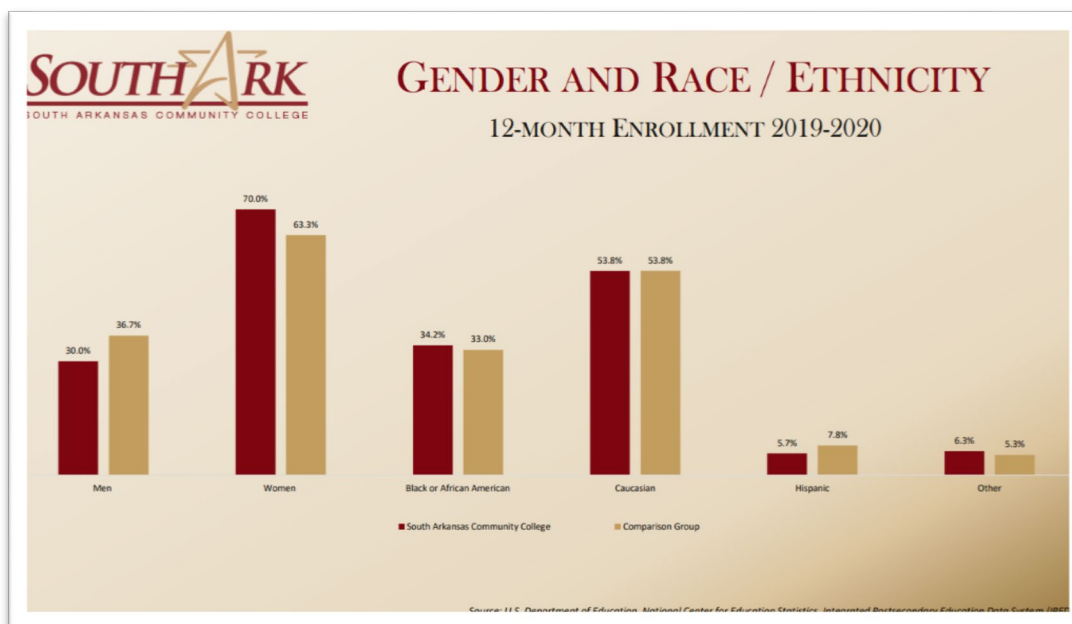
a. **Timeline**

The timeline applied for the majority of the new recruitment strategies or activities will be within 12 months (or July 1, 2021 - June 30, 2022).

b. **Assessment Methods**

There will be multiple assessment methods used to determine the effectiveness of the strategies presented, including quantitative and qualitative assessment approaches. Several of the strategies that will be developed over the next year will require capturing baseline data (primarily student contacts). Survey methods and focus groups will be used for determining student satisfaction and program assessment.

c. **Budget**

The budget dedicated for the implementation of the Minority Recruitment and Retention plan is spread across campus in various different budgets throughout the institution. The Recruiter, College and Career Coach program, Academic Advising, Marketing and Public Relations, along with Enrollment Service all have portions of their budgets dedicated to the Minority Recruitment and Retention plan.

Additionally, the Recruiter is involved in recruitment activities throughout the year and engages minority students on a consistent basis as a result of the demographics of the service area. The Union County College and Career Coach works with all students throughout the county, engaging minority students on a daily basis. Recruitment and Retention threads are woven into both Student Services and Instruction/Learning.

Southern Arkansas University
Minority Recruitment and Retention Annual Report
2021-2022

Southern Arkansas University
100 East University
Magnolia, Arkansas 71753

MINORITY RETENTION PLAN
2021-2022

Although there are many University-wide goals and objectives that relate to the recruitment and retention of minority faculty, staff, and students, the following goals and objectives are directly relevant:

Goal 1: To recruit and retain diverse, well-qualified and student-centered faculty and staff.

> Objective: Increase the percentage of underrepresented f a c u l t y and staff.
> a. Annual comparison of the percent of underrepresented faculty and staff, using fall 2005 as the base year in October of each year

Goal 2: To recruit, retain, and graduate students who have the opportunity to succeed with the support of an educational community of committed and caring faculty and staff.

> Objective: Increase African-American retention and graduation rates.
> a. Increase in African-American retention rate and graduation rate to University averages

Goal 3: To provide the opportunity for all students to have a full, meaningful, and well-rounded university life.

> Objective: Increase the level of awareness and acceptance of diversity in people and cultures.
> a. Analysis of the types and number of courses, programs, and activities that promote diversity

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FACULTY/STAFF MINORITY RETENTION
2021-2022 Report

1. Minority representation is required on committees that have a significant impact on the mission of the University.

2. The policy of minority representation on all search committees continues.

3. The University supports and promotes the awareness of and appreciation for diversity in the spirit of inclusive excellence. The Office of Multicultural Services was established in the fall of 1995 to demonstrate the University's commitment to this pursuit. Professional development opportunities supporting diversity and inclusion are also made available by the University. For example, the campus provided financial support for the Associate Dean for Multicultural Services, the Human Resources Manager, and the Director of the Library to attend the National Conference on Race and Ethnicity (NCORE) in May 2017.

4. All employment advertisements include the following statement regarding the University's expectation that faculty and staff are committed to diversity and inclusion:

    "All SAU faculty and staff demonstrate a commitment to inclusion and diversity of the University community and excellence in interpersonal behaviors and effective collaboration with colleagues."

    Hiring procedures include the requirement that committees ask questions related to diversity and inclusion during the interview process and include information about diversity and inclusion in the committee's final hiring recommendations.

5. In May 2018, the Board of Trustees approved a strategic planning framework with eight goals, and selected four of those goals as priorities for the upcoming cycle. One of the goals selected as a priority for SAU was diversity:

    > *Goal 3: Diversity*
    > *Create a campus community that is rich in diversity and inclusion and is supportive of all students, faculty, and staff*

6. In Spring 2020, a group of campus leaders began planning to host a diversity and inclusion forum on campus. This forum, originally scheduled for April 2020, had to be postponed due to the COVID-19 pandemic. The campus did ultimately hold the event on April 18, 2022. The event included over 20 informational tables for faculty, staff, and students to engage with departments and organizations, and share ideas and best practices.

7. The SAU Academy for Professional Development created a Diversity, Equity, and Inclusion subcommittee in 2020-2021. The committee recommended specific diversity-related training to the University administration and that recommendation was implemented during the 2021-2022 academic year. The University partnered with an outside vendor, Traliant, to offer asynchronous training on sexual harassment, prejudice, and discrimination.

8. The University plans to explore the recent recruitment and retention data trends related to the COVID-19 pandemic (see analysis in the data section).

Office of Multicultural Affairs Goals relating to Minorities

1. To provide a nurturing environment for minority students.

2. To enhance retention and graduation rates among minority students.

3. To provide opportunities for multicultural growth.

4. To reach out to African-American alumni in order to establish a network of support for current African-American students.

5. To assist minority students in locating financial assistance.

6. To keep minority students abreast of University trends that affect graduation via 60+ meetings, written communications, etc.

7. To meet with freshmen students in Residence Halls weekly to discuss issues they may experience and assist with resolutions.

8. To act as a liaison for minority students and the University administration.

9. To communicate campus culture (i.e., student handbook) to entering freshmen as a proactive measure in preventing disciplinary suspensions.

Students (Summer II 2021 - Summer I 2022)

Black/African American	984
American Indian/Alaska Native	24
Hispanic/Latino	174
Asian	50
Non-Resident Alien	739
Nat Hawaiian/Pacific Islander	2
Multi-Racial	292
Unknown	197

African-American Beginning Freshmen Retention Rates

Cohort	SAU Total	African American
2001 Cohort	63.92%	67.59%
2002 Cohort	65.19%	74.32%
2003 Cohort	62.87%	68.42%
2004 Cohort	63.68%	61.88%
2005 Cohort	62.08%	54.55%
2006 Cohort	61.62%	71.79%
2007 Cohort	56.36%	53.85%
2008 Cohort	62.82%	62.92%
2009 Cohort	62.34%	62.28%
2010 Cohort	60.19%	59.70%
2011 Cohort	60.28%	55.26%
2012 Cohort	64.30%	55.70%
2013 Cohort	63.00%	53.42%
2014 Cohort	62.10%	55.50%
2015 Cohort	65.50%	65.30%
2016 Cohort	66.1%	62.00%
2017 Cohort	65.3%	58.1%
2018 Cohort	66.9%	61.7%
2019 Cohort	71.5%	71.3%
2020 Cohort	64.1%	53.5%

African-American Beginning Freshmen Graduation Rates

Cohort	SAU Total	African American
2001	36.07%	28.96%
2002	31.97%	28.37%
2003	31.80%	24.34%
2004	34.15%	26.00%
2005	32.80%	23.08%
2006	34.50%	28.21%
2007	34.10%	20.10%
2008	36.05%	23.60%
2009	31.20%	23.35%
2010	34.21%	24.88%

2011	34.42%	22.63%
2012	37.71%	26.58%
2013	40.88%	24.38%
2014	40.34%	26.07%
2015	37.79%	28.03%

Total Minority Faculty and Staff as of October 2021

Accountant	1
Administrative Specialist I	4
Administrative Specialist II	5
Administrative Specialist III	2
Analyst	1
Assistant Coach	2
Assistant Director	2
Assistant Professor	17
Associate Dean of Students	1
Associate Professor	5
Business Manager	1
Cashier	2
Coach	3
Counselor	7
Dean	1
Department Chairperson	3
Development/Advancement Administrator	1
Director	1
Director of Academic Advising	1
Director of Athletic Band	1
Director of Information Technology	1
Director of International Programs	1
Director of Student Aid	1
Educational Specialist	1
Equipment Operator	1
Financial Aid Analyst	1
Human Resource Specialist	1
Human Resources Manager	1
Information Systems Analyst	1
Instructor	24
Loan Officer	1
Maintenance Assistant	1
Professional Academic Advisor	1
Professor	4
Project/Program Administrator	3
Public Safety Officer	1
Recruiter	1
Skilled Tradesman	1
Software Supporter	1

Student Accounts Officer	1
Student Housing Specialist	1
Systems Technician	1
Vice-President for Finance	1
TOTAL:	112

Full-Time Minority Faculty as of October 2021

Black/African American	13
American Indian/Alaska Native	0
Hispanic/Latino	2
Asian	15
Non-Resident Alien	0
Nat Hawaiian/Pacific Islander	0
Multi-Racial	0
Unknown	0

Adjunct Faculty as of October 2021

Black/African American	8
American Indian/Alaska Native	0
Hispanic/Latino	2
Asian	6
Non-Resident Alien	0
Nat Hawaiian/Pacific Islander	1
Multi-Racial	0
Unknown	1

New Minority Hires (July 1, 2021 – June 30, 2022)

Administrative Specialist I	2
Advisor	2
Assistant Coach	3
Assistant Director	1
Assistant Professor	5
Cashier	2
Coach	1
Coordinator	1
Development/Advancement Administrator	1
Educational Specialist	1
Equipment Operator	1
Professor	2

Skilled Tradesman	1
Total:	23

Some observations and analyses of the most recent recruitment and retention data:

1. African American enrollments declined over the past year by 13.8%, a phenomenon that we believe is largely the result of a COVID-related drop in retention rates (see below).

2. Enrollments of non-resident aliens nearly tripled over the past year, almost entirely due to substantial enrollment growth in our Master's in Computer and Information Systems (MCIS).

3. The University was pleased to note that for our 2019 incoming freshman cohort, not only did our overall retention rate rise above 70% for the first time, but retention among African American students effectively reached parity with the campus-wide average (71.3% vs. 71.5%). Unfortunately, the COVID-19 pandemic has had a negative effect on retention rates for our 2020 cohort, driving overall retention to 64.1% and retention for African American students to 53.5%. We are currently investigating the causes of this decline, and plan to conduct focus groups for African American students in the fall to learn more about their experiences as SAU students during the global pandemic. Enhancing our retention rates, particularly among African American students, will be one of the University's highest priorities over the next year.

4. The University was pleased to note an increase in the six-year graduation rate for African American students in the 2015 cohort. That rate has risen for the past two years, and the gap between overall graduation rates and African American graduation rates has closed during the period from 16.5% to 9.8%.

5. The overall number of minority faculty and staff at SAU increased over the past year from 93 to 112, a gain of almost 17%.

6. The number of full-time African American faculty rose from 10 to 13 over the past year, and the overall number of minority full-time faculty increased from 27 to 30.

Multicultural Services Mission Statement

The Office of Multicultural Services is dedicated to providing and promoting cultural and educational enrichment opportunities that foster an environment conducive to multicultural growth. It recognizes that internal and external partnerships must be established to stimulate and institutionalize an awareness of, acknowledgment of, and appreciation for diversity among students, faculty, and staff. Further, the Office supports the students of color pursuit of educational and career goals by providing opportunities for intellectual, social, and moral development.

OFFICE of MULTICULTURAL SERVICES
2021/2022 ACTIVITIES and EVENTS

JULY 2021
- Co-hosted the inaugural Black Alumni Summer Getaway

AUGUST 2021
- Black Students Association meeting
- Facilitated diversity sessions with freshmen during orientation
- Coordinated hazing workshop for Greek life

SEPTEMBER 2021
- Black Students Association meeting
- Sexual Assault Awareness Week activities
- Black Students Association meeting
- Sigma Gamma Rho regional meeting (African-American sorority)
- Facilitated True Colors Seminar
- Black Students Association meeting
- Sister-To-Sister meeting
- Diversity recruitment at college fair in Dallas, Texas
- Facilitated True Colors Seminar
- Facilitated a civility seminar with Freshman Seminar class

OCTOBER 2021
- BSA meeting
- Sister-To-Sister meeting
- BSA meeting
- Associated Dean of MCS and Diversity facilitated a diversity session at the Arkansas Association of Student Financial Aid Alliance conference
- NPHC meeting
- Diversity student recruitment
- Facilitated True Colors Seminar
- Co-hosted *Diversity In The Work Place* workshop for the Rankin College of Business
- Civility session with Freshman Seminar class
- Met with the professional development committee (The Academy) to plan the establishment of a digital DEI training portal (Traliant)
- Attended Arkansas Black Male Initiative Consortium

- Met with Traliant to discuss the purchase of the DEI portal

NOVEMBER 2021
- Sister-To-Sister meeting
- BSA meeting
- Met with Financial Literacy for Students (Mulerider $ense) committee
- BSA meeting
- Met with College of Education Minority Recruitment, Retention & Completion committee (RRC)
- Facilitated True Colors Seminar
- NPHC meeting

JANUARY 2022
- Dr. Martin Luther King, Jr. Zoom Speaker – Dwayne Clayton
- Sister-To-Sister meeting
- Black Student Association meeting
- Sister-To-Sister
- Prizm meeting

FEBRUARY 2022
- BSA meeting
- Sister-To-Sister meeting
- BSA meeting
- Sister-To-Sister meeting
- Prizm meeting
- Facilitated True Colors Seminar
- Launched DEI Professional Development Portal - Traliant
- Met with Diversity Forum to plan the Campus DEI Exhibit
- Met with RRC
- Mulerider $ense committee meeting

MARCH 2022
- BSA meeting
- Sister-To-Sister meeting
- True Colors Seminar
- Co-hosted DEI student panel discussion with Dean of Students – *Think Before You Send*
- Met with Black Alumni in Little Rock
- Alternative Spring Break – New Orleans
- Met with SAU Alumni Association
- Facilitated diversity session with SAU School of Nursing

APRIL 2022
- Hosted the Diversity Forum's *Day of Celebrating Cultural Diversity, Equity and Inclusion*
- BSA meeting
- BSA Spring Banquet

- Established the *Black Alumni Connection* with SAU Alumni Association
- Facilitated diversity session with SAU School of Nursing

<u>MAY 2022</u>
- Graduation

MINORITY
RECRUITMENT AND RETENTION REPORT
2022

Submitted by

Dr. Stacy Pfluger

Vice President of Academic Affairs

June 30, 2022

1. **Number of minority students, by minority group, who currently attend the institution.** There were 696 minority students out of 838 enrolled in Southeast Arkansas College during the 2022 spring semester. This is a 15% decrease in the <u>number</u> of minority students enrolled from 2021SP. However, percentage-wise, it's a 3% increase in the <u>percent</u> of minority students from 2021SP to 2022SP, as the percentage of minority students increased from 81% in 2021SP to 83% in 2022SP.

Table 1: Race/Ethnicity of Students Enrolled in Spring 2022	
Race/Ethnicity	**# Enrolled**
American Indian Or Alaskan Nat	3
Asian Or Pacific Islander	5
Black (non-Hispanic Origin)	509
Hispanic	169
Other	10
White	142
TOTAL	**838**

Table 2: Percentages of Students Enrolled in Credit Courses in Spring 2022 by Enrollment Status and Demographics	
Enrollment Status	
FT Enrollment	17%
PT Enrollment	83%
Program Type	
Occupational/Technical Education	58%
General Education	42%
Gender	
Male	27%
Female	73%
Race/Ethnicity	
African American	60.74%
Hispanic/Latino	20.17%
White	16.95%
Other	2.15%
Age	
Average Age	26
Total Student Enrollment (Unduplicated)	**838**

Number and position title of minority faculty and staff who currently work for the institution.

ADMINISTRATION - 3		
President	Male	Two or More Races
Chief Student Affairs Officer	Female	Black or African American
Executive Director of Institutional Advancement and Community Relations	Female	Blackor African American
Dean of Nursing and Allied Health	Female	Black or African American

PROFESSIONAL - 13		
Assistant Director of Financial Aid	Female	Black or African American
Assistant Director, Early Headstart	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Male	Black or African American
Career Coach	Male	Black or African American
Coordinator of Administrative Computing	Female	Black or African American
Computer Operations Coordinator	Male	Two or More Races
Coordinator, Career Pathways Intake	Female	Black or African American
Coordinator, Food Prep	Male	Black or African American
Coordinator, SNAP E&T	Female	Black or African American
Coordinator, Student Recruitment	Female	Black or African American
Director of Adult Education	Male	Black or African American
Director of Development	Female	Black or African American
Director of Retention & Advising	Male	Black or African American
Director of Student Recruitment	Male	Black or African American
Director of Tutoring Central	Female	Black or African American
Director of TRIO	Male	Black or African American
Director of Workforce Development	Male	Black or African American
Librarian	Female	Black or African American
Registrar	Female	American Indian

FACULTY - 22		
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	male	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American

Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Adult Education	Female	Asian
Faculty/Adult Education	Female	Black or African American
Faculty/Adult Education	Male	Black or African American
Faculty/Technical Studies	Male	Black or African American
Faculty/Technical Studies	Male	Black or African American

STAFF - 33		
Administrative Analyst	Female	Black or African American
Administrative Specialist I	Female	Black or African American
Administrative Specialist I	Female	Black or African American
Administrative Specialist I	Female	Black or African American
Administrative Specialist II	Female	Black or African American
Administrative Specialist II	Female	Black or African American
Budget Specialist	Female	Black or African American
Cashier	Female	Two or More Races
Counselor	Female	Black or African American
Custodial Supervisor	Male	Black or African American
Early Headstart Assistant Teacher	Female	Black or African American
Early Headstart Assistant Teacher	Female	Black or African American
Education Career Counselor	Female	Black or African American
Financial Aid Specialist	Male	Black or African American
Fiscal Support Supervisor	Female	Black or African American
Human Resources Specialist	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Institutional Services Assistant	Male	Black or African American

Library Technician	Female	Black or African American	
Library Technician II	Female	Black or African American	
Maintenance Assistant	Male	Black or African American	
Maintenance Assistant	Male	Black or African American	
Maintenance Assistant	Male	Black or African American	
Payroll Technician	Female	Black or African American	
Project/Program Specialist	Male	Black or African American	
Project/Program Specialist	Male	Black or African American	
Project/Program Specialist	Female	Black or African American	
Project/Program Specialist	Female	Black or African American	
Shipping and Receiving Clerk	Female	Black or African American	
Student Recruitment Specialist	Female	Two or More Races	

Number of minority adjunct faculty who currently work for the institution.

ADJUNCT INSTRUCTORS- 17

GENDER	Black	Am. Indian	Asian	Hispanic	2 or more Races
Male	4	0	1	0	0
Female	14	0	0	0	0

Full-Time Employees

	Asian	American Indian	Black	Hispanic	White	Two or More	Total
Faculty - Adjunct							
Female	0	0	11	0	6	0	17
Male	1	0	3	0	5	0	9
Faculty - Full-time							
Female	1	0	12	0	13	0	26
Male	0	0	4	1	10	0	15
Total Faculty							
Female	1	0	23	0	19	0	43
Male	1	0	7	1	15	0	24
Staff - Classified							
Female	0	0	16	0	16	0	69
Male	0	0	7	0	3	0	39
Staff - Non-Classified							

Female	1	0	12	0	8	0	112
Male	0	0	8	0	4	1	63
Total Staff							
Female	3	0	74	0	62	0	267
Male	2	0	29	2	37	1	150

Number and position title of minority faculty and staff who began working at the institution in the past year.

There were 31 full-time minority faculty and staff members who began their employment with Southeast Arkansas College between July 1, 2020, and June 30, 2021.

POSTION	NUMBER
Adjunct Faculty	3
Full-Time Faculty	10
Administrative Analyst	1
Administrative Specialist I	2
Career Coach	1
Coordinator of Student Recruitment	1
Director of Adult Education	1
Institutional Services Assistant	5
Library Technician	1
Maintenance Assistant	2
Project Specialist	2
Public Safety Supervisor	1
SNAP E&T Coordinator	1
Total	**31**

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Include any new strategies or activities that have been added for the upcoming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives. Include your timeline, budget, and methods used to assess and monitor progress.

Southeast Arkansas College (SEARK College) does not discriminate against any individual on the basis of race, color, sex, religion, national origin, age, or disability in making decisions regarding employment, student admission or other functions, operations or activities.

The College complies with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the

Americans with Disabilities Act of 1990 (ADA). This document is Southeast Arkansas College's Affirmative Action Plan.

Southeast Arkansas College has made significant progress in recruiting minority students and faculty. As indicated in this report, our student body is made up of an ever-increasing minority population. Through efforts to emphasize and celebrate various cultures through curriculuar and co-curriculuar activites, the College has worked to create an inclusive environment in which students, faculty, and staff from varied backgrounds and representing a variety of racial and ethnic groups can feel welcome. Diversity is one of the College's core values, and the Colleges commitment to a diverse teaching and learning environment is evident through the admissions process for students and the hiring process for faculty and staff.

Southeast Arkansas College will continue to assess the programs in place to recruit and retain minority students, faculty, and staff. We celebrate the progress made in the areas of recruitment and retention, but we also recognize the challenge to continue promoting diversity and equity in and through our practices to ensure the SEARK College community continues to be diverse in the future. To that end, the College recently hired a Director for Diversity, Equity, Inclusion, and Leadership (DEIL). That position will provide leadership in the areas of professional development and policy review/development to promote diversity within the institution.

The College is planning to train supervisers in Human Resources policies and procedures in July, 2023. In addition, the Director of DEIL has begun to train supervisory staff members in emotional intelligence and other research-backed strategies that help individuals in supervisory roles to develop equitable and diverse workplace conditions.

University of Arkansas Community College at Batesville
Minority Recruitment and Retention 2021-2022 Annual Report

I. **Number of minority students, by minority group, who currently attend the institution.**

Fall Semester Comparisons	# and % of Students Enrolled					
Minority Group	**2019**		**2020**		**2021**	
American Indian/Alaskan Native	10	.68%	6	.41%	8	.75%
Black	36	2.43%	24	1.87%	25	2.34%
Hispanic	120	8.11%	95	5.92%	83	7.76%
Asian	17	1.15%	11	.65%	6	.56%
Hawaiian	0	0.0%	1	0%	1	.09%
Multiple Races	89	6.02%	91	5.35%	55	5.14%
Total Minority Students	272	18.39%	228	14.19%	178	16.65%

Spring Semester Comparisons	# and % of Students Enrolled					
Minority Group	**2020**		**2021**		**2022**	
American Indian/Alaskan Native	8	.64%	5	.54%	7	.80%
Black	25	1.99%	23	2.48%	15	1.71%
Hispanic	95	7.56%	73	7.86%	71	8.08%
Asian	14	1.11%	8	.86%	7	.80%
Hawaiian	1	0.08%	0	0.08%	0	0%
Multiple Races	73	5.81%	66	7.10%	52	5.92%
Total Minority Students	216	17.20%	216	18.84%	152	17.29%

During the Fall 2021 semester, 178 minority students were enrolled at UACCB. This is down 50 students from the total of 228 minority students enrolled in the Fall 2020 semester. Minority students comprised 16.65% of the total number of students enrolled in the Fall 2021 semester, a 2.46 percentage point increase from Fall 2020.

During the Spring 2022 semester, 152 minority students were enrolled at UACCB. This is down 64 students from the total of 216 minority students enrolled in the Spring 2021 semester. Minority students comprised 17.29% of the total number of students enrolled in the Spring 2021 semester, a 1.55 percentage point decrease from Spring 2021.

According to U.S. Census Bureau data, the minority population of UACCB's service area (Independence, Sharp, Stone, and Cleburne Counties) is 9.76%. UACCB's Fall 2021 student body was 6.89% more diverse than the UACCB service area and the Spring 2022 student body was 7.62% more diverse than the UACCB service area, there is still much work to be accomplished in diversifying the student body of UACCB.

II. **Number and position title of minority faculty and staff who currently work for the institution.**

UACCB currently has 108 full-time employees, 47 adjunct instructors, and 30 part-time staff. Of that population, 13 employees are minorities. The percentage of minority employees is 7.03%, which is below UACCB's service area minority population of 9.76%. The following chart details the positions of current minority employees.

Employee Status	Position Title	Race/Ethnicity
Full-time	Fiscal Support Specialist	White/Hispanic or Latino
Full-time	Project/Program Director	Black/African American
Full-time	Project/Program Director	American Indian/Alaska Native
Full-time	Director of Special Programs	Asian
Full-time	Counselor	American Indian/Alaska Native
Full-time	Special Instructor/Trainer	Black/African American
Full-time	Faculty	Hispanic or Latino
Full-time	Faculty	American Indian/Alaska Native
Part-time	Faculty	American Indian/Alaska Native
Part-time	Extra Help Assistant	Asian
Part-time	Extra Help Assistant	Black/African American
Part-time	Extra Help Assistant	Black/African American
Part-time	Faculty	Asian

III. **Number of minorities, by minority group, full-time faculty who currently work for the institution.**

Minority Group	# of Full-Time Faculty		
	2019-202	2020-2021	2021-2022
American Indian/Alaskan Native	0	1	1
Black	1	2	1
Hispanic	0	0	1
Asian	0	0	0
Multiple Races	0	1	0
Total Minority Full-time Faculty	1	4	3

IV. **Number of minority adjunct faculty who currently work for the institution.**

Minority Group	# of Adjunct Faculty		
	2019-2020	**2020-2021**	**2021-2022**
American Indian/Alaskan Native	2	2	1
Black	2	1	0
Hispanic	1	0	0
Asian	1	1	1
Multiple Races	0	0	0
Total Minority Adjunct Faculty	6	4	2

V. **Number and position title of minority faculty and staff who began working at the institution in the past year.**

There were three minority part-time extra help hired during the 2021-2022 academic year and one part-time faculty member.

VI. **Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.**

Institutional Goals from the UACCB Minority Recruitment 5-Year Plan 2021-2026

1.) UACCB's student body will be more diverse than the service area population.

Success Indicator: UACCB's minority student percentage of enrollment will surpass the percentage of minorities in its designated service area.

Progress:
UACCB's student body consisted of 16.65% minority students in the Fall 2021 semester and 17.29% minority students in the Spring 2022 semester. The minority population of UACCB's designated service area is 9.76% according to the 2020 Census. This goal was met.

2.) UACCB will take steps to aggressively recruit and retain Board of Visitors members who represent racial and gender diversity.

Success Indicator: The Board of Visitors membership includes individuals who represent diversity, with at least one member of the Board representing a racial minority.

Progress:
The Board of Visitors has minority representation for the 2021-2022 academic year. This goal was met.

3.) The College will aggressively pursue the hiring and/or promotion of applicants and employees who represent diversity.

Success Indicator: Applicants and subsequent employee body at UACCB reflects at least the level of racial diversity of its service area.

Progress:
The current percentage of employees who are minorities is 7.03%. Minorities currently comprise 9.76% of the population of UACCB's service area. This goal was not met. UACCB strives to increase minority representation among full and part-time employees and attract a diverse talent.

4.) UACCB will take a proactive stance on hiring racial minorities through the implementation of procedures to ensure that racial minorities are recruited, that qualified racial minorities are hired in faculty, supervisory, and staff positions, and that legal and ethical measures are taken to facilitate retention of those who are hired.

Success Indicator: Documentation of adherence to procedures in recruitment and hiring practices that ensures equity and fair treatment.

Progress:
Documentation in the Human Resources office indicates that employee recruitment and hiring processes and procedures were properly followed. UACCB advertises in wide reaching venues including the Arkansas Democrat-Gazette (daily newspaper with statewide reach), higheredjobs.com, and position specific advertising as deemed necessary for faculty and administrative positions to attract minority candidates. This goal was met.

5.) The College will assess all advisory committees and ensure that at least one minority representative is a member of each committee.

Success Indicator: Each advisory committee membership includes at least one minority.

Progress:
UACCB failed in obtaining minority representation on each advisory committee. UACCB will continue to assess advisory committee representatives and make an effort to recruit minority representation for each of its advisory committees.

6.) The Director of Admissions in coordination with the Enrollment Management Committee will evaluate the effectiveness of marketing strategies and make recommendations for improvement of marketing efforts.

Success Indicator: Each year a survey of minority students will be conducted. Results will be analyzed to ensure that UACCB's marketing strategies and efforts have been received by prospective minority students. Suggestions and observations will be requested.

Progress:

During the 2020-2021 academic year UACCB contracted with Interact Communications, Inc. to conduct their Media Prefs media preference survey. The survey is intended to "help discover what media are working… how best to reach and recruit students, and how to connect with current ones". A key feature for UACCB for this survey is that the responses were disaggregated by race/ethnicity allowing insight into how to best communicate with minority students. This goal was met.

7.) The status of diversity will be assessed and reported annually as prescribed in Act 1091 of 1999.

Success Indicator: The Minority Report is submitted to the Arkansas Department of Education each year.

Progress:
The 2021-2022 Minority Recruitment and Retention Annual Report has been submitted. This goal was met.

VII. Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

UACCB continues to make a concerted effort to recruit minority students. All recruiting and marketing materials are closely scrutinized to ensure minority representation appears in all printed materials.

The UACCB Student Government Association (SGA) held the following cultural events for 2021-2022 academic year:

- Constitution Day Celebration and free meals at the Grill 9/15/2021– approximately 40 attended to celebrate the Constitution and the civil liberties it provides. Voting rights were discussed and free, Constitution books were distributed.

- Hispanic Culture Celebration 9/30/2021 - approximately 110 people participated on respective days to learn about and celebrate the Hispanic culture and notable historic and present-day Hispanic/Latino persons.

- Martin Luther King, Jr. Celebration Day 1/18/22 and 1/19/2022 – approximately 99 people participated to learn about and celebrate the life and teachings of Martin Luther King, Jr.

- Black History Month Celebration 2/21– approximately 60 people participated to celebrate the lives and contributions of notable, historic and present-day Black persons.

VIII. Include your timeline, budget, and methods used to assess and monitor progress.

Minority student recruitment progress will be evaluated after the census date when enrollment data for the Fall and Spring semesters is available, and a report will be developed assessing recruitment efforts. Evaluating progress after each term allows time to assess where efforts need to be focused on the development of the recruitment and marketing plan for the upcoming year. Each racial/ethnic minority group as well as the aggregate numbers of minority students will be examined for growth in new students recruited and retained.

The budget for recruitment and retention related activities is listed below:

1.) Recruitment Budget Total $228,262

2.) Retention Related Budgets Total $972,073
        a.   Tutoring Budget = $85,365
        b.   Counseling & Career Services = $37,392
        c.   Student Development = $150,054
        d.   Scholarships = $471,000
        e.   Academic Advising = $228,262

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2022

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor

Progress toward Meeting the Goals of the Five-Year Plan

1. UACCM continues to be more successful in the recruitment and retention of minority students and staff than in the recruitment of minority faculty. The College sends faculty position announcements to historically black colleges and universities and to the Conway County Branch NAACP members and predominately black churches in the Middle Western District within the region to advertise the availability of faculty positions. The College's inability to attract qualified minority faculty may be attributed in part to neighboring institution's ability to offer more attractive financial rewards.

2. According to the 2020 U. S. Census estimates, the minority population of the College's service area was 19.2%. African Americans comprise 8.0% of the population and Hispanic 6.7%; other minority groups comprise 4.5%. The minority population of the student enrollment of UACCM for the fall 2021 semester was 26% African Americans comprised 7.5% of the enrollment; Hispanics 10.1% of the enrollment; other minority groups comprised 8.4% of the student enrollment. The enrollment for white students was 74% of the enrollment. The total percentage of minority students for fall 2020 was 27.8% and represents an increase of 1.5% above the fall 2019 percentage of 26.3%. The ethnic student population during fall 2020 was 27.8%, which is above the average rate of the ethnic population of the College's service area of 19.2%.

3. Minorities comprise 4% (4 of 92) of UACCM's full-time staff. Minorities comprise 2% (1 of 58) of UACCM's full-time faculty members. Minorities comprise 19% (6 of 31) of UACCM's part-time staff members for the 2021-2022 academic year. Minorities comprise 5% (2 of 41) of UACCM's adjunct faculty members (for Credit and Not for Credit). There are only 2 true adjuncts on June 30, 2022. The 2 minority teach Not for Credit Adult Education courses. Employees in multiple positions not counted twice. Part-time hourly workforce/nursing/adult education instructors are counted into adjunct faculty. Total minorities employed as of June 30, 2022: 13 of 221 (6%).

4. UACCM continues its procedures for recruitment of minority faculty, which includes posting announcements of positions available with the Human Resources and Career Services offices at thirteen historically Black universities in the region, including the University of Arkansas at Pine Bluff and Philander Smith College in Arkansas. UACCM also provides position announcements to Pulaski Technical College, Arkansas Tech University, University of Central Arkansas, and the Arkansas Workforce Center.

5. The College provides a variety of academic and student support services to assist students in being successful, including counseling services that include personal, educational, career, and disability counseling, and the successful integration of three services into one department: the

Academic Commons. The Academic Commons is made up of three high usage services that are located out of the classroom but support student success inside the classroom: Tutoring Services, the E. Allen Gordon Library, and the Science Study Lab.

Revisions to the Five-Year Plan

The fifth report of the current five-year plan was submitted to the Arkansas Department of Higher Education in June 2013. The goals and strategies will be reviewed regularly and the plan will be revised, when necessary.

1. **Eleventh day student enrollment data (Fall-to-Fall comparison)**

Table 1: Number of Minority Students Enrolled at UACCM

April 2022 Minority Report					
Total Enrollment Fall 2020 & Fall 2021					
Ethnicity	**Fall 2020****	**Percent of Enrollment**	**Fall 2021****	**Percent of Enrollment**	**Percent of College Service Area***
Black, Non-Hispanic	156	8.5%	147	7.5%	8.0%
Hispanic	187	10.2%	197	10.1%	6.7%
Am. Indian/ Alaska Native	4	0.2%	4	0.2%	Other groups comprise less than a combined 4.5% of population of the UACCM's service area.
Asian	12	0.7%	13	0.7%	
Hawaiian/ Pacific Islander	1	0.1%	0	0.0%	
Two or More Races	119	6.5%	96	4.9%	
Non-Resident Alien	26	1.4%	32	1.6%	
Race Unknown (or refused to answer)	6	0.3%	19	1.0%	
White, Non-Hispanic	1,325	72.2%	1,445	74.0%	81.8%
Total Enrollment	1,836	100.0%	1,953	100.0%	100.7%

Source: U.S. Census Data--2020 State and County Quick-Fact Data **Note: "Hispanics may be of any race, so also are included in applicable race categories"; therefore, total may be more than 100%.*

**Source: ADHE Enrollment Submission Data for Fall 2020 & Fall 2021

2. Retention rate of minority students

Table 2: Retention Rate of Minority Students Compared to Student Population*

				April 2022 Minority Report				
				Fall to Fall Retention for Fall 2019 Cohort & Fall 2020 Cohort				
Ethnicity	Fall 2019 Cohort*	Percent of Cohort	# Fall 2019 Cohort Enrolled Fall 2020 or graduated by Fall 2020	Fall 2019 Cohort Retention Rate (Fall to Fall)	Fall 2020 Cohort*	Percent of Cohort	# Fall 2020 Cohort Enrolled Fall 2021 or graduated by Fall 2021	Fall 2020 Cohort Retention Rate (Fall to Fall)
Black, Non-Hispanic	25	6.3%	14	56.0%	21	5.4%	11	52.4%
Hispanic	40	10.0%	26	65.0%	47	12.1%	32	68.1%
Am. Indian/ Alaska Native	1	0.3%	0	0.0%	0	0.0%	-	-
Asian	2	0.5%	2	100.0%	2	0.5%	2	100.0%
Hawaiian/ Pacific Islander	0	0.0%	-	-	1	0.3%	0	0.0%
Two or More Races	22	5.5%	14	63.6%	30	7.7%	18	60.0%
Non-Resident Alien	8	2.0%	5	62.5%	5	1.3%	3	60.0%
Race Unknown (or refused to answer)	2	0.5%	0	0.0%	1	0.3%	1	100.0%
White, Non-Hispanic	300	75.0%	173	57.7%	281	72.4%	159	56.6%
Total Enrollment	400	100.0%	234	58.5%	388	100.0%	226	58.2%

*The "cohort" is defined as first-time, full-time, degree-seeking students.

Source: UACCM Department of Institutional Research and ADHE Enrollment Submission Data for Fall 2019, 2020, & 2021.

Table 3: Fall 2019 Cohort One-Year Vs Two-Year Retention

April 2022 Minority Report						
Fall 2019 Cohort One Year vs Two Year Retention						
Ethnicity	Fall 2019 Cohort*	Percent of Cohort	# Fall 2019 Cohort Enrolled Fall 2020 or graduated by Fall 2020	Fall 2019 Cohort Retention Rate (Fall to Fall)	# Fall 2019 Cohort Enrolled Fall 2021 or graduated by Fall 2021	Fall 2019 Cohort Retention Rate (two year)
Black, Non-Hispanic	25	6.3%	14	56.0%	5	20.0%
Hispanic	40	10.0%	26	65.0%	25	62.5%
Am. Indian/ Alaska Native	1	0.3%	0	0.0%	1	100.0%
Asian	2	0.5%	2	100.0%	2	100.0%
Hawaiian/ Pacific Islander	0	0.0%	-	-	-	-
Two or More Races	22	5.5%	14	63.6%	11	50.0%
Non-Resident Alien	8	2.0%	5	62.5%	4	50.0%
Race Unknown (or refused to answer)	2	0.5%	0	0.0%	0	0.0%
White, Non-Hispanic	300	75.0%	173	57.7%	141	47.0%
Total Enrollment	400	100.0%	234	58.5%	189	47.3%

*The "cohort" is defined as first-time, degree-seeking students.
Source: UACCM Department of Institutional Research and ADHE Submission Data for Fall 2019, 2020, & 2021

3. Analysis of student surveys regarding advertising in targeted media

UACCM conducted a media survey during the 2013-2014 school year to determine the reasons for attending UACCM, what factors influenced the students' decision to attend UACCM, where they recalled hearing or reading about UACCM, and what media sources they use (newspapers read, radio stations listened to, television stations watched, and social media usage, etc.) We received 299 responses from students, with 15% of respondents classifying themselves as minority students. Results were used to help determine what media we can best use to reach prospective minority students and parents.

In the Spring of 2021, we utilized the results of a Media Preferences Survey in collaboration with Interact Communications, a national marketing firm that focuses on two-year colleges. We have received the national results (324 completed surveys), which are stratified by demographics, and we conducted our local college survey fall 2020/spring 2021. These results help us refine our advertising decisions and get the maximum reach, opportunity, and value out of our advertising purchases.

The survey asked students about their media preferences and what they like to do with their free time. It provided critical information for marketing our college and programs in a more cost-effective manner and also helped target recruitment efforts for our programs.

4. **Review of marketing and recruitment activities targeted toward members of the minority community**

As the five-year plan is implemented, additional marketing activities will be targeted toward members of the minority community.   In spring 2010, the Admissions Office and Financial Aid produced a Spanish translation of important UACCM information to better help students, and their families, understand what the College has to offer. Annually, the College offers the Perry and Addie Brown Scholarship to a minority high school graduate of Conway County.

<u>**2021-2022 Minority Recruitment Activities**</u>

1. Use a diverse group student population in marketing materials and advertisements.
2. Website includes specific instructions for undocumented students, which is a high Hispanic population. http://www.uaccm.edu/enroll/admission/undocumented_admission.html
3. Application Booklet includes scholarship links for Non-U.S. Citizens (Page 19) http://www.scholarshipsaz.org/wp/scholarships/ www.10000degrees.org/scholarships/outside-scholarships
4. Spanish speaking admissions counselor.
   a. Campus Tours offered in Spanish upon request.
   b. Admissions Counseling offered in Spanish.
   c. Recruitment materials developed in Spanish.

Chat with Frankye, Admissions Counselor

15 minutes

Admission counselors are available to answer questions related to admissions, applying for financial aid, academic programs offered, and more. You can chat in-person or via video chat, phone, email, or text.

Hablo Español! Aquí pueden hacer su cita para conectarse conmigo. Puedo responder preguntas por medio de correo electrónico, texto, llamada, e incluso por video-conferencia.
Estoy a sus órdenes!

5. Partner with local high schools to offer concurrent credit at a discounted rate. In Conway County, the local schools, UACCM, and School Counts split the cost of the tuition and fees for concurrent students. In many cases, high school students can enroll in either general education or technical and professional courses at little to no cost to the student. Beginning Fall 2018, concurrent courses are

offered on Morrilton High School's campus at no cost to the student. This has given students access to obtain concurrent credit who otherwise might not have been able to afford the opportunity.

6. The UACCM Secondary Career Center allows students in grades 10 through 12 to enrolled in approved technical and professional programs at no cost to the student. Tuition, Fees, and Supplies are paid by the Office of Skills Development. Beginning Fall 2021, Clarksville High School Satellite UACCM Career Center. Students have the opportunity to earn Nursing Assisting and Industrial Mechanics certifications through UACCM Career Center at Clarksville High School.

7. Use a diverse group of students for student panels at events such as large campus tours and the Information Session in the Spring.

8. Provide annual diversity training to the UACCM Student Ambassadors responsible for campus tours.

9. Obtain yearly ACT's contact list for underserved seniors in Arkansas.

10. Purchase ACT contact list for all juniors and seniors in our six-county area.

11. Recruitment at high school with high minority population:

    a. Danville High School – approximately 53% minority students. Make several visits annually. This school has a high Hispanic population.   Beginning Fall 2018, Danville High School pays $50 per credit hour towards a student's tuition for those students who would like to enroll in concurrent courses at UACCM. They are also bussing the students to the UACCM campus.

    b. Clarksville High School – approximately 51.5% minority students. Make several visits annually. Satellite UACCM Career Center.

    c. Conway High School – approximately 48.4% minority students. Make several visits annually.

    d. Dardanelle High School – approximately 41% minority students. Make a high school visit annually. This school has a high Hispanic population.

    e. Russellville High School – approximately 39% minority students. Make several visits annually.

    f. White Hall High School – approximately 36% minority students. Made two high school visits.

    g. South Conway County School District (Morrilton High School) – approximately 33% minority students. Make several visits annually. Beginning Fall 2016, South Conway County School District pays $51 per credit hour towards a student's tuition for those students who would like to enroll in concurrent courses at UACCM.

    Source: https://adedata.arkansas.gov/statewide/ReportList/Districts/EnrollmentByRaceGradeLevel.aspx

12. Offer the ACCUPLACER test for free two times per year at local high schools. During 2021-2022, the ACCUPLACER exam was administered at the following so that students who have difficulty coming to UACCM to test are provided that opportunity at their high schools.

- Atkins High School
- Bigelow High School
- Clarksville High School (has a UACCM Accuplacer proctor on their campus)
- Clinton High School
- Conway High School
- Danville High School
- Dardanelle High School
- Hector High School
- Lamar High School

- Mayflower High School
- Perryville High School (has a UACCM Accuplacer proctor on their campus)
- Russellville High School
- Russellville Adult Education
- Guy Perkins High School
- Morrilton High School
- Nemo Vista High School
- South Side Bee Branch High School
- Shirley High School
- Western Yell High School

13. Schedule regular visits at adult education centers within the six-county area.
14. Continue to award GED scholarships to students who receive their GED within one year and receive a score of 640 or above.
15. Continue to waive 3 credit hours to students who receive their GED and enroll at UACCM within one year of receiving their GED.
16. In 2016 UACCM began offering a Non-Traditional Student Scholarship. Criteria for scholarship includes: First-time, returning, or transfer student; Separated from all regionally accredited institutions for at least the last three years; Cannot have attempted more than 30 credit hours at a regionally accredited institution; Independent student based upon the FAFSA; Admitted to UACCM seeking a degree or certificate. Award amounts are $500 for students enrolled in 12 or more hours or $250 for students enrolled in 6-11 credit hours.
17. UACCM continues to offer Career Pathways to students enrolled in approved programs. This program assists students who qualify by being an Arkansas resident and below 250 percent of the federal poverty level. Other requirements include: one or more children under the age of 21 in the home, employment is an immediate goal upon graduation and must maintain a GPA of 2.0 or above.
18. UACCM offers non-credit training such as Commercial Driver Training and Heavy Equipment Operator.
19. Attended the following College Fairs that had a high minority student population in attendance:
    a. FFA State Convention
    b. River Valley Skilled Trade Expo which included 8th-12th grades from Russellville High School as well as students from surrounding schools. Approximately 800 in attendance.
    c. SkillsUSA State Competition
    d. FBLA-State Conference
    e. Annual EAST Conference
    f. El Grito (need more info here) Hispanic Heritage Month. Laurel Park, Conway, AR - outdoor event. Set up tent; 23 completed door prize drawing form with approximately 8 of those indicating an interest in UACCM. Door prize was UACCM swag... hat, shirt, Bluetooth speaker, multi-tool. Gave out approximately 70 red shirts. Estimated 600 in attendance.
    g. Provide promotional materials to the Cradle Care program at Conway High School. The Mission of Cradle Care is "to help teens that become pregnant or have a child complete their education by supporting their academic and emotional needs as well as the developmental needs of their children." Cradle Care typically has a very diverse student population.
    h. Worker Assistance Workshops.

<u>Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/</u>
<u>Objectives for Increasing Minority Faculty and Staff</u>

1. **Job fairs attended at predominantly minority institutions of higher education**

   In 2016, Admissions representatives attended the JAG (Jobs for America's Graduates) Career and Education Fair at Conway Junior High. JAG is focused on helping at-risk students to graduate high school and transition into a career or further their education. Even though we have not spoken directly to a JAG class recently, we still see them in other classes when we make high school visits.

   An admissions representative worked closely with an instructor from Russellville Adult Education Center who coordinates their GED program. However, due to COVID, she did not bring a group of ESL students to our campus this year.

   Admissions representatives usually attend annually the Job Fairs; however, none of them attended job fairs in 2020 and 2021 because of the pandemic.

   The UACCM Human Resources Department representative attended the Morrilton Job Fair held at the UACCM Workforce Training Center on July 22, 2021 and she also attended the Conway Business Expo held at the Expo Center on October 14, 2021 and May 11, 2022.

2. **Review of job postings of faculty and staff position announcements to minority affairs offices at colleges and universities, including predominantly minority institutions**

   The Human Resource Department posts position announcements with the following historically African American institutions: Arkansas Baptist University, Philander Smith College and the University of Arkansas at Pine Bluff. Most position announcements are posted in the following newspapers: Log Cabin Democrat, Russellville Courier, Arkansas Democrat-Gazette, Petit Jean Country Headlight. Employment opportunities are also posted to the University of Arkansas System-wide employment page.

   Letters and emails also have been written and sent to predominantly minority institutions and churches soliciting the recruitment of minority applicants. Emails are sent to minority organizations such as the state and local NAACP offices and Central Baptist College HR Department. The College will continue to search for new initiatives which will enhance the recruitment and retention of minority faculty and staff.

3. **Mentor activities to insure adequate development of new employees.**

   The College provides orientation to all new employees. The Division Coordinators act as mentors for faculty and will assist with the development of minority faculty upon their employment. There is not a formal mentoring program for staff positions; however, individual supervisors and the Director of Human Resources assist with orientation to the College.

4. Number of diversity activities scheduled and attended each semester.

The Minority Recruitment and Retention Plan includes the formal scheduling of diversity activities. In the past, Black History month was observed by a display of artwork in the College's Library.

Due to recent changes in staff development, we now have an African American who is responsible for multicultural programs and assisting in the recruitment of minority faculty, staff, and students on campus. In the past few years during the month of February, we observed Black History by inviting three outstanding guest speakers to our campus: Senator Joyce Elliott; Dr. Walter Kimbrough, president of Philander Smith College; and Rev. Charles White, National Field Director and Director of Field Operations of the NAACP.

During the month of February 2012, Black History month was observed by inviting an outstanding English Professor Daniel Omotosho Black from Clark Atlanta University as our guest speaker. Omotosho is the founder of the Nzinga-Ndugu rites of passage (or initiation) society—a group whose focus is instilling principle and character in the lives of African-American youth. We also celebrate Black History by decorating bulletin boards and display windows.

On February 28, 2013, we celebrated Black History Month and invited Ms. Elizabeth Eckford of the Little Rock Nine and Dr. Sybil Jordan Hampton, president emeritus of the Winthrop Rockefeller Foundation. On February 6, 2014, we were fortunate to have Former Arkansas Razorback Head Coach Nolan Richardson. On February 5, 2015, the Philander Smith College Collegiate Choir and Chamber singers graced our campus under the direction of Dr. Jeff Parker. On February 1 through February 12, the Mosaic Templars Cultural Center Dunbar Exhibit was on display in the UACCM Student Union. Also, in celebration of Black History, the Foreign Tongues Poetry Troupe, by way of the Arkansas Arts Council, shared their love for poetry by making an appearance on February 18, 2016. On February 18, 2017, former Miss Arkansas Lencola Sullivan graced the stage on the UACCM campus in celebration of Black History Month. We were also fortunate to have Mrs. Raye Montague here for a free lecture on April 13, 2017. She is credited with creating the rough draft of the first U.S. Naval ship design using a computer. For Black History Month, Sydney Moncrief made a presentation on February 6, 2018 about "Achieving Greatness."   Following that event, Fox 16 News Anchor Donna Terrell of Q-Impact, LLC graced the podium on March 27, 2018 as the speaker for Women's History Month.

In honor of Black History Month, the Committee hosted an inspiring event called "Talks, Thoughts, and Treats" speaker series. On February 13, 2020 our speaker for this event was Dr. Michael Bauer, Assistant Professor of Biomedical Informatics at the UAMS Myeloma Institute. He explained how he uses bioinformatics to research the genetics of myeloma, a cancer in the bone marrow. His presentation was amazing! The series continued with Women's History Month in March 2020 featuring our very own Vice Chancellor for Academic Services Mrs. Diana Arn. Her presentation was captivating and the participation was great. We discontinued the speaker series due to COVID-19, but plans are to resume in the very near future.

On March 30, 2021, we resumed the "Talks, Thoughts, and Treats" speaker series. UACCM hosted prominent podcaster Adena J. White, a host and co-founder of the Blackbelt Voices podcast, who discussed her work sharing stories from the Southern Black Belt. This free event was held in the UACCM Fine Arts Auditorium and was open to the public. Following the event, guests were offered a

"grab and go" lunch which was packaged in accordance with Ark. Dept. of Health regulations. Seating in the Fine Arts Auditorium was socially distanced, and facial coverings were required for attendees. A livestream was also available at the college's Facebook page at the scheduled time.

In February 2022, we celebrated Black History Month featuring Dr. Carlene Canady who serves on many boards throughout Conway County. She is also the 2021 Morrilton Area Chamber of Commerce Outstanding Citizen of the Year. On March 10, 2022, we again celebrated Women's History Month through our speaker series and Board of Visitors member Ms. Jasmine Wilson spoke to us about "Developing Resilience in a World of Change: Strategies for Shattering Glass Ceilings." Boxed lunches were provided to all who attended.

We also hosted a Cinco De Mayo event on May 5, 2021 with traditional Mexican folk and ballet movement by the Russellville Dance Group, a photo booth, arts and crafts, and a Puebla information station. Once again, we celebrated Cinco De Mayo on May 5, 2022 by decorating food carts and distributing breakfast items and healthy snacks throughout the day during finals.

During the months of September and October, we celebrate National Hispanic Heritage by distributing trivia information.   The Coordinator of Information and Public Relations and the Coordinator of Multicultural Affairs hosted an event for Native Americans on November 7, 2013 featuring John Two-Hawks, a Grammy and Emmy-nominated recording artist. In November 2014, Will Lang shared stories of his Cherokee and Osage heritage and he also played the flute. On November 17, 2015, the Diversity and Inclusion Committee hosted the Toltec Mounds Archeological State Park held in observance of Native American Heritage Month. Posters of different cultures were ordered and displayed around campus.

The Assistant to the Chancellor/Coordinator of Multicultural Affairs attended workshops on Diversity and Inclusion held at UCA on November 22, 2013, and ASU Jonesboro on April 7, 2014. She also attended the African Methodist Episcopal Leadership Convention/College Fair in Fort Smith in July 2014 where approximately 300 juniors and seniors from Arkansas and Oklahoma participated.

In August 2014, August 2015, January 2017, January 2018, January 2019, and January 2020 as a part of Welcome Week activities, the Multicultural Committee partnered with the Student Union and sponsored a Multicultural Meet-N-Greet event involving students and employees. This is our way of welcoming our students to campus for a great start to a great spring semester. Due to Covid-19 pandemic, we did not host a Multicultural Meet-N-Greet in January 2021 nor in January 2022.

The Conway County Branch NAACP sponsors an annual Dr. Martin Luther King Parade in downtown Morrilton, Arkansas followed by a Commemorative program held at the Morrilton Multipurpose Building. After eight years, these events are still ongoing and are supported by the community as well as several area schools making this very successful.

UACCM partnered with the Families First of Conway County which is a program designed especially for minorities with hopes of helping them by providing an environment, information, and resources to help them meet their education needs.

Minority Recruitment and Retention Annual Reports

Number of minority students who currently attend the institution.

- Spring 2016 semester, 425 (24.6%) of the College's total enrollment of 1,729 students were minority.

- Fall 2016 semester, 508 (25%) of the College's total enrollment of 2,029 students were minority.

- Spring 2017 semester, 442 (24.5%) of the College's total enrollment of 1,797 students were minority.

- Fall 2017 semester, 471 (24.5%) of the College's total enrollment of 1,921 students were minority.

- Spring 2018 semester, 422 (25.2%) of the College's total enrollment of 1,675 students were minority.

- Fall 2018 semester, 481 (25.3%) of the College's total enrollment of 1,902 students were minority.

- Spring 2019 semester, 424 (25.5%) of the College's total enrollment of 1,663 students were minority.

- Fall 2019 semester, 484 (26.3%) of the College's total enrollment of 1,838 students were minority.

- Spring 2020 semester, 441 (27.3%) of the College's total enrollment of 1,612 students were minority.

- Fall 2020 semester, 511 (27.8%) of the College's total enrollment of 1,836 students were minority.

- Spring 2021 semester, 440 (27.3%) of the College's total enrollment of 1,613 students were minority.

- Fall 2021 semester, 508 (26.0%) of the College's total enrollment of 1,953 students were minority.

- Spring 2022 semester, 408 (25.4%) of the College's total enrollment of 1,607 students were minority.

Number and position title of minority faculty and staff who currently work for the institution.

One—Assistant to the Chancellor (full-time)
One—Admissions Counselor (full-time)
One—Maintenance Assistant (full-time)
One—Career Pathways Facilitator (full-time)
One—Faculty (full-time)
Two—Faculty (part-time)
One—Administrative Assistant for Adult Education (part-time)
One—Career Pathways Assistant (part-time)
One—Library Technician (part-time)
One—Child Care Technician (part-time)
Two—Work Study

Number and position title of minority faculty and staff who worked in FY22 but left before June.

        One—Full-time Custodian
        One—Work Study

During FY2018-2019: Fourteen minority faculty and staff members were employed. (8 FT/3 PT/3 adjunct)
During FY2019-2020: Ten minority faculty/staff members were employed (7 FT/1PT/2 adjunct)
During FY2020-2021: Eight minority faculty/staff members were employed (5 FT/1 PT/2 adjunct)
During FY2021-2022: Thirteen minority faculty/staff members were employed (5 FT/6 PT/2 adjunct)

Number and position title of minority faculty and staff who began working at the institution in the past year.

New Minority Staff
- One Part-time Career Pathways Assistant
- One Part-time Library Technician

Number of minority staff members who currently work for the institution:
- Ten

New Minority Faculty
- None

Number of minority faculty members who currently work for the institution.
- Three

*Part-time hourly nursing, workforce, and adult education instructors are counted into adjunct faculty.
Only two true adjunct instructors on June 30, 2022. The two minority teach Not for Credit Adult Ed courses.
Employees in multiple positions not counted twice.

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

- After many recruiting efforts, particularly faculty and staff, minimal progress has been made. After the committee reviewed the applications, it appeared that some of the applicants did not meet the necessary qualifications for the position in which they were applying.
- As for recruitment and retention of minority students, all minority student populations are stable or have a slight increase. To address this issue, a new Diversity and Inclusion Committee (formerly called the Multicultural Affairs Committee) has been created to develop possible ways, methods, and locations to attract and retain minority students. The committee's focus is to increase diversity awareness to the campus through programs and events. This committee is made up of a very diverse group of staff and faculty members committed to this endeavor.

Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

- Activities, coordinated by an African-American female, will be added to the plan for the coming year include multicultural programs and recruitment of minority faculty, staff, and students on campus.

- Beginning July 1, 2015, UACCM had a minority vendor for janitorial services; these services ended on June 30, 2017.

- Beginning Fall 2021 term, UACCM has a minority vendor for food services which is still ongoing.

Include your timeline, budget, and methods used to assess and monitor progress.

- *See pages 13 and 14*

Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies

June 2018	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2018	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2019	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2019	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2020	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2020	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2021	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2021	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2022	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2022	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.

June 2023   Submit Annual Minority Recruitment and Retention Report to ADHE.

Fall 2023   Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.

Budget for Minority Recruitment and Retention Activities

  The College will continue to utilize the annual budget, including the recruitment and advertising line items, to implement the Minority Recruitment and Retention Plan. As the College attempts to target minority audiences, advertising and promoting the educational and employment opportunities available at UACCM are now posted on our website at www.uaccm.edu.

Methods Used for Assessing and Monitoring the Effectiveness of Strategies and for Modifying the Plan

  The College administration will review the annual progress report in meeting the goals and objectives of the Minority Recruitment and Retention Plan, the strategies used in implementing the Plan, and the results of the activities conducted as part of the Plan to determine the effectiveness of the strategies. Modifications will be made in the activities to enhance the College's ability to achieve the identified goals and objectives and increase the recruitment and retention numbers of minority students, faculty, and staff.

(ACA 6-61-122)

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2022

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor
                              newsome@uaccm.edu
                              501-977-2044

Please attach this form to the institution's annual report. General guidelines for the report can be found below:

1.   Report the progress that has been made in achieving the goals included in your five-year plan. Address each goal relative to students, faculty and staff.

2.   If there are any revisions or updates to the current five-year plan, please include them in this report. Be sure to clearly indicate any sections of the plan that have been revised.

3.   Act 1091 of 1999 (ACA 6-61-122) requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable.

4.   Submit two copies of the report. ADHE will forward one copy to the Interim House and Senate Education Committees.

University of Arkansas Rich Mountain
Minority Recruitment and Retention Annual Report
June 30, 2022

In accordance with (Act 1091), all state-supported colleges and universities are required to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans are required to be prepared on a continuing basis for five-year periods.

The following is the Minority Recruitment and Retention annual report for UA Rich Mountain:

- Number of minority students, by minority group, who currently attend the institution.

Fall Semester		
	2021	2021
	Count	% of Total
Hispanic or Latino Ethnicity	69	10%
Non-Hispanic Ethnicity		
American Indian or Alaska Native	14	2%
Asian	10	1%
Black or African American	16	2%
Native Hawaiian or Other Pacific Islander	2	0%
White	565	79%
Two or More Races	10	1%
Unknown	4	1%
Non-Resident Alien	30	4%
Total	718	718

Spring Semester		
	2021	2021
	Count	% of Total
Hispanic or Latino Ethnicity	64	10%
Non-Hispanic Ethnicity		
American Indian or Alaska Native	14	2%
Asian	6	1%
Black or African American	13	2%
Native Hawaiian or Other Pacific Islander	10	0%
White	492	78%
Two or More Races	6	1%
Unknown	3	0%
Non-Resident Alien	30	5%
Total	628	628

- Number and position title of minority faculty and staff who currently work for the institution

  > 3 Full-time Faculty positions: Physical Science/Chemistry Instructor
  > Biological Science Instructor
  > Mathematics
  > Adjunct coaching positions: Soccer coach
  > Soccer coach

- Number of minority full-time faculty, by minority group, who currently work for the institution.

  > 3 Full-time Faculty positions:
  > Physical Science/Chemistry Instructor, Asian
  > Biological Science Instructor, Asian
  > Mathematics, Black

- Number of minority adjunct faculty, by minority group, who currently work for the institution.

  American Indian 2
  Black
  Hispanic 1

  Number and position title of minority faculty and staff who began working at the institution in the past year:
  There were no new minority faculty hires this year.

- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff: UA Rich Mountain consistently advertises and recruits faculty and staff that represent the

internationally diverse student body. The College continues to make progress in recruiting minority students and faculty this last year. Athletic programs have made it possible for the College to broaden its appeal to students and recruit students from diverse ethnic, religious, and cultural backgrounds, including international students. Our goal is to make the College more appealing to all students by offering competitive academic, co-curricular, and extra-curricular programming.

- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives. Our objectives continue to expand in additional athletic, academic programs that appeal to a broadening student market.

- Include your timeline, budget, and methods used to assess and monitor progress. We offer employment through the University of Arkansas system, regional advertisement and the Chronicle of Higher Education. Monitoring and assessing our recruitment is an anecdotal process as we have so few openings on our campus. There is no separate budget or timeline for recruiting minority faculty and staff as we are consistently concerned with hiring quality employees. UA Rich Mountain is an equal opportunity employer and has made a sincere effort to recruit and employ minority faculty and staff to reflect our changing student demographic.

Submit your annual report electronically to academic.affairs@adhe.edu by <u>June 30</u>.

University of Arkansas
Minority Recruitment & Retention FY 21 Annual Report
Submitted June 30, 2022

The University of Arkansas, Fayetteville (UofA) is dedicated to developing a diverse community of faculty, staff, and students. Moreover, the UofA is committed to enhancing and institutionalizing a campus culture that is supportive of diversity, equity and inclusion and a campus climate that enhances the inclusion and retention of the University employee community and the successful matriculation to graduation of our student community.

This annual report contains two main sections. Section I includes the tabulations of the results of minority faculty and staff recruitment and student enrollments as required under Legislative Act 1091 (1999). For the purposes of this plan, "minority" refers to African Americans, Hispanic Americans, Hawaiian/Pacific Islander, Asian Americans, Native Americans and two or more races. Section II includes an overview of the institutional goals and objectives related to the recruitment and retention of minority students, faculty and staff and the associated progress. Section II is divided into three sections. Section A. Includes the goals (along with the associated progress) set by Dr. Murphy-Erby, the Vice Chancellor for Diversity and Inclusion, who was hired in fall 2017. Dr. Murphy-Erby set these goals to govern her work towards the strategic actions specified in section B. includes the narrative overview of programs and initiatives that support recruitment and retention of minority students. Section C. provides a recap of the primary strategic actions listed in the current five-year plan as specified by Act 1091, the associated metrics for measuring progress and the associated institutional progress report for this period. Section C. also

includes any new strategic actions for future years along with the associated metrics used to determine progress and success for the new goals; this information, added for future years is color coded in blue. Color coded in green is any effort that the campus has achieved and therefore no longer requires attention. Lastly, section C. includes highlighted progress for the report period specific to our campus strategic efforts/goals, research and externally funded efforts, and Ideals Institute. Section C. concludes with an overview of our budget and identification of other units that contribute in significant ways to our recruitment and retention efforts.

I. Numerical Data for This Report Period as Required by Act 1091

Diversity Initiatives (FY 2022)

Below are community and campus DEI sponsorships and programmatic initiatives the UofA supported between July 1,2021 - June 30, 2022.

U of A/UAPB Football game	$ 1,310.00
U of A/UAPB diversity staff lunch and dinner	$ 1,042.95
Alumni Awards Celebration-table sponsorship	$ 1,000.00
Latino Alumni Society event sponsorship	$ 2,500.00
Pride Alumni Society sponsorship	$ 2,500.00
Fayetteville Film Festival	$ 1,200.00
Ledisi Concert sponsorship	$ 500.00
DJ for ASG Cultural Festival	$ 1,000.00
AKA/TRF Celebrity Waiter sponsorship	$ 5,000.00
TheatreSquared Lead Show Sponsor	$10,000.00
LULAC sponsorship	$10,000.00
Black Action Collective sponsor	$ 3,600.00
Hispanic Women's Organization	$ 3,000.00
TheatreSquared T2 Gala	$ 6,500.00
Black Alumni Society Golf Tournament	$ 1,100.00
Meritos Latinos	$ 2,000.00

MLK	$ 1,000.00
ArtChalk sponsor	$ 1,500.00
Diversity, Equity, and Inclusion, Black Alumni Society, Latino Alumni Society, Armed Forces Alumni Society, and Native American – Football Tailgates	$ 5,000.00
Katalyst Foundation, Kappa Alpha Psi Fraternity	$ 2,500.00
Central Arkansas Chapter, Arkansas Alumni Association	$ 1,500.00
Multicultural Graduation Stoles	$ 3,444.00
Italian Program	$ 5,000.00
Asian Pacific Americans Lunar New Year Dinner	$ 700.00
TOTAL	**$72,896.95**

Minority Student Enrollment

Between the fall 2020 and fall 2021, overall, the number of minority students attending the University of Arkansas increased. The following graph provides the details.

*MINORITY STUDENT ENROLLMENT

ETHNICITY	FALL 2020	FALL 2021	% of Total 2021
Hispanic and any race	2,531	2,822	9.7%
American Indian	229	247	0.8%
Asian	737	801	2.8%
African American	1,251	1,371	4.7%
Hawaiian	30	33	0.1%
Two or More Races	1,147	1,288	4.4%
TOTAL	**5,925**	**6,562**	**22.6%**
Foreign (International)	1,211	1,179	4.1%
Ethnicity Not Available	347	423	1.5%

Minority Faculty/Staff

For FY 22, the university hired 548 employees in both faculty and staff positions. Federally defined minorities accounted for 29.91% of these hires. Women comprised 53.84% of the new employees. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2021-202, showing the total number of minority faculty and staff at the university by position and the total number minorityfull-time and adjunct faculty.

FACULTY/STAFF NEW HIRES (2021-2022)

Ethnicity	2021	%	2022	%
African American	30	8.64%	54	9.85%
American Indian	4	1.15%	14	2.55%
Asian	27	7.80%	38	6.93%
Hispanic	12	3.45%	57	10.40%
Native Hawaiian	0	0.00%	1	0.18%
Unknown	84	24.21%	30	5.47%
Caucasian	177	51.00%	354	64.60%
Totals	**347**	**100.00%**	**548**	**100.00%**

Gender Totals

Female	164	47.26%	295	53.84%
Male	179	51.59%	253	46.16%
Unknown	004	1.15%	0	0%
Totals	**347**	**100.00%**	**548**	**100.00%**

Minority Faculty/Staff by Position

Position	# of Employees
Project/Program Specialist	95
Assistant Professor	63
Institutional Services Assistant	51
Associate Professor	41
Instructor	36
Post-Doctoral Fellow	28
Research Associate	24
Academic Counselor	22
Professor	21
Project/Program Manager	20
Assistant Professor - WCOB	17
Skilled Tradesman	15
Student Development Specialist	15
Assistant Professor - Engineering	14
Project/Program Director	13
Senior Research Assistant	13
Associate Professor - Engineering	13
Administrative Specialist III	11
Professor - Engineering	11
Computer Support Specialist	9
HEI Program Coordinator	8
Administrative Support Supervisor	8
Administrative Specialist II	7
Lecturer	7
Associate Professor - WCOB	6
Coordinator of Housekeeping	6
Asst. Trainer	6
Administrative Analyst	5
Mental Health Clinician	4
Professor - WCOB	4
Teaching Associate	4
Professor - Law	4
Assistant Dean	4
Asst. Basketball Coach	4
Certified Nursing Assistant	4
Other	4
Fiscal Support Specialist	3
Sr. Project/Program Director	3
Institutional Services Supervisor	3
Fiscal Support Analyst	3

Senior Library Assistant	3
Public Safety Officer	3
Assistant Coach	3
Asst. Football Coach	3
Systems Specialist	3
Department Chairperson - Engineering	3
Development Specialist	3
HE Public Safety Commander I	3
Department Chairperson	2
Computer Support Technician	2
Distinguished Professor	2
Major Gift Development Officer	2
Scientific Research Technologist	2
Systems Analyst	2
University Professor	2
Library Supervisor	2
Assistant Librarian	2
Master Scientific Research Tech.	2
Computer Operator	2
Parking Control Officer	2
Administrative Specialist I	2
Registrar's Assistant	2
Assoc. Dir. of Athletics	2
Department Chairperson - WCOB	2
Physician - Health Center	2
Library Technician	2
University Professor - Engineering	2
HE Public Safety Commander III	2
Maintenance Supervisor	2
Asst. Dir. of Affirm Action	2
Development/Advancement Specialist	1
Institutional Bus Driver	1
Instructional Designer	1
Skilled Trades Supervisor	1
Library Specialist	1
Associate Dean	1
Skilled Trades Helper	1
Assistant to the Dean	1
Conference Coordinator	1
Director of Outreach	1
Accountant II	1
Associate Vice Chancellor	1
Dean	1
Student Applications Specialist	1
Website Developer	1
Advanced Practice Nurse	1

Financial Aid Analyst	1
Software Support Specialist	1
Telecommunications Specialist	1
Vice Provost	1
Inventory Control Technician	1
Skilled Trades Foreman	1
Transit Operations Supervisor	1
Assoc. Director of Univ. Info. Tech.	1
Asst. Track Coach	1
Human Resources Analyst	1
Mail Services Coordinator	1
Maintenance Assistant	1
Medical Billing Specialist	1
Medical Records Technician	1
Medical Technologist	1
Public Safety/Security Officer	1
Senior Software Support Analyst	1
Sr. Associate Athletic Director	1
Buyer	1
Cashier	1
Computer Support Manager	1
Development/Advancement Director	1
Distinguished Professor - Engineering	1
Exec. Associate Athletic Director	1
Licensed Practical Nurse	1
Marketing/Promotions Manager	1
Police Captain	1
Research Project Analyst	1
Warehouse Manager	1
Assistant Softball Coach	1
Assoc. Dir. Of Executive Education	1
Asst. Vice Provost for Research	1
Commercial Graphic Artist	1
Exec. Project/Program Manager	1
Head Tennis Coach	1
Mental Health Professional I	1
Payroll Services Specialist	1
Security Analyst	1
Assoc. Vice Chancellor for Business	1
Associate Registrar	1
Asst. Swimming Coach	1
Benefits Analyst	1
Coord. of Academic Space	1
Dean of Law	1
Design Consultant	1
Dir. Business and Economic Research	1

Director of Affirmative Action	1
Director of University Police	1
Financial Aid Specialist	1
Total	**1077**

Minority Full-Time Faculty

Ethnicity	Number
African American	57
American Indian	20
Asian	139
Hispanic	64
Native Hawaiian	01
Unknown	163
Total	**444**

Minority Adjunct Faculty

Ethnicity	Number
African American	20
American Indian	06
Asian	07
Hispanic	05
Hawaiian or Other Pac. Isl.	01
Unknown	66
Total	**105**

Minority Faculty/Staff New Hires by Position

Position	Count
Academic Counselor	3
Administrative Analyst	1
Administrative Specialist I	0
Administrative Specialist II	3
Administrative Specialist III	3
Administrative Support Supervisor	0
Advanced Practice Nurse	1
Assistant Coach	0
Assistant Professor	10
Assistant Professor - Engineering	2
Assistant Professor - WCOB	4
Assoc. Director of Univ. Info. Tech.	0
Associate Dean	0
Associate Librarian	0
Associate Professor	1
Associate Professor - Engineering	0
Associate Professor - WCOB	0
Asst. Basketball Coach	4
Asst. Football Coach	2
Asst. Swimming Coach	0
Asst. Trainer	3
Buyer Supervisor	0
Computer Support Specialist	0
Computer Support Technician	0
Coordinator of Housekeeping	2
Development/Advancement Director	0
Development/Advancement Specialist	0
Director of Outreach	0
Financial Aid Analyst	0
Financial Aid Specialist	1
Fiscal Support Manager	0
Fiscal Support Specialist	0
Fiscal Support Supervisor	0
HEI Program Coordinator	2
Information Technology Manager	0
Institutional Services Assistant	11
Instructional Designer	0
Instructor	4
Lecturer	3

Maintenance Assistant	1
Major Gift Development Officer	0
Media Facilities Coordinator	0
Medical Billing Specialist	0
Mental Health Clinician	2
Mental Health Professional I	0
Network Support Specialist	0
Nutritionist	0
Parking Control Officer	1
Patient Care Supervisor	0
Post-Doctoral Fellow	7
Professor	1
Professor - Engineering	0
Project/Program Director	1
Project/Program Manager	2
Project/Program Specialist	5
Public Safety Officer	0
Public Safety/Security Officer	1
Registrar's Assistant	0
Research Associate	2
Scientific Research Technologist	0
Senior Library Assistant	0
Senior Research Assistant	0
Skilled Trades Helper	0
Skilled Tradesman	0
Special Events Worker	0
Sr. Associate Athletic Director	1
Sr. Project/Program Director	1
Student Development Specialist	2
Systems Analyst	0
Systems Specialist	1
Teaching Associate	0
Telecommunications Specialist	0
Transit Operations Supervisor	0
Total	**173**

I. **Progress Made in Meeting Institutional Goals and Objectives Related to Recruitment and Retention of Minority Students, Faculty and Staff for the previous five-year period 2018-2022.**

This section reports on the University of Arkansas Fayetteville's progress in pursuing the goals and objectives elaborated in its original five-year, *Minority Recruitment and Retention Plan, 2011-2016*, that was filed with the Arkansas Department of HigherEducation (ADHE) on June 29, 2011 and is updated on an annual basis. Following are specific indicators of this progress.

In 2016, Chancellor Steinmetz launched a goal-setting and strategic planning process to include overarching enrollment planning and the expectation that diversity become a quality indicator. Enriching Campus Diversity and Inclusion is one of the eight guiding priorities established by our campus and vetted by Chancellor Steinmetz and his Executive Committee in 2016. In the words of Chancellor Steinmetz,

> Any educational institution that does not strive to reflect the complexity and diversity of our state, nation, and world is failing its students and failing its faculty. We believe that diversity should permeate the very fabric of the University of Arkansas. We will therefore work to diversify along many dimensions of our faculty, staff and students, and at the same time, create an environment and atmosphere that is welcoming and inclusive for all.

As such, it is expected that diversity and inclusion efforts are embedded throughout all aspects of our campus community and that the Office for Diversity and Inclusion serve as the lead in facilitating progress towards the UOFA diversity and inclusion goals and the goals set forth in the Minority Recruitment and Retention Plan.

In spring 2021, the Office for Diversity and Inclusion was elevated to a

division and the name changed to incorporate this change along with an enhanced focus on equity. The purpose of the Division of Diversity, Equity and Inclusion is to develop a strategic plan to meet the requirements of the Minority Recruitment and RetentionPlan specified by Act 1091, to cultivate a more diverse and inclusive campus culture and climate, to oversee the plan, and to provide strategic leadership for the campus relative to DEI. In addition, the office is responsible to coordinate efforts that address challenges, inefficiencies, and areas for enhancement relative to diversity, inclusion, equity, and access. Furthermore, the office is responsible for ensuring UofA's evidence of a commitment to diversity and inclusion is obvious and clearly reflected throughout a strategic plan for diversity, equity, and inclusion. It is expected that the plan includes clear goals, effective strategies and actions, and the development and provision of resources and supports to advance the campus towards the goals set forth in the Minority Recruitment and Retention Plan and the UofA Diversity and Inclusion Strategic Plan. While the units that comprise the support initiatives and facilitate the programs that seek to enhance the university's ability to recruit and retain underrepresented students, faculty, and staff, do not report to the Office for Diversity and Inclusion; the office collaborates with the various units towards the shared diversity and inclusion goals.

On September 15, 2017, UofA hired Dr. Yvette Murphy-Erby as the Vice Provost for Diversity and Inclusion. Dr. Murphy-Erby is a professor of Social Work and has an extensive research and practice background relative to diversity and inclusion. To expand and reinforce the significance of diversity and inclusion to our campus goals, objectives, and progress, Dr. Murphy-Erby was promoted to Vice-Chancellor for Diversity and Inclusion, October 1, 2018.

A culture and climate that reflects diversity and inclusion is essential to achieving numerous positive outcomes, especially the recruitment and retention of minority students, faculty, and staff. As such, Dr. Murphy- Erby's primary charge is to move the UofA campus towards success in thispriority area of enriching campus diversity and inclusion via strategic, coordinated, collaborative and inclusive efforts. To guide the work, Dr. Murphy-Erby established four main goals in fall 2017 to build a foundationfor transformative change and to readying the UofA campus to move further in our efforts towards diversity and inclusion. The below presents an overview and discussion of the goals that Dr. Murphy-Erby established for the Office for Diversity and Inclusion in fall 2017.

(1) Formulate and prepare to implement a process to engage the campus in developing a campus wide diversity and inclusion strategic plan that will include efforts to enhance the recruitment and retention of minority students, faculty, and staff.

a. A three-year campus diversity and Inclusion plan was completed in Spring 2019 and updated in Summer/fall 2020 in response to social unrest and increased call for enhanced DEI actions on campus and across the nation.

b. In Spring 2019, VC Murphy-Erby implemented a process that expects each campus unit to be associated with a DEI planning process thatis specific to its unit or governing unit. The planning process included campus wide training on implicit bias and blind spots, an update of a training that is required for all members of search committees, an assessment guide and DEI unit planning guide, andtrainings, technical assistance, and other strategic efforts to support the planning process. The planning process is implemented in two phases, the early adopters in phase I began their

planning process inspring 2019 and the remaining units began their planning process fall 2019. Initially, each year all units are required to turn in a report that includes an overview of progress, challenges as well as update their plans accordingly. Upon several years of annual progress, unit are moved to a 2-year report cycle. The Division of DEI reviews all unit plans submitted and provides feedback to the units. In addition, the Division of DEI uses the review process to gain a sense of what campus activities are happening and what themes emerge regarding the need for campus wide resources, supports and strategic efforts.

(2) Gain campus and executive leadership support to move forward in planning and implementing an institute for diversity and inclusion. Such an institute is essential for multiple reasons. First, such an institute will enhance our campus infrastructure relative to diversity and inclusion thereby assisting to meet UofA's responsibility as a public land grant and flagship university to provide service and leadership for the state relative to diversity and inclusion. In addition, the institute will enhance the research, education, learning and professional development efforts at UOFA and across the state relative to diversity and inclusion and strengthen UofA's ability to secure funding to support diversity and inclusion efforts at UOFA and across the state.

   a. The IDEALS Institute (Inclusion, Diversity, Equity, Access, Leadership and Strategic Supports) was approved by the UofA Board of Trustees in January 2019 and Arkansas Department of Higher Education in April 2019.

   b. The Executive Director for the Institute was hired in May 2019 and three trainer/facilitators in August 2019 and an HEIC program

coordinator (office manager) began in spring 2020.

    c. The Institute received a $200,000 grant from the Walmart NWA Giving Foundation to begin building and piloting aspects of IDEALS. The Institute launched in Fall 2019 and with a two year 2.3M grant awarded in fall 2022 from the Walmart Foundation and the Walton Family Foundation, the Institute added 5 provisional employees to attain a total 9 full-time staff members.

(3) Devise and implement a process to enhance coordination and strategic communication on our campus relative to diversity and inclusion.

    a. Dr. Murphy-Erby identified two key areas that will enhance effectiveness and efficiency of UofA efforts relative to diversity and inclusion, strategic communication, and enhanced coordination. One-step of the plan was to assess the current website, explore the sites of benchmark institutions and consult with experts on best and most effective practices for a dynamic website focused on diversity and inclusion. The assessment process yielded a plan to engage an undergraduate journalism and communication class during spring in a service-learning effort focused on assessing the website, exploring the sites of benchmark institutions, and making recommendations. The assessment also determined the need to engage, graduate students, staff, faculty, and contracted professionals in redesigning the web page during the spring and summer of 2018. In terms of coordination, three main areas of need were determined as initial start points. The first need was to facilitate regular communication among the many people on our campus that have some specific level of responsibility relative to diversity and inclusion leadership.

    b. A monthly diversity leaders' team was developed and

implemented in spring 2019. The diversity leaders' meetings include faculty and staff that have diversity and inclusion responsibilities as part of their job duties. The team includes approximately 56 members. The meetings serve to enhance communication, coordination and to facilitate discussion and problem solving of DEI needs and topics specific to our campus. Most of the meeting occur virtually with 1-2 in person meetings occurring each academic year.

c. Another need was for a process to reduce the ongoing challenge of major diversity and inclusion events on campus occurring at the same time and a way to organize, plan and communicate the events relative to central themes. In June 2021, the division of DEI hosted the first campus wide calendar planning meeting. The goal is to enhance collaboration and planning of DEI related events. It is expected that such efforts will lead to increased attendance at events, more effective and collaborative use of funding, and enhanced communication and promotional efforts. Additionally, the meeting also address effective and inclusive event planning. Resources and materials related to planning inclusive events are provided and strategies are discussed.

d. An additional need was for a better way to coordinate requests to and within our campus community for sponsorships to support diversity and inclusion efforts such that UofA distributes funds to support diversity and inclusion in a manner that yields increased impact for the university and the various units.Several teams were formed during fall 17 to explore and propose solutions during the spring and summer of 18. In fall 2018 the Office for DEI assumed

responsibility for coordinating external DEI sponsorship efforts. This process is already resulting in the UofA receiving enhanced marketing recognition for its external DEI sponsorships and reduced marketing costs for individual units.

(4) Devise and implement a process to enhance coordination and efficiency of external sponsorship efforts and opportunities related to DEI.

   a. In fall 2018 the UofA Office for Advancement provided a position and funding to the Office for DEI to have an assistant vice-chancellor that will focus on efforts specific to URM students, faculty staff resource groups and alumni societies and groups. In accordance with elevating the office to a division status in 2021, the incorporation of enhanced student efforts, the assistant vice chancellor position was promoted to an associate vice chancellor position in June 2021.

(5) Implement a collaborative process to apply for and receive grant dollars to facilitate strategic, diversity, equity, and inclusion efforts on our campus and across the state.

   a. As a research-intensive university, UofA is committed to producing and consuming research relative to diversity and inclusion and to securing external funding to support diversity and inclusion efforts at UofA and across the state. In fall 17, the office for diversity and inclusion developed and filled a Sr. Research Fellow position and planned a Jr. Research Fellow position. The Jr. Research Fellow that will also receive mentorship from the Sr. Research Fellow will begin in spring 18.

(6) Create a sense of synergistic excitement about the work that lies ahead.

The Office for Diversity and Inclusion continues to achieve this goal by:

- delivering numerous presentations.
- engaging in numerous meetings with individuals, groups, units, and communities, from within and outside of the UofA campus community about diversity and inclusion and thoughts for moving the UofA campus forward.
- engaging faculty, staff, administrative leadership and students in collaborative team efforts and conversations, the campus continues to be successful in creating a synergistic excitement about the work that lies ahead.
- developing signed partnership agreements with minority serving undergraduate institutions.

B. Student: Recruitment/Retention Efforts

The Center for Multicultural and Diversity Education provides programs and resources to increase diversity in college access, attendance, and retention of underrepresented students. The multicultural center's three primary functional areas are college access outreach, academic retention, and supportive and educational programming regarding culture and identity.

The College Access Initiative (CAI) is an academic diversity outreach program designed to improve college readiness, college access, and college attendance among Arkansas students and focusing on communities underrepresented at the UofA. CAI provides academic programming in public schools and communities statewide, serving students, families, and educators for

the shared purpose of increasing educational attainment. The program provides free resources and instruction on topics such as the college admission processes, scholarships and financial aid, ACT preparation, and more. During the summer, CAI hosts multiple summer programs on the UofA campus, serving hundreds of junior high and high school students from across the state.

The Academic Enrichment Program is a comprehensive academic support program that provides participants with dedicated staff support, peer mentoring, workshops designed to improve academic, and non-cognitive skills critical to college success. This program encourages good study habits, time management, positive self-care, and the development of leadership skills to increase student success through the college experience. AEP is open to any student who desires or needs additional support and dedicated guidance during their time at the University of Arkansas. The multicultural center is also home to Freshman Commuter Student Success, a retention and support program for students who begin college at the UA as commuting students. The center also maintains a robust partnership with the Office of Student Success, collaborating on retention strategies and innovations and by serving as a tutoring facility and as a supplemental instruction location.

In addition to academic outreach and retention programming, the multicultural center also focuses on culturally responsive programming and support for student identity communities and facilitates diversity education across campus. This area of the center has a director, four staff members, and three graduate assistants who serve as coordinators of programming supporting students of color, native and Indigenous students, Latinx students, LGBTQIA+ students, students of all genders, students of all faith communities, and other communities of experience and identity. The Chancellor's Inclusion Liaison works from the multicultural center and develops cultural identity community programming as the Coordinator of

Cultural Identity Communities. The center sponsors and support cultural heritage months, monthly cultural celebrations and other learning opportunities designed to increase inclusion and belonging and to help students celebrate and share their identity and experience. The center hosts and sponsors guest lectures and panel discussions to stimulate dialogue on social justice and civil rights issues of timely importance. The multicultural center is home to Safe Zone Allies and the Safe Zone Allies Student Network, comprising facilitated allyship training for the support and equal treatment of the LGBTQIA+ community. The center also provides many other types of diversity and intercultural competence and sensitivity trainings for students and staff.

Beyond formal retention interventions and programming that nurtures inclusion and belonging, the multicultural center further enhances academic retention and student success through scholarship support. Over the course of the last 10 years, the university has awarded its Razorback Bridge scholarship to up to 50 underrepresented students each year allowing for 8 semesters of funding based on renewal criteria. In addition to university scholarships there have been successful fundraising efforts made to establish a new scholarship program, the College Access Responsibility Endeavor (CARE). This scholarship is designed specifically to support students from Arkansas who demonstrate financial need and have achieved academic excellence. Students receiving Razorback Bridge and CARE scholarships are required to participate in AEP and as entering freshmen are encouraged to live on campus together in the Diversity Scholars Living Learning Community. This community provides additional levels of support to ensure that students are showing successful academic progress, experiencing enriching social activities, and building a strong sense of campus community. Since 2013 the multicultural center has earned more than $5 million in gifts and grants for diversity-centered scholarship and student success support, including the

development of a comprehensive bridge and scholarship program serving first-generation college students from the Arkansas Delta with financial need.

The University hosts eight diversity-oriented college access and retention programs federally funded by the Department of Education primarily to serve first-generation and low-income students. Three Upward Bound programs together serve about 175 students with on-campus programming. Three Talent Search grants provide college readiness outreach to local public schools. Veterans Upward Bound serves veterans with college-going resources, and Student Support Services provides retention programming for students who are first-generation, low-income or who have disabilities. All of these programs collaborate meaningfully with campus departments, divisions, colleges, and schools.

C. Strategic Actions

Previous UofA Minority Recruitment and Retention Reports specified five strategic actions with associated metrics for the next five years. Listed below, are the five actions, outcomes, and metrics, followed by an overview of the progress made this report period. While many of the actions require ongoing attention (those in black), the color green indicates that the campus has completed or achieved this action such that it requires no further action or attention at this time. The color blue indicates a new or amended/updated strategic action, metric or outcomes.

1. **STRATEGIC ACTION: Recruit and select a Vice Provost for Diversity, and Inclusion. Note, this role was promoted to the Vice Chancellor level in 2018 and in 2020, the role was moved from the Office of the Provost to the Office of the Chancellor.**

   a. The primary role of the Vice Provost (now Vice Chancellor) for Diversity and Inclusion will be to clearly define, publicize, and

implement an institutional commitment and strategic plan for diversity. In doing so, the VC will work to create and sustain a climate in which respectful discussions of diversity are encouraged, acknowledged, and rewarded.

b. In reaffirming the institution's commitment to equity and inclusion, the VC should collaborate with EOC and other campus leaders to develop and implement procedures for reporting bias motivated incidents and hate crimes.

c. Active consideration of intersectionality of minoritized identities (identified as race, ethnicity, nationality, gender, sexual orientation, disability, socioeconomic status, spirituality, and faith) within the framework of privilege and oppression.

d. The VC should be given the appropriate resources to help ensure a significant level of success in achieving the goals and objectives of this office.

e. Cultivate mutually beneficial campus partnerships.

f. Coordinate and implement a departmental search-committee development plan to combat implicit bias.

OUTCOME:

The Vice Chancellor for Diversity and Inclusion should play a significant role in the advancement of efforts to create an inclusive, accessible, and welcoming culture on campus.

METRICS:

Coordinate Campus Conversations

i. The VC will create a new webpage for the Office needs within **6 months** of appointment.

a. The webpage will reflect the missions and visions of the Office of Diversity and Inclusion as well as the University.

ii. The VC will have met with all college representatives within **3 months** of appointment.

iii. The VC will establish an Advisory Committee reflective of faculty, staff, and students.

iv. The VC will host inclusive focus groups that speak to the institutional diversity plan missions and goal.

2. **ACTION: Establish accountability at every level**

a. Each unit will be associated with a diversity, equity, and inclusion unit plan that is updated, submitted, and reviewed annually. The annual plan will specifically track and report progress in relation to diversity and inclusion. The college diversity plan should reflect the initiative of each departmental plan.
b. The importance of awareness, relative to diversity, equity, and inclusion, cannot be overstated. Faculty and professional staff will have the opportunity to report accomplishments about social equality, diversity, and global awareness in their teaching, scholarly activities, or engagement on annual reports.
c. Supervisors should ensure employees receive DEI training and provide professional development opportunities for staff to enrich diversity, equity, and inclusion.
d. Conduct a Campus Climate Study. This study should be repeated at least every 5 years with follow-up actions taken in targeted areas.
e. Using higher education diversity campus climate scholarship, design, implement actions that lead to improved practice in the areas of (framework from Hurtado, Milem, Clayton-Pedersen, & Allen, 1999):
    i. Historical legacy of inclusion/exclusion
    ii. Psychological climate
    iii. Structural diversity
    iv. Behavioral dimension
    v. Demonstrate actively addressing government/policy context and sociohistorical contexts outside of the immediate campus setting

OUTCOME:

Increase the sense of accountability toward Diversity and Inclusion initiatives at every level.

METRICS:

i. College Level Diversity Plans
    a. Each college will implement a DEI unit plan. This plan shall be reviewed annually, initially, and then every two years once the report demonstrates sufficient progress on the initial

plan
   b.   Each diversity plan will be reviewed and registered with the Vice Chancellor for Diversity & Inclusion annually.
   c.   Each college will designate a leader and/or coordinator for diversity initiatives.
   d.   All diversity plans will align with the goals and objectives as set by the VC for Diversity and Inclusion.

ii.   Departmental Diversity Plan
   a.   Departmental diversity plans, which should be reflected in the college's plan, will be developed annually. This plan should be reviewed annually and address the following:
   - What school/unit goal(s) did you establish?
   - How have you advanced efforts to create an inclusive, accessible, and welcoming culture within your department on campus?
   - How have you created opportunities for ongoing professional development for staff to strengthen your capacity to meet diversity, equity, and inclusion goals?
   - How have you addressed recruitment and retention?

iii. Annual Resume Update (Brag Sheet)
   a.   Faculty will have the opportunity to report participation in diversity, equity, and inclusion efforts on annual resume updates (brag sheets). Faculty and staff are encouraged to include their contributions toward diversity in their teaching, research, and/or service-related activities, as appropriate.

3. **ACTION: Recruitment/Retention of diverse faculty**

   a. Individual academic units should address the following in their annual reports:
   - Mentorship for underrepresented faculty and staff
   - Evidence of search committee diversity workshop completion
   - Institutional pipeline plan
   - Establish an informational onboarding process that will help in transition to a new community

   b. The VC for Diversity and Inclusion, in collaboration with the Provost, will provide strategic hire funds to award to academic units

for opportunity hires.

   c. Develop an institutional procedure for reporting bias motivated incidents and hate crimes

   d. Update/create and advertise inclusive policy (non-discrimination policies and inclusive benefits for various minoritized groups).

   e. Provide resources for organizing and supporting Faculty and Staff Interest/Employee Impact Groups (IGs/RGs) based on social identities.

   f. Support and reward diversity related scholarship (additional grant money for conference attendance when disseminating scholarship too).

   g. Create a targeted engagement process for new faculty/staff.
      i. Training opportunities on diversity issues at the U of A and in NWA
     ii. Opportunities for social connections to increase sense of belonging and community

   h. Partner with NWA community for resources and opportunities (including health, such as counseling, and inclusive services).

   i. Encourage units to actively recruit through diversity-focused professional groups such as professional associations identity-based listservs and job fairs.

   j. Developed a best practice search and hire of diverse faculty guide.

OUTCOME:

Increase the number of diverse faculty, staff, and student's institution-wide by developing and implementing curriculum, education, training, and other supportive resources to meet diversity competencies for faculty, staff, teaching assistants and students.

METRICS:

   i. Develop and provide "tool kit" for search committee.

   ii. Foster faculty-to-faculty mentorship program (this includes staff-to-staff mentorship programs).

  iii. Help individual units create a pathway for first generation and underrepresented students to progress through graduate school.

   iv. Provide funds for opportunity hires and retention.

   v. Strategies will (should) include plans for target hires and mentoring programs for those hires.

4. **ACTION: Promote new scholarship and best practices that engages issues of diversity, social justice, and equity**

   OUTCOME:

   The VC for Diversity and Inclusion will develop an interdisciplinary community of scholars and practitioners from across the campus who contribute to the scholarship of social equity and who are competitive, relative to extramural funding.

   METRICS:

   i. Establish Center for Equity and Inclusion. This has been updated to an Institute (The IDEALS Institute).
   ii. Help emphasize and coordinate enhanced efforts for faculty doing research related to diversity in their field.
   iii. Solicit extramural funding.
   iv. Encourage academic units to review curriculums, providing evidence of appropriate social inequities, diversity, and global awareness.
   v. Increase in research-related activities across all colleges, including competition funding.
   vi. Create databases of potential internal and external outlets for research.
   vii. Each academic unit will increase the sharing of research-related knowledge.
   viii. The IDEALS Institute should contribute to the land grant mission by establishingpublic outreach programs.
   ix. Obtain ADHE approval by fall 2019 to implement the institute.

5. **ACTION:** Support comprehensive internationalization of academic programs and partner with campus constituents to increase global awareness

   OUTCOME: The VC for Diversity and Inclusion will work with a variety of constituents on campus including the Dean of the Graduate School and the Dean of the Honors College, on the promotion of internationalization for the University of Arkansas.

   METRICS:

i. Support for partnerships (faculty led study abroad, faculty and staff exchanges, research partnerships, resource sharing, and international partnerships).

ii. Departments should be encouraged to bring international speakers to campus.

iii. Encourage and recognize teaching, research, or service with international focus (Funding for projects and conference attendance/knowledge dissemination; Include international efforts in the new diversity brag sheet area too).

iv. Help develop and create exchange partnerships with specific international institutions.

Progress Specific to Strategic Efforts Between June 1, 2021, and May 31, 2022.

- The division collaborated with BAS and the various underrepresented alumni societies and employee impact groups to host tailgates for each home game. This engagement was well received, well attended, and represents the first time that underrepresented groups have had a presence in the prominent alumni alley.
- The division conceptualized and hosted Unity Week in Little Rock for the UAPB and UofA Football game. This was the first time the two schools played one another and partnered in such intense ways to promote post-secondary education for all. The week of activities included a DEI panel and discussion, A reception, high school recruitment visits and the Chancellor participated in a college assembly at UAPB High School. The division partnered with the BAS to host a golf tournament scholarship fundraiser. The week of events were widely attended and successful and many stakeholders have requested we continue this type of engagement.
- The division developed a DEI search and hire, best practices guide.
- The division launched the DEI strategy team to enhance coordination and drive implementation of strategic efforts.
- The division lead the process to develop and pilot a MWOB effort that included focus groups to determine what small MWOB see as barriers to serving as a UofA vendor. The pilot also included a vendor information session, and engagement of student and classes that resulted in 5 mini videos that provide a step-by-step guide for guiding

MWOB through the vendor process and state registration.

- The division developed a donor advisory board.
- The division and several college units hold regular DEI office hours
- The division secured a $50,000 endowed gift to support a scholarship to the African and African American Studies Program
- The division implemented several donor funds including a friend's fund.
- The division implemented the first DEI Quarterly Chancellor's Report
- The division led a process to establish DEI dashboard for each of the colleges.
- The division hosted the first campus collaboration and calendaring retreat to promote better coordination and calendaring of events.
- ATHL and OEOC celebrated Title IX anniversary
- The division collaborated with others to secure over 9M in externally funded grants to support DEI efforts and student fellowships.
- The division presented the first George Floyd Scholarship
- The Assistant VC for D & I along with the Senior Outreach and Engagement Fellow, Associate Director for Diversity Recruitment, Enrollment Services and the Associate Director, Sam M. Walton College of Business developed virtual welcoming and belonging videos for incoming freshmen and transfer students for fall 2020 due to no in person visits during COVID 19. The videos are hosted on the diversity website.
- The Division of Diversity, Equity, and Inclusion supported faculty and staff members with travel and registration funds to participate in off campuslearning opportunities.
- Campus participated in a DEI policy audit relative to tenure and promotion.
- During Spring 2022, efforts to update the website began. These efforts will continue throughout the summer and serve as an essential tool for enhancing communication relative to our campus DEI efforts.
- The division established the DEI Strategy team in spring 2022. established. The DEI Strategy team consist of the lead DEI faculty/staff member for each of the colleges, enrollment services, the

- libraries, and the multicultural center. This team is charged with leading collective strategic efforts in support of our campus DEI priority. This team consists of 14 members and most of these monthly meetings are in person.

- To facilitate communication about the collective impact of our campus DEI efforts, in spring 2022, the division implemented a quarterly report titled the Chancellor's DEI Impact Report that highlights few of the DEI efforts for the quarter along with the related impact, outcomes, and outputs.
- In spring 2021 the division began intentional efforts to enhance its strategic communication efforts. The division now produces quarterly DEI newsletters that go to over 17,000 internal and external stakeholders and a bi-weekly DEI communication that goes to 650 campus DEI champions, ambassadors, diversity team members, DEI strategy team members and others on our campus that desire to remain informed about DEI related efforts and information. In spring of 2022, the division expanded its communication strategy to include enhancing the division's social media present and visibility. This plan also includes implementing a podcast series as well as a few mini videos/digital promotions that serve as recruitment/attraction strategies for underrepresented students and their families.
- In Fall 2021 the campus launched a major effort focused on Belonging.
- In Spring 2022 the ASPIRE Team prepared a set of recommendations based upon their two years of work resulting from the grant and presented the recommendations to the provost. The recommendations are designed to promote a more diverse campus.

Progress specific to Strategic Research and Externally Funded Grant Efforts

The Sr. Research Fellow and the VC for Diversity, Equity, and Inclusion, in collaboration with one another and/or others across campus and in the Northwest Arkansas community, continue to receive grant support and funding relative to diversity and inclusion. (*Note: This report only includes the names of the PI and the names of the Sr. Fellow and VC for Diversity and Inclusion; Co-PI(s) and Co- Investigators outside of the Office for Diversity and Inclusion are not listed*).

Continued/Current Awards:

Title: Behavioral Health and Workforce Education and Training
Source: Health Resources and Services Administration
Role: Brian Primack Primary Investigator and Co Investigator Dr. Marcia Shobe
Dates: July 1, 2021 – June 30, 2025

Funds: $1,909,342 [MC142108]

Title: Individual Savings Account (IDA) Program for Marshallese Adults in
            NWA
Source: United Way of Northwest Arkansas
Role: Marcia Shobe Co-Principal Investigator (Co-PI – Yvette Murphy-Erby)
Dates: July 1, 2019-December 2021
Funds: $213,000

Title: Closing the STEM Labor Gap through a Path to Graduation for Low
            Income, Rural Students
Source: National Science Foundation (NSF)
Role: Paul Adams Principal Investigator and Co-Principal Investigator -Yvette
            Murphy-Erby),
Dates: January 1, 2018 – December 31, 2021
Funds: $999,847

Title: Scholarships for Disadvantaged Students (School of Social Work)
Source: Health Resources and Services Administration
Role: Marcia Shobe Principal Investigator (Co-PI Yvette Murphy-Erby, Co-I's
            Sara Collie, Ananda Rosa)
Dates: July 1, 2020 – June 30, 2025
Funds: $2.74 million [T08HP39295]

Title: Diversity, Equity, and Inclusion Professional Development Research and
            Consultation
Source: American Bar Foundation
Role: Marcia Shobe Principal Investigator (Co-PI – Dr. Elecia Smith)
Dates: April 1, 2021-September 30, 2022
Funds: $109,149

Title: HHMI Driving Change
Source: Howard Hughes Medical Institute
Role: Marcia Shobe Principal Investigator
Dates: *Invited to submit full proposal - due January 25, 2022
Funds: $50,000 Learning Grant [Awarded in preparation to apply for larger grant]

Title: University of Arkansas ADVANCE: Empowering Networked Groups for
            Arkansas Gender Equity
Source: National Science Foundation (NSF)

Role: PIs, Murphy-Erby & Morimoto, Key personnel Marcia Shobe
Dates: August 1, 2020-September 30, 2023
Funds: $1,000,000

Title: Building Capacity for the Design, Implementation and Evaluation of
           IDEALS Institute Training
Source: Walmart Foundation & Walton Family Foundation ($50,000 each)
Role: Marcia Shobe Principal Investigator (Co-I – Dr. Elecia Smith)
Dates: October 1, 2020-September 30, 2022
Funds: $100,000

Title: TRU Powered by IDEALS
Source: Walton Family Foundation and Walmart Foundation
Role: Marcia Shobe Principal Investigator (Co-I – Dr. Elecia Smith and Ann
           Shelley)
Dates: September 2021 – August 2023
Funds: $2,300,000

Title: DEI - Employee Impact Groups
Source: TIAA
Role: Marcia Shobe Principal Investigator (Co-Investigator Angela Mosley-
           Monts)
Dates: May 2022 – June 2023
Funds: $30,000

TOTAL: $9,411,738

Progress specific to IDEALS Institute Between June 1, 2021 and May 31, 2022.
Professional Development for Faculty, Staff, and Students

- IDEALS partnered with academic units such as the Graduate School and
  International Education (GSIE) and the History Department to discuss
  Culturally Relevant Classroom Management strategies.
- IDEALS provided 24 DEI professional development sessions to faculty and
  staff through Central Human Resources. Topics included Principles of DEI,
  Implicit Bias, Microaggressions, Equity, Sexuality and Gender Identity, and
  Gender Bias in the Workplace.
- IDEALS partnered with academic units (Graduate School and International
  Education, Fulbright College of Arts and Sciences, Walton College of Business,

the Law School, Honors College, Human Environmental Sciences, UA Library) to provide over 15 specialized professional development and facilitated conversations around DEI.

- IDEALS partnered with the School of ART to provide DEI Capacity Building professional development for faculty, staff, and graduate students, and strategic leadership consultation (over 30 engagements).
- IDEALS partnered with Global Campus to host its first virtual DEI in the Workplace Conference in October 2021. More than 100 participants from across the state tuned in for the day-long program.
- For the National Day of Racial Healing, IDEALS offered Race in the South professional development followed by a dialogue session to the entire campus.

Inclusive Practices

- IDEALS received $2.3M grant from the Walmart and the Walton Family Foundation to support its TRU Powered by IDEALS initiative that is designed to help NWA nonprofits build their DEI capacity.
- The IDEALS Institute hired three new trainers and two new project management staff to support its TRU Powered by IDEALS initiative.
  - Race/Gender Demographic Breakdown:
    - Race/Ethnicity: 2 LatinX, 2 African American, 1 Caucasian
    - Gender: 3 Female, 2 Male

Campus Service

- IDEALS presented at the following academic conferences and served on the following panel discussions:
  - AR Association of Colleges and Employers (AACE) Conference
  - PRIDE Presentation for Diversity Leaders
  - Chancellor's Commission on Women; Women's History Month Panel
- IDEALS staff participated in the following campus committees and/or supported the following events:
  - Juneteenth Committee
  - Pride Parade
  - Portraits of Progress Committee
  - Hispanic Heritage Month
  - Hill-ish DEI Event
  - Come as You Arkansas Celebration

BUDGET: The U of A believes diversity, equity and inclusion and the specific focus on minority recruitment and retention must be incorporated into all aspects of our campus efforts and we have incorporated this perspective into our campus priorities. As such, each unit on campus contributes in various ways to providing the fiscal and human capital support towards our recruitment and retention goals. As the lead coordinating unit, The Division for Diversity, Equity, and Inclusion has oversight for an annual operating budget (not including salaries) of $82,000 and an annual strategic hire budget of $200,000 plus fringe. The unit also consistently submits and receives external grants that provide additional funding support. In November of this report period the division received $360,000 in one time funding. Given the need for enhanced efforts in response to the growth of social justice needs and concerns, the unit continues to request an increase in its annual operating budget.

Other units that make fiscally significant contributions to our campus recruitment and retention efforts include:

- The Division of Student Affairs (which includes the Multicultural Center for Education)
- The Division of Advancement
- The Academic Colleges/Schools/Libraries/ and the Graduate School and International Education
- The Global Campus
- The Office for Employment Opportunity and Compliance
- The Office for Student Admissions
- The Office of the Provost
- The Division of Athletics
- The Division of Business Affairs (which include HR and Procurement)
- The Division of Research

Minority Recruitment and Retention
Progress Report
2022

The University of Arkansas
Community College at
Hope-Texarkana

Prepared for the Arkansas Department of Higher Education
June 2022

Minority Recruitment and Retention Progress Report

Introduction and Data Report

The University of Arkansas Community College at Hope-Texarkana (UAHT) is midway through its third, 5-year cycle of minority recruitment and retention action plans. The original Five-Year Minority Recruitment and Retention Action Plan (Action Plan) consisted of four goals and three primary areas of focus. The next stage of planning was designed to demonstrate a continued commitment to multiculturalism and to systematically implement and assess an institutionalized campus environment of inclusion. The overarching goal has been to create processes over programs. Building on that purpose, the current plans integrate multicultural initiatives into the core structures of the College.

The UAHT service area, designated by the Arkansas Department of Higher Education, includes the counties of Hempstead, Miller, Nevada, Lafayette, and southern Howard and Pike in southwest Arkansas. According to the latest data of the U.S. Census Bureau, the College's service area demographic breakdown is as follows:

Current Service Area Ethnic Demographic Data
(Hempstead, Howard, Lafayette, Miller, Nevada, and Pike Counties)

Ethnic Group	Percentage
White	65.23%
Black	24.10%
Hispanic	7.50%
American Indian/Alaskan Native	0.72%
Asian	0.48%
Native Hawaiian/Pacific Islander	0.07%
More than One Race	1.90%

As more specifically detailed below, when likened to the service area ethnic demographic breakdowns, UAHT consistently attracts and services minority populations. During the past five years our overall campus fall enrollment averaged 1,472 students. Enrollment averages for

African Americans were 32% of total enrollment (approximately 8% above the service area population). Enrollment averages for Hispanic students were 7.4% of total enrollment (statistically equivalent of service area population). Other ethnic demographic populations have either remained consistent or increased slightly during the past five years.

UAHT Headcount Enrollment by Race

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian/Alaskan Native	15 (0.98%)	8 (0.51%)	7 (0.47%)	3 (0.24%)	3 (0.25%)
Asian	26 (1.69%)	16 (1.03%)	6 (0.41%)	8 (0.63%)	3 (0.25%)
African American	517 (33.66%)	468 (30.0%)	479 (32.43%)	372 (29.50%)	340 (29%)
Hawaiian/Pacific Islander	1 (0.07%)	3 (0.19%)	2 (0.14%)	1 (0.080%)	0 (0.0%)
Hispanic	110 (7.16%)	118 (7.56%)	130 (8.80%)	101 (8.01%)	112 (9.4%)
White	848 (55.21%)	930 (59.65%)	825 (55.86%)	753 (59.71%)	693 (58.1%)
Two or more races	4 (0.26%)	9 (0.58%)	20 (1.35%)	12 (0.95%)	25 (2.0%)
Unknown	15 (0.98%)	7 (0.45%)	8 (0.54%)	11 (0.87%)	15 (1%)
TOTAL	**1536**	**1559**	**1477**	**1261**	**1191**

Unknown/Other indicates more than one ethnicity.

Likewise, UAHT is graduating minority populations at rates higher than, or consistent with, the percent of ethnic demographics within the general service area population. The graduated students documented below include students who completed degrees or certificates by May 2020. All summer classes at UAHT are scheduled online and any student completing a degree over the summer will be in the 2021 graduate numbers.

Graduated Student File by Ethnicity

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
American Indian/Alaskan Native	4 (0.82%)	4 (0.84%)	3 (0.68%)	1 (0.25%)	1 (0.26%)
Asian	4 (0.82%)	5 (1.05%)	4 (0.90%)	2 (0.51%)	2 (0.53%)
African American	172 (35.32%)	125 (26.32%)	124 (27.93%)	113 (28.68%)	107 (28.3%)
Hawaiian/Pacific Islander	0	0	2 (0.45%)	1 (0.25%)	1 (0.26%)
Hispanic	34 (6.99%)	33 (6.95%)	47 (10.59%)	42 (10.66%)	41 (10.8%)
White	269 (55.24%)	306 (64.42%)	259 (58.33%)	224 (56.85%)	217 (%)
Two or more races	4 (0.82%)	2 (0.42%)	3 (0.68%)	9 (2.28%)	6 (57.5%)
Unknown	0	0	2 (0.45%)	2 (0.51%)	2 (0.53%)
TOTAL	**487**	**475**	**444**	**394**	**377**

During the past five years our graduate numbers averaged 435 students. Graduation averages for African Americans were 29% of total graduates (nearly 5% above the service area population). Graduation averages for Hispanic students were 9% of total graduates (statistically slightly above to the service area population). Other ethnic demographic populations have remained consistent during the past six years.

Enrollment rates and graduation rates when viewed by ethnicity show that the College's philosophy and underling strategies reflect the diversity of the communities it serves.

Progress Report

GOAL 1: *The University of Arkansas Hope-Texarkana will continue to work as a cohesive network to prepare students for the world at large by infusing principles that reflect the values of diversity, equality, and global awareness throughout the curriculum and co-curriculum.*

The first approach through Goal 1 of the 2021-2026 Action Plan is through curriculum as a component of students' overall educational experience. Course-level assessments are central toward measuring student learning. Equally fundamental is assessment of institutional-level outcomes.

The College continued process developments in its assessment cycles of institutional general education learning outcomes. Methodologies of assessing general education, including institutional rubrics toward retention and completion strategies, concentrated on increasing the

rate of completion for all students in an effort to close any gaps in the completion rates of students from any group when compared with the average campus completion rates. Enrollment and completion data helped focus on student support efforts, prioritize the elimination of achievement gaps, and identify underserved populations. The movement of all classes into the online environment in March interrupted some of the 2019-2020 data collections for the spring term. We hope to be back on track of comparative general education learning outcomes by fall 2021. [*see Strategy 1.1.1; Activity 1.1.1.1; Activity 1.1.1.2*]

Projects-based learning discussions led to a joint venture between the HPSD and UAHT to initiate a Collegiate Academy on the Hope campus for 10th through 12th grades that enables students to complete a high school diploma and an associate degree, simultaneously, in either academic transfer or technical education. Around Hope, and throughout southwest Arkansas, education is the best chance for a better life. Social, economic, and educational realities necessitated a drive for public value attainments that required significant changes. The HPSD and UAHT have completed their second year of this joint venture as an extension of the groundwork already underway within the HPSD. Expanding upon the key design element of partnering with UAHT to prepare students for college, the Collegiate Academy magnifies college readiness into actual degree attainment. [*see Activity 1.1.2.3; Activity 1.2.1.1*]

The current enrollment for the Collegiate Academy is 87 students.

The Hope Collegiate Academy Class of 2022 had 19 students, 9 females and 10 males with a demographic breakdown of 12 white students, three African-American students, three Hispanic students, and one student reporting more than one race.

The Hope Collegiate Academy Class of 2023 has 15 students, six females and nine males with a demographic breakdown of 10 white students, three African-American students, and three Hispanic students.

The Hope Collegiate Academy Class of 2024 has 25 students, 15 females and 10 males with a demographic breakdown of eight white students, four African-American students, 12 Hispanic students, and one student reporting more than one race.

The Collegiate Academy model replicated on the Texarkana campus in Fall 2020, with 10th and 11th grade students from Arkansas High School. The Texarkana Collegiate Academy Class of 2022 had seven students, four females and three males with a demographic breakdown of two white students, four African-American students, and one student reporting more than one race.

The Texarkana Collegiate Academy Class of 2023 had five students, all of whom identify as African-American females.

The Texarkana Collegiate Academy Class of 2024 had 19 students, 9 females and 10 males with a demographic breakdown of 12 white students, three African-American students, three Hispanic students, and one student reporting more than one race. [*see Strategy 1.2.4]*

The College continues to foster faculty efforts to broaden course perspectives to address global awareness. Faculty members are encouraged to use texts, instructional materials, and learning activities that reflect the values of diversity. Evidence of program awareness toward global awareness is the UAHT nursing students' presentation of Culture Day. Recognizing that culture competency is very important to the nursing profession, students present different cultures by dressing in representative clothes, display information about varying cultures, and provide tastes of food. [*see Strategy 1.1.3*]

Goal 1 of the 2021-2026 Action Plan (Action Plan) visualized a robust approach toward principles of diversity, equality, and global awareness.

The UAHT Multicultural Student Association kicked-off Black History Month with a campus-wide event to commemorate the culture and contributions of African Americans in the campus Student Center. The event was free to the public. [*see Strategy 1.2.4; Activity 1.2.4.1*]

The UAHT Multicultural Student Association kicked-off Hispanic History Month with a campus-wide event to commemorate the culture and contributions of Hispanics in the campus Student Center. The event was free to the public. [*see Strategy 1.2.4; Activity 1.2.4.1*]

The UAHT Multicultural Student Association partnered with the UAHT Fine Arts Society and celebrated Día de Muertos (Day of the Dead) with a presentation on the Mexican holiday. Participants painted their own sugar skull. *[see Strategy 1.2.4; Activity 1.2.4.1]*

The UAHT Multicultural Student Association presented its annual honor ceremony "Hope for the Future Honors Ceremony" for African-American high school seniors with a cumulative 3.0 or higher grade point average from Hope High School, Prescott High School, Blevins High School, and Arkansas High School. [*see Strategy 1.2.3*]

Findings
The University of Arkansas Community College at Hope-Texarkana utilizes the talents, skills, and ideas of members of various constituencies to create an environment for cultivating the personal growth, knowledge, and development of students. It is expected that educational institutions enrich and enhance the academic and socialization experiences of students through a diversified culture of learning. Coexistence on a campus of individuals from distinct backgrounds and with divergent ideas requires hard work and commitment from all concerned. Capitalization of such distinctions and diversity shapes the College's conversation toward, and promise to, foster that diversified culture of learning.

The College's mission is to support excellence in teaching and learning, value in training and workforce development, and advancement in life-long learning toward elevation in civic and cultural enrichment. Our vision of being a 21st century model community college is achieved by attracting, hiring, and retaining the best people possible all-the-while reflecting the constituents we serve. UAHT provides access and promotes success for its service area by providing cultural and learning opportunities for everyone. We strive to be understanding and accepting and recognize those attributes are indispensable toward the success of our students, our employees, our community, our state, and the country.

The College evidences a culture of equality and inclusion that validates that principles of multiculturalism are incorporated throughout the curriculum and co-curriculum of students' overall educational experience. The objectives, strategies, and activities of Goal 1 demonstrate a cohesive network infusing principles that reflect the values of diversity, equality, and global awareness.

Goal 2: *The University of Arkansas Hope-Texarkana will address students' needs for academic and career success through comprehensive programs and retention strategies that address multicultural competencies and individual self-actualizations.*

The most basic aspect of higher education is learning. Promoting a desire for a lifetime of learning is the highest achievement of any college, and a key component of living up to that achievement is helping students become educated people capable of living a life of learning. Beyond curriculum, programs, and instructional methods is students' understanding of and appreciation for intellectual and emotional maturity that is cultivated when people see themselves as responsible and self-directed. For students to live and work in a globally integrated world they must be able to discuss and translate ideas through appropriate critical analysis. Such analysis includes intellectual growth nourished through open inquiry and contrary points of view.

The University of Arkansas Community College at Hope-Texarkana has demonstrated institutional strengths, including a dedicated and experienced faculty and staff, focused programs for disadvantaged students, strong partnerships and business alliances, and strong fiscal stability. Despite those strengths, the College struggles with a challenge common to most community colleges: low retention and graduation rates. Attrition rates are an ongoing academic dilemma. UAHT's average retention rate runs below national benchmarks. Retention and persistence problems impact graduation. The College has worked on a retention and completion project through its accrediting body, the Higher Learning Commission, for the last four years.

The UAHT Office of Student Services and the Purtle Advising Center initiated the UATH RERAIL Academic Recovery Program. RERAIL serves students on academic probation and suspension. The tier-based program works towards identifying any barriers obstructing the students' success both academically and socially. The student is assigned a coach, UAHT employee, who tracks the student throughout their tenure in the program with meetings, faculty check-in, and resource allocation, i.e. UAHT Iron Horse Pantry, UAHT Iron Horse Care Counseling, tutoring, etc. [*see Activity 2.1.1.1*]

One of the underlying attrition problems campus personnel identified was deficient advising. Historically full-time faculty members take on this job in addition to heavy teaching loads. Teaching schedules make faculty unavailable when students need to see them and few have received formal training in quality advising. Goal 2 of the Action Plan addresses helping students progress from developmental classes on to college-level general education classes and more specialized courses required in technical and health-care programs. *[see Objective 2.1; Strategy 2.1.1]*

Central to Goal 2 of the Action Plan is building and enhancing support systems that allow for success of diverse groups within the institution. We initially identified the development of an advising center for placement testing, advising, and supplemental instruction as a strategy to address enhanced support systems. The idea was to create an intrusive/appreciative advising model for one-stop holistic advising through professionally trained advisors and coaches. Included would be developing data-driven analytics and dashboards for advisors. Dashboard analytics will incorporate diversity definitions and how campus populations are represented. *[see Strategy 2.1.1; Activity 2.1.1.4]*

The advising center opened in May 2019. Advising pilots for transfer students are developed and professional advising to students seeking careers in health professions is underway. We are in the process of expanding advising operations onto the Texarkana campus. [*see Strategy 2.1.1; Activity 2.1.1.1*]

Campus advising coordination affected other student services areas impacted by advising, including the Enrollment Management office, the Registrar's office, and the Financial Aid office. Areas of progress and accomplishment include development of the Required Admission Items List (RAIL), an interactive, streamlined student admissions progression that allows for the coordination and instant access to essential student documents between departments. The RAIL system tracks students from the moment they apply so an advisor can understand their background, financial situation, or other pertinent specifics that advances the advising process beyond schedule building to career planning with additional directional support as needed. [*see Strategy 2.1.1; Activity 2.1.1.4*]

In addition, customer service surveys are collected on all students utilizing advising services. The Advising Center developed, piloted, and implemented tracking systems to collect data related to tasks, participants, methods, results, and timelines. It is too early to measure effects in enrollment, retention, graduation, and institutional fiscal stability, but tracking data to measure such growths is fostered and proceeding. [*see Strategy 2.1.1; Activity 2.1.1.4*]

Addressed in previous reports was the campus' transition to technology support through Blackboard. There are ongoing efforts to engage in assessing and improving technology capabilities. Both Goal 1 and Goal 2 of the Action Plan focus on increasing completion rates for all students in an effort to close any gaps between student groups. Included in improving technology capabilities were surveying current classroom technologies, identifying where technologies need enhancements, and increasing the use of Blackboard as both an instructional and assessment tool. Those activities are ongoing and a long-term plan is established. [*see Strategy 2.2.1*]

Academic faculty members continued a review of all online instruction for general education courses. The purpose was to analyze online technologies and supplements to instruction. The campus is in its fourth year of using Blackboard technologies as classroom instruction and as an assessment tool. There remains a learning curve to these endeavors. [*see Activity 2.2.2.3; Activity 2.2.2.4*]

Another component of increasing completion rates included training Supplemental Instruction Peer Leaders and identifying "high risk" courses that may affect students' success. "High risk" is identified as any course where overall success rates are less than 75%. Faculty and student training are scheduled for summer and beginning of fall 2020. Identifying course success rates is an ongoing process. [*see Activity 2.1.2.2*]

The campus will continue to explore methods of gaining external supports for campus diversity goals by identifying and developing approaches to foster support of campus diversity initiatives. External supports will include diversity initiatives for capital campaigns, fundraising, and needs-based scholarships. For the 2021-2022 academic year, approximately 20% of all institutional scholarships were awarded to minority populations. [*see Activity 2.3.1.2*]

Findings
The College has taken steps to advance students' academic and career advising needs through dedicated advising protocols. The holistic approach to assist students in making social and intellectual growth as well as address geographic transitions into, as well as out of, college continues. Increased coordination between college departments and data and tracking systems, likewise improve students' chances for academic and career success. Decreasing attrition and closing gaps in the completion rates of students from any group when compared with the average campus completion rates is a campus focus.

Likewise, efforts to supplement learning through technology is ongoing, as are labors to develop active learning and learning-centered strategies for more personalized learning.

Goal 3: *The University of Arkansas Hope-Texarkana will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College's service area.*

Obviously any Action Plan requires the College to review and update recruiting and enrollment management plans and materials to attract and serve a diverse student body. Providing scholarships and other financial aid opportunities, utilizing press releases and social media to promote multiculturalism, and disseminating recruitment, retention, and graduation are responsibilities across all levels of the institution.

The Enrollment Management division of Student Services continues to review recruitment materials including evaluation of whether they attract and serve under-served populations. [*see Activity 3.1.1.1; Activity 3.1.1.2*]

As reported above, approximately 20% of all institutional scholarships are awarded to minority populations. Those percentages are consistent with service area demographics. Enrollment management personnel along with personnel in financial aid services continue to seek to provide scholarships and other financial aid opportunities for students. [*see Activity 3.1.1.3*]

Findings
The College is committed to recruiting, retaining, and graduating students from our service areas and beyond. We will continue to recruit students and be more intentional on recruiting,

retaining, and graduating minority students. The College also seeks innovative efforts to connect and build trust with minority communities to ensure UAHT is a welcoming and sound institution for higher learning. These recruitment efforts are assessed annually.

Goal 4: *The University of Arkansas Hope-Texarkana will systematically attract, recruit, and retain a diverse faculty and staff as well as educate and celebrate the diversity of its faculty and staff.*

During the 2020-2021 academic year, the College employed 122 full-time faculty and staff, of whom 93 (76.2%) are white, 30 (24.5%) are African American, and 3 (0.02%) is Hispanic. The position, hire date, and ethnicity are detailed below:

Position/Title	Hire Date	Ethnicity
Faculty	9/14/1980	African American
Financial Aid Officer	3/22/1993	African American
Career Pathways Director	5/28/2007	African American
Instructor	8/26/2013	African American
Trio Upward Bound Director	1/2/2014	African American
GED Director	7/1/2015	African American
Wage Coordinator	7/1/2015	African American
Wage Coordinator	7/1/2015	African American
SNAPS	9/1/2015	African American
Administrative Assistant	9/25/2017	African American
Project Coordinator	11/6/2017	African American
Telecommunications Specialist	6/25/2018	Hispanic
Administrative Specialist	6/25/2018	African American
Upward Bound	8/13/2018	African American
Faculty	8/13/2018	African American
Dean of Students	9/10/2018	African American
Administrative Specialist	2/1/2019	African American
Education Specialist	5/1/2019	African American
Director of Business and Industry Relations	3/4/2019	African American
Career Coach	7/15/2019	African American
Administrative Specialist II	9/30/2019	African American
Instructor	8/12/2019	African American
Administration Specialist I	10/16/2020	African American
Counselor	7/12/2021	African American
Instructor	8/16/2021	African American
Chancellor	8/19/2021	African American
Financial Aid Analyst	9/16/2021	African American
Career Coach	9/16/2021	African American
Administration Specialist	10/16/2021	Hispanic
Administration Specialist	12/1/2021	African American

Counselor	1/3/2022	Hispanic
Student Service Specialist	2/16/2022	African American
Administration Specialist	3/16/2022	African American

Our service area is approximately 24.10% African American, and African Americans represent 24.5% of College employees. Five of the African American employees are faculty and 25 are staff. The College remains resolute in its efforts to recruit minority faculty and staff and widely publicize vacancies through professional publications and local and state news media. We continue to include personnel from various departments in our search-committee style hiring processes so that members of diverse ethnic, age, and gender groups are included. In addition, we will ensure all members of search committees are trained on unconscious bias and how it can effect one's decisions in the hiring process. We will continue to utilize academic division reports to assess positions available and future needs, including best practices at peer institutions on recruitment. In order to increase our minority faculty representation, the College plans to incorporate stay interviews for faculty, in particular minority faculty, as well as develop relationships with Arkansas and bordering-state historical black colleges and universities, minority serving institutions and graduate programs with a minority population *[see Strategy 4.1.1; Activity 4.1.1.1; Activity 4.1.2.2; Activity 4.1.2.3]*

UAHT values community and diversity. As a result of the social unrest in 2020, the institution's leadership prepared a statement and action plan to address racial inequality and strengthening the community as a whole. The action plan included the following actions: creation of the UAHT Chancellor's Taskforce on Diversity, Equity, and Inclusion; UAHT Diversity and Inclusion Campus Assessment; Intentional Student and Community Engagement for Minority Populations; and Mandatory Bias Training. The Taskforce is working with the chancellor and respective institutional areas to develop effective strategies to promote and increase diversity and minority representation at UAHT. [*see Strategy 4.2.1; Activity 4.2.1.1; Activity 4.2.1.2]*

The Taskforce partnered with the Office of the Vice-Chancellor for Academics which dedicated professional development funds to the Taskforce's Courageous Conversations book discussion. The book, *The Leader's Guide to Unconscious Bias*, was utilized in the discussion to identify the various types of biases and strategies to address the participants' biases which could affect their performance in the workplace *[see Activity 4.2.1.4]*.

Findings
The College is committed to hiring the very best candidates for faculty and staff positions from a broad and varied pool of candidates. We will continue to recruit minority faculty and staff and widely publicize anticipated vacancies through professional publications and local and state news media. The College also seeks applicants from predominantly African-American institutions within the state. Our search-committee style hiring process allows personnel from different areas and divergent backgrounds to have a say in potential employees. We will continue to use this method of employee hiring. Each campus division does assess its employment needs annually.

Conclusion

The University of Arkansas Community College at Hope-Texarkana is committed to cultivating a campus environment that is conducive to the well-being of its learners and workforce. A diversified culture of learning embraces the concept of inclusion as essential for UAHT to reflect a vibrant, all-encompassing environment that reveals a world beyond southwest Arkansas. UAHT students are diverse in race, ethnic origins, and nationalities. The 2021-2026 Five-Year Action Plan builds upon such diversities through goals, objectives, strategies, activities, resources, accountability, indicators, and timelines as required under Legislative Act 1091 (1999). Everything contained within the Action Plan addresses the College's institutional diversity goals and is consistent with the College's documented progress in reaching minority populations.

Evaluation and assessment of the 2012-2017 Plan grounds the 2021-2026 Five-Year Action Plan. The indicators recognize that any successful retention policy must reflect an institutional commitment and must be comprehensive in nature. Each of the Action Plan's progress indicators provided the College with feedback. Regular data collection and analysis is an essential element of assessment. The aim is to be a multicultural educational system that is responsive to the needs of students and the demands of educational reform. Much of the College's success with recruitment, retention, and graduation comes from its focus on learning environments. We respect the dignity and value the worth of all students and personnel, treat them fairly, and recognize individual acts of sensitivity and respect.

Diversity coupled with inclusion brings about a nurturing educational environment ideal for learners at all levels, the faculty who teach, and the staff who support. Diversity and inclusion describe an organizational philosophy that seeks, appreciates, and respects individual differences, and where individuals of varying backgrounds and interests grow alongside one another in a secure, nurturing, professional atmosphere. Educators have a responsibility to prepare students for success in multiple environments of changing ethnic, racial, and cultural compositions. The aim is to instill in students the ability to recognize the merit of opposing viewpoints with confidence and self-assurance. Central to that achievement is exposing students to extensive opportunities for a free exchange of ideas and critical thinking skills as a practice of evaluating diverse viewpoints.

Our goals, at their broadest perspective, seek to meet the psychological, self-esteem, and self-actualization needs of all students and the professionals they encounter on campus or in the workplace. The free exchange of ideas leads to insights, lends credibility to processes, and fosters decision-making. The University of Arkansas Community College at Hope-Texarkana believes that it is in the best interest of students to know how to learn, relate, and communicate in multicultural settings. There is little doubt that individuals who intrinsically understand the value of diversity and who appreciate effective communication throughout various environments have a distinct advantage over those who do not. We seek to decrease attrition and implement comprehensive initiatives that address students' needs for academic and career counseling and assist them in making the social, intellectual, and global transitions required from college to career.

Appendix

UAHT Minority Recruitment and Retention
Five-Year Action Plan (2021 - 2026)

GOAL 1:

The University of Arkansas Hope-Texarkana will continue to work as a cohesive network to prepare students for the world at large by infusing principles that reflect the values of diversity, equality, and global awareness throughout the curriculum and co-curriculum.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
1.1 Verify that principles of multiculturalism are incorporated throughout the curriculum as a component of students' overall educational experience	1.1.1 Encourage faculty to broaden course perspectives to address global awareness	1.1.1.1 Encourage the use of texts, instructional materials, and learning activities that reflect the values of diversity	General meeting materials	Curriculum Committee; Academic Deans, Vice Chancellor for Academics	2017-2022 Ongoing
		1.1.1.2 Research educational programs that are responsive to local employment markets	Research materials	Chancellor's Cabinet; Vice Chancellor for Academics	2018-2022 Ongoing
		1.1.1.3 Research and develop active learning and learner-centered strategies for more personalized learning	Research materials, operational budgets, scholarship funds	Faculty	2017-2022 Ongoing
	1.1.2 Evaluate the quantity and quality of diversity related materials in the library	1.1.2.1 Where feasible compile resources for diversity related materials posted on the library website	General research materials	Librarian	2021-2026 Ongoing
		1.1.2.2 Increase library resources as a way of having personnel acquire, discover, and apply knowledge	General budgetary considerations	Librarian	2021-2026 Ongoing

1.2 Incorporate principles of multiculturalism throughout co-curricular activities	1.2.1 Develop methods to encourage broader perspectives of global awareness as a part of the campus culture	1.2.1.1 Research a service learning component linked to general education courses	General meeting materials	Deans of Arts, Humanities & Social Sciences and Math and Science; Vice Chancellor for Academics	2021-2026 Ongoing
		1.2.1.2 Utilize graduation survey data to quantify students' diversity experiences	General survey materials	Vice Chancellor for Academics	2021-2026 Ongoing
	1.2.2 Utilize Hempstead Hall as a forum to feature components of different cultures	1.2.2.1 Involve members of diverse communities in planning programs and activities featured	General budgetary considerations	Hempstead Hall Personnel; Community partners; Campus Co-curricular groups	2021-2026 Ongoing
		1.2.2.2 Encourage the use of the facility for students as a method of making more active campus connections	General budgetary considerations	Hempstead Hall Personnel	2021-2026 Ongoing
	1.2.3 Develop and implement programs that recognize the complexity of campus diversity from the students' perspective	1.2.3.1 Utilize the UAHT Multicultural Student Association to acknowledge equality and social justice issues and the institutional effort to demonstrate ways open discussions benefit all students	Budget components of club activities	Dean of Student Services	2021-2026 Ongoing
		1.2.3.2 Utilize registered student organizations as a method of recognizing the components of diversity that enrich the campus	Student club budgets	Dean of Student Services	2021-2026 Ongoing

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		1.2.3.3 Train volunteer faculty and staff as LGBTQ and BIPOC allies and designate safe spaces for students	General budgetary considerations	Chancellor's Taskforce on Diversity, Equity, and Inclusion	2021-2026 Ongoing
		1.2.3.4 Create an LGBTQ-focused registered student organization	Student organization budgets	Dean of Student Services	2021-2026 Not yet underway
		1.2.3.5 Create a Latinx-focused registered student organization	Student organization budgets	Dean of Student Services	2021-2026 Ongoing
	1.2.4 Build Community Partnerships	1.2.4.1 Engage community leaders in advancing multicultural strategies	General budgetary considerations	Chancellor's Cabinet	2021-2026 Not yet underway

GOAL 2:

The University of Arkansas Hope-Texarkana will address students' needs for academic and career success through comprehensive programs and retention strategies that address multicultural competencies and individual self-actualizations.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
2.1 Build and enhance support systems that allow for success of diverse groups within the institution	2.1.1 Research support systems for students	2.1.1.1 Develop an academic recovery program		Dean of Student Services; Advising Center	2021-2026 Ongoing
		2.1.1.2 Professional Development training for advisors trained in non-cognitive factors	General budgetary considerations	Vice Chancellor for Student Services	2018-2019 Hope Completed 2019-2021 Texarkana Ongoing
		2.1.1.3 Develop data driven analytics and dashboards for advisors mindful of diversity definitions and how populations are represented	General budgetary considerations	Vice Chancellor for Student Services	2021-2026 Hope Ongoing 2021-2026 Texarkana Ongoing

		2.1.1.4 Establish a food pantry to address food insecurity amongst the student population	General budgetary considerations	Dean of Student Services; Chancellor's Cabinet	2021-2026 Completed
		2.1.1.5 Implement a virtual mental health counseling service for students	General budgetary considerations	Dean of Student Services; Vice Chancellor for Student Services	2021-2026 Completed
2.2 Supplement classroom technology to support Blackboard as a teaching, learning, and assessment tool	2.2.1 Investigate current classroom technology capabilities in Hope and Texarkana	2.2.1.1 Identify classrooms where current technology allows class participation through Blackboard	General budgetary considerations	Faculty; Vice Chancellor for Academics; Institutional Technology Personnel	2019-2022 Ongoing
		2.2.1.2 Identify classrooms requiring enhanced technologies to advance participation through Blackboard	General budgetary considerations	Faculty, Vice Chancellor for Academics, Institutional Technology Personnel	2019-2022 Ongoing
	2.2.2 Identify courses where Blackboard technologies and access supplements instruction	2.2.2.1 Survey current classroom deliveries to identify courses using Blackboard technologies in the classroom	General budgetary considerations	Faculty	2019-2022 Ongoing
		2.2.2.2 Identify classes where using Blackboard technologies can be added to classroom instruction	General budgetary considerations	Faculty	2019-2022 Ongoing
		2.2.2.3 Increase the use of Blackboard for classroom instruction as an assessment tool	General budgetary considerations	Faculty, Vice Chancellor for Academics; Institutional Technology Personnel	2019-2022 Ongoing
		2.2.2.4 Research and develop	Research materials,	Faculty	2019-2022

		active learning and learner-centered strategies for more personalized learning	operational budgets, scholarship funds		Ongoing
2.3 Explore methods of gaining external support for campus diversity.	2.3.1 Develop methods and approaches to create allies in fostering support of campus diversity initiatives	2.3.1.1 Include diversity initiatives in capital campaigns and fundraising efforts.	General fundraising materials	Office of Institutional Advancement; Chancellor's Cabinet	2021-2026 Not yet underway
		2.3.1.2 Establish additional needs-based scholarships	General fundraising materials	Office of Institutional Advancement	2021-2026 Ongoing

GOAL 3

The University of Arkansas Hope-Texarkana will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College's service area.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
3.1 Disseminate recruitment, retention, and graduation responsibilities across all levels of the institution	3.1.1 Ensure that there are student services in place that attract and serve targeted populations	3.1.1.1 Review and update the College's recruiting plan and materials to determine that they attract and serve under-served populations	General meeting materials; printing costs	Student Recruiter, Director of Student Relations, Vice Chancellor for Student Services	2021-2026 Ongoing
		3.1.1.2 Review and update the College's enrollment management plan to determine that it properly meets the College's service area needs	General meeting materials	Dean of Enrollment Management, Vice Chancellor for Student Services	2021-2026 Ongoing

		3.1.1.3 Seek to provide scholarships and other financial aid opportunities that meets the College's service area needs	General scholarship materials	Director of Financial Aid, Dean of Enrollment Management	2021-2026 Ongoing
		3.1.1.4 Utilize press releases, College website, social network sites, and radio and television broadcasts to promote UAHT as a leader in diversity culture	General marketing budget	Coordinator of Communications and External Affairs; Assistant Director of College Relations	2021-2026 Ongoing
		3.1.1.5 Increase communication about services available to students, i.e. disability services, tutoring, student organizations	Communication tools	Vice Chancellors; Academic Deans and Divisions; College Personnel	2021-2026 Ongoing
		3.1.1.6 Include meaningful recruitment and retention data in the campus "Data Day" discussions	General meeting materials	Vice Chancellors for Academics and Student Services	2017-2022 Ongoing

GOAL 4

The University of Arkansas Hope-Texarkana will systematically attract, recruit, and retain a diverse faculty and staff as well as educate and celebrate the diversity of its faculty and staff.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
4.1 Strengthen efforts to attract a diverse pool for all new positions	4.1.1 Evaluate search-committee style hiring process	4.1.1.1 Include personnel from various departments to include members of diverse ethnic, gender, and age groups	General meeting materials	Human Resources Officer; Chancellor's Cabinet	2021-2026 Ongoing
		4.1.1.2 Ensure search committees are trained on unconscious bias and inclusive hiring	General meeting materials	Human Resources Officer; Chancellor's Cabinet	2021-2026 Ongoing

	4.1.2 Develop methods for attracting, recruiting, and retaining minority faculty	4.1.2.1 Academic divisions report annually on faculty positions available and assess faculty needs for the future	General reporting materials	Academic Deans; Vice Chancellor for Academics	2021-2026 Ongoing
		4.1.2.2 Conduct stay interviews for faculty, in particular minorities or individuals from historically underserved populations	General research materials	Human Resources Officer; Academic Deans	2021-2026 Not yet underway
		4.1.2.3 Develop relationships with historical black colleges and universities (HBCU), minority serving institutions (MSI), and graduate programs within Arkansas and the border states	General research materials	Human Resources Officer; Academic Deans; Vice Chancellor for Academics	2021-2026 Ongoing
		4.1.2.4 Create an institutional alumni association	General materials	Office of Institutional Advancement	2021-2026 Not yet underway
4.2 Enhance campus-wide diversity, equity, and inclusion accountability, effectiveness, and collaboration	4.2.1 Enhance institutional, unit, and individual accountability for achieving diversity, equity, and inclusion-related outcomes	4.2.1.1 Internally publish action plan, campus climate employee and student assessment, statement on current racial climate and the College's commitment to diversity, equity, and inclusion	General materials	Chancellor's Cabinet	2021-2026 Ongoing
		4.2.1.2 Create taskforce on diversity, equity, and inclusion	General materials	Campus personnel	2021-2026 Completed
		4.2.1.3 Incorporate mandatory bias training for all employees	General materials	Human resources	2021-2026 Completed
		4.2.1.4 Conduct an organizational assessment of among campus leaders of the College's ability to commit human	General survey materials	Chancellor's Cabinet	2021-2026 Ongoing

		and financial resources to diversity goals			
		4.2.1.5 Include diversity, equity, and inclusion in the agendas, orientations, and reports of all operational areas	General meeting materials	Campus personnel	2021-2026 Not yet underway
		4.2.1.6 Create a webpage dedicated to diversity, equity, and inclusion on the College's website	General materials	Office of Communication	2021-2026 Ongoing
	4.3.1 Increase morale and enhance belonging among employees	4.3.1.1 Create a campus employee engagement committee	General meeting materials	Hempstead Hall	2021-2026 Ongoing
		4.3.1.2 Create an employee volunteer group	General materials and employees	Dean of Students and Human Resources	2021-2026 Ongoing

University of Arkansas at Little Rock

Minority Recruitment and Retention
Annual Report
June 2022

Submitted to:
Arkansas Department of Higher Education

University of Arkansas at Little Rock
Submits the following
Minority Recruitment and Retention Report
in compliance with
ACT 1091 of 1999

This minority recruitment and retention report was updated to reflect the most recent official data set available for regulatory reporting at UA Little Rock. In the course of preparing the data tables for the 2017 report, the Office of Institutional Research discovered (and reported to ADHE) a data quality issue with the IPEDS generalized race field. This field merges race, ethnicity, and residency fields into one (IPEDS_race_category) and is used by institutions to quickly derive race information for IPEDS and Official Reporting. Additionally, prior year race totals were updated to reflect official race counts reported to the ADHE after data cleaning associated with the new outcomes-based funding formula. These data quality improvements resulted in a change of race counts for prior academic years included in the report. The data in the student tables differs from data submitted in Minority Recruitment and Retention reports prior to 2017. A data integrity problem was discovered, primarily in the reporting of Hispanic students which caused us to go back and correct all years. The trends are mostly the same, with the exception of the Hispanic student category which has grown more modestly than previously reported.

Questions or comments concerning this document should be directed to:

Department of Human Resources
University of Arkansas at Little Rock
2801 S. University Ave
Little Rock, AR 72204

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I. INTRODUCTION

The University of Arkansas at Little Rock (UA Little Rock) is committed to the principles of its mission as a public metropolitan university. The Declaration of Metropolitan Universities states that teaching efforts must "be adapted to the particular needs of metropolitan students, including minorities and other underserved groups, adults of all ages, and the place-bound" and outlines three main points that have been adopted by UA Little Rock:

1. As leaders of a metropolitan university we must commit our institution to be responsive to the needs of our metropolitan area by seeking new ways of using our human and physical resources to provide leadership in addressing metropolitan problems, through teaching, research, and professional service.
2. Our teaching must be adapted to the particular needs of metropolitan students, including minorities, other underserved groups, adults of all ages, and the place-bound; and
3. Our professional service must include the fullest possible contributions to the cultural life and general quality of life of our metropolitan regions.

UA Little Rock has adopted institutional policies and procedures, practices, programs, behaviors, attitudes and expectations that encourage and facilitate the achievement of educational goals of all students, particularly racial/ethnic minorities, who have been underrepresented in higher education. Additionally, UA Little Rock has established various initiatives to promote minority recruitment in the faculty and staff ranks.

The information provided in this report demonstrates UA Little Rock's commitment to increasing the overall numbers of minority students, faculty and staff through the development and implementation of innovative programs, the use of technology to improve data collection and reporting requirements, and the dedication of personnel to mentor minority students and faculty.

II. MINORITY STUDENT RECRUITMENT AND RETENTION

Overview

The institutional goals for minority student enrollment are based on the principle that UA Little Rock's student population should match the diversity of the region that it serves, maintain and support its diverse student body, and also provide programs that will improve understanding of diversity and global understanding (See UA Little Rock Updated Strategic Plan, 2017, Goal 5, Objectives 1 and 3). In keeping with that principle, UALR historically has served a very diverse student population. As shown below, the University's fall 2021 student body continued the historical trend.

Fall 2021 enrollment percentages, categorized by ethnicity, are as follows:

White	54.9%
African-American	21.7%
Hispanic	2.5%
Unknown/Not Disclosed	1.1%
Non-Resident Alien	5.5%
Two or More Races	11.1%
Asian	2.4%
Amer. Indian/Alaskan	0.8%
Hawaiian/Pacific Islander	0.0%

Minority Student Enrollment

Table 1: UA Little Rock Minority Student Enrollment for Fall 2011 through Fall 2021

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African-American	3,022	2,903	2,856	2,694	2,687	2,625	2,603	2,408	2,150	2,052	1799
Hispanic	341	345	358	351	414	417	407	402	362	281	204
Amer. Ind/Alaskan	51	37	42	45	37	33	34	28	40	53	65
Asian	307	308	318	269	275	268	228	218	209	205	201
Hawaiian/Pac Isl	0	1	1	0	0	0	0	0	0	0	0
Two or more races	511	688	785	859	988	1,027	988	978	1,019	957	921
Total Minority	4,232	4,282	4,360	4,218	4,401	4,370	4,260	4,034	3,780	3,548	3190
Minority/Total	**32.4%**	**33.3%**	**35.2%**	**36.2%**	**37.0%**	**37.5%**	**36.6%**	**38.4%**	**39.5%**	**39.9%**	**38.5%**
White	8,013	7,797	7,326	6,784	6,857	6,692	6,639	5,827	5,233	4,839	4556
Non-resident Alien	486	545	498	480	481	464	638	573	510	439	456
Unknown	337	248	193	163	152	139	87	81	58	73	93
Total Students	13,068	12,872	12,377	11,645	11,891	11,665	11,624	10,515	9,581	8,899	8295

Source: UALR Office of Institutional Research

As indicated in Table 1 above, minority recruitment as a percentage of total students decreased for the first time since Fall 2017, from 39.9% in Fall 2020 to 38.5% in Fall 2021. According to 2021 U.S. Census estimates. the percentage of minority residents for Pulaski County is 48.5%. UA Little Rock minority enrollment does not yet match the regional demographics.

First-Time Undergraduate Minority Enrollment for Fall 2011-2021.

UA Little Rock's first-time undergraduate minority enrollment rose sharply in Fall 2015 and declined over the next 6 years, mirroring the decline in total enrolled first-time students since Fall 2015. The number of minority first-time freshmen as a percentage of total first-time freshmen decreased in Fall 2021, from 56.6% in Fall 2020, to 51.4% of the total first-time students. This fall 2021 percentage is lower than eight of the previous eleven years. Although, the percentage of first-time undergraduate minority enrollment per total first-time undergraduate

enrollment has increased across the last eleven years, from 38.5% in Fall 2011 to 51.4% in Fall 2021.

Table 2: UA Little Rock First Time in College Undergraduate Minority Enrollment Fall 2011-2021

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African-American	260	202	210	209	254	218	215	187	127	105	87
Hispanic	34	40	30	31	50	59	43	34	21	24	12
Amer.Ind/Alaskan	20	27	17	16	28	35	17	18	10	5	13
Asian	4	1	2	2	2	3	1	3	4	2	15
Hawaiian/Pac Isl	0	0	0	0	0	0	0	0	0	0	0
Two or more races	37	140	119	122	182	149	142	137	185	156	120
Total Minority	355	410	378	380	516	464	418	379	347	292	247
Minority/Total	**38.5%**	**48.4%**	**56.3%**	**51.8%**	**59.4%**	**57.0%**	**54.4%**	**63.1%**	**59.4%**	**56.6%**	**51.4%**
White	471	397	260	333	322	328	313	189	212	201	214
Non-resident Alien	29	39	33	21	25	16	34	30	24	21	18
Unknown	68	1	0	0	5	6	1	3	1	2	2
Total Students	923	847	671	734	868	814	766	601	584	516	481

Source: UALR Office of Institutional Research

Undergraduate Minority Enrollment for Fall 2011-2021.

Total undergraduate minority enrollment matches the downward trend of the total university enrollment. There was a 2.1% increase of total minority students as compared to total students in fall 2018, a 0.9% increase in fall 2019, and a 0.5% increase in fall 2020, but a 1.1% decrease in fall 2021. However, the minority enrollment in fall 2021 was still the third highest percentage rate of total enrollment in the last 11 years (42.0% of the total undergraduate and high school concurrent enrollment).

Table 3: Undergraduate & High School Concurrent Enrollment for Fall 2011-2021*

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African-American	2,504	2,423	2,405	2,290	2,295	2,235	2,216	2,038	1,799	1,697	1449
Hispanic	280	293	310	314	364	377	358	341	315	242	177
Asian	260	262	270	230	236	232	207	188	167	154	54
Amer. Ind./Alaskan	36	26	32	32	27	27	24	18	27	41	150
Hawaiian/Pac Islander	0	0	1	0	0	0	0	0	0	0	0
Two or more races	450	629	727	800	921	944	886	868	933	887	845
Total Minority	3,530	3,633	3,745	3,666	3,843	3,815	3,691	3,453	3,241	3,021	2675
Minority/Total	**34.0%**	**35.2%**	**37.6%**	**39.1%**	**40.1%**	**40.7%**	**39.6%**	**41.7%**	**42.6%**	**43.1%**	**42.0%**
White	6,342	6,189	5,816	5,360	5,446	5,325	5,303	4,526	4,097	3,739	3454
Non-resident Alien	256	312	271	230	189	163	307	291	249	206	189
Unknown	249	177	138	128	97	71	23	16	26	38	53
Total Students	10,377	10,311	9,970	9,384	9,575	9,374	9,324	8,286	7,613	7,004	6371

Total Undergraduate Minority Enrollment by Academic Year 2011-2021

Table 4 below shows unduplicated undergraduate minority enrollment for the entire academic year (as opposed to the fall census snapshot). Note that AY 2021-22 does not account for Off-Schedule Spring 2022, On-Schedule Summer 2022, and Off-Schedule Summer 2022. This data is currently not available at the time of the writing of this report. Like our total enrollment, undergraduate minority enrollment has decreased since 2015-16.

Table 4: Unduplicated Undergraduate Enrollment for AY 2011-12 through 2021-22*

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
African-American	3,136	3,009	2,949	2,893	2,842	2,705	2,642	2,515	2,234	1,950	1780
Hispanic	313	335	327	347	375	412	565	485	319	252	221
Asian	247	273	265	253	251	237	224	233	198	175	178
Amer. Ind/ Alaskan	44	35	39	39	38	31	28	24	40	47	64
Hawaiian/Pac Isl	0	0	1	0	0	0	0	0	0	0	0
Two or More Races	414	580	652	724	824	863	832	863	989	944	952
Total Students	**4,154**	**4,232**	**4,233**	**4,256**	**4,330**	**4,248**	**4,291**	**4,120**	**3,780**	**3,368**	**3195**

*Includes only Undergraduates (which includes Post-Baccalaureate). AY 2021-22 does not account for Off-Schedule Spring 2022, On-Schedule Summer 2022, and Off-Schedule Summer 2022. This data is currently not available. Source: UALR Office of Institutional Research

Graduate Student Minority Enrollment for Fall 2011-2021

UA Little Rock's overall graduate student enrollment (Table 5 below) declined sharply in 2014, showed modest growth through Fall 2018, but has declined in the last three years. Individual minority categories show leveling or declining enrollment over the eight-year period since 2013, except for Asian students. The general decline of African American and Hispanic student enrollments will need special attention in the next few years.

Table 5: Graduate Student Fall Semester Minority Enrollment (including Law School)*

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African-American	518	480	451	404	392	390	387	370	351	355	350
Hispanic	61	52	48	37	50	40	49	61	47	39	27
Asian	47	46	48	39	39	36	21	30	42	51	51
Amer. Ind/Alaskan	15	11	10	13	10	6	10	10	13	12	11
Hawaiian/Pac Isl	0	1	0	0	0	0	0	0	0	0	0
Two or More Races	61	59	58	59	67	83	102	110	85	70	76
Total Students	702	649	615	552	558	555	569	581	538	527	515

*Includes Graduate & Law Students. Source: UALR Office of Institutional Research

Minority Recruitment and Retention Data

UALR records minority student enrollment information for every term of the academic year. It also maintains a cohort database that allows the tracking of retention and graduation rates by any field, including ethnicity. The recruitment and retention data in this report are based on fall enrollment census data. Complete minority enrollment data can be found on the website of the UALR Office of Institutional Research: http://ualr.edu/institutionalresearch.

Retention

The total minority student one year retention rate decreased from last year and was among the lowest retention rates in the last eleven years. This mirrors the decline in White student retention rates. In 2021, the minority retention rate was slightly higher than that of White students (64.6% to 64.2%), which has happened in seven of the last eleven years. The retention rate of African American students in 2021 was the second lowest rate in the last eleven years. The retention rate of Asian students decreased sharply from the two previous years as well.

Table 6: Minority Students One-Year Retention Rates for Entering Undergraduates*

	Fall 2011 Returned Fall 2012	Fall 2012 Returned Fall 2013	Fall 2013 Returned Fall 2014	Fall 2014 Returned Fall 2015	Fall 2015 Returned Fall 2016	Fall 2016 Returned Fall 2017	Fall 2017 Returned Fall 2018	Fall 2018 Returned Fall 2019	Fall 2019 Returned Fall 2020	Fall 2020 Returned Fall 2021
African-American	65.3%	66.7%	65.7%	67.5%	60.4%	66.0%	66.0%	56.5%	70.7%	60.2%
Hispanic	78.8%	76.9%	83.3%	80.6%	78.7%	78.8%	72.5%	61.8%	90.5%	79.2%
Asian	90.0%	87.5%	87.5%	93.8%	77.8%	82.4%	81.3%	94.1%	90.0%	50.0%
Amer. Indian/Alaskan	0%	0%	100.0%	100.0%	100.0%	33.3%	-	100.0%	100.0%	50.0%
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	0%
Two or More Races	73.5%	74.1%	72.8%	76.7%	71.9%	63.0%	69.6%	65.1%	72.1%	65.6%
Total Minority	**68.3%**	**71.4%**	**70.5%**	**73.0%**	**67.4%**	**67.6%**	**68.5%**	**62.3%**	**73.5%**	**64.6%**
White	65.6%	65.9%	70.2%	70.6%	71.0%	71.6%	64.9%	71.5%	71.4%	64.2%
Non-Resident Alien	85.7%	86.8%	84.8%	66.7%	76.0%	75.0%	76.7%	83.3%	69.6%	63.2%
Unknown	63.6%	100%	-	-	60.0%	66.7%	-	50.0%	100.0%	100.0%
Total Students	67.2%	69.6%	71.1%	71.7%	68.9%	69.3%	67.4%	66.2%	72.6%	64.6%

*Includes first-time, full-time undergraduates only; Source: UALR Office of Institutional Research

Completion

The six-year minority student graduation rate for "first time in college" students at UA Little Rock has decreased for the second year in a row, from 41.6% to 38.5% last year, to 36.0% for the Fall 2015 to Fall 2021 cohort. Nevertheless, this completion rate is still significantly higher than it was seven years ago, from a 16.2% completion rate for the Fall 2008-Summer II 2014 cohort to 36.0% completion rate for the Fall 2015-Summer II 2021 cohort. The six-year graduation rate for African-American students has increased from 12.3% for the Fall 2008-Summer II 2014 cohort to 29.1% completion rate for the Fall 2015-Summer II 2021 cohort. The

graduation gap between Non-Minority and Minority students has narrowed across the last seven years from a 14.3% gap to an 8.5% gap. The graduation gap between White and African-American students had narrowed from a 14.2% gap to no gap (0.0%) between the Fall 2007-Summer II 2013 cohort to the Fall 2012-Summer II 2018 cohort. However, the gap has increased again for the most recent cohorts to 14.8 percentage points (29.1% for African American students as compared to 43.9% for White students).

Table 7: Six-Year Graduation Rates for First-time in College Undergraduates*

	Fall 2008 - Summer II 2014		Fall 2009 - Summer II 2015		Fall 2010 – Summer II 2016		Fall 2011 - Summer II 2017		Fall 2012 - Summer II 2018		Fall 2013 – Summer II 2019		Fall 2014 - Summer II 2020		Fall 2015 – Summer II 2021	
	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%
African-American	27/219	12.3%	26/222	11.7%	38/187	20.3%	69/248	27.8%	69/195	35.4%	67/201	33.3%	65/197	33.0%	68/234	29.1%
Amer. Indian/ Alaskan	3/10	30.0%	0/1	0.0%	0/0	-	0/3	0.0%	0/1	0.0%	1/2	50.0%	1/2	50.0%	2/2	100%
Asian	4/12	33.3%	9/18	50.0%	10/24	41.7%	11/20	55.0%	14/24	58.3%	11/16	68.8%	11/16	68.8%	18/27	66.7%
Hispanic	9/25	36.0%	12/29	41.4%	11/38	28.9%	12/33	36.4%	16/39	41.0%	13/30	43.3%	13/31	41.9%	14/46	30.4%
Hawaiian/ Pacific Islander	0/0	-	0/0	-	0/0	-	0/0	-	0/0	-	0/0	-	-	-	0/0	-
Two or More Races	0/0	-	7/34	20.6%	14/43	32.6%	9/34	26.5%	54/139	38.8%	59/114	51.8%	51/120	42.5%	69/166	41.6%
Total Minority	**43/226**	**16.2%**	**54/304**	**17.8%**	**73/292**	**25.0%**	**101/338**	**29.9%**	**153/398**	**38.4%**	**151/363**	**41.6%**	**141/366**	**38.5%**	**171/475**	**36.0%**
White	105/349	30.1%	126/366	34.4%	124/429	28.9%	147/439	33.5%	131/370	35.4%	103/238	43.3%	141/313	45.0%	126/287	43.9%
Non-Resident Alien	0/0	-	1/2	50.0%	15/26	57.7%	16/28	57.1%	21/38	55.3%	16/33	48.5%	9/21	42.9%	14/25	56.0%
Unknown	3/5	60.0%	0/2	0.0%	5/22	22.7%	19/66	28.8%	1/1	100.0%	-	-	-	-	1/5	20.0%
Total Non-Minority	108/354	30.5%	127/370	34.3%	144/477	30.2%	182/533	34.1%	153/409	37.4%	119/271	43.9%	150/334	44.9%	141/317	44.5%
Total Students	151/620	24.4%	181/674	26.9%	217/769	28.2%	283/871	32.5%	306/807	37.9%	270/634	42.6%	291/700	41.6%	312/792	39.4%

*Includes first-time in college, full-time undergraduates only. This statistic only counts students who started at UALR as first-time, full-time undergraduates and does not take into account transfer students who graduate or part-time students who take longer than six years to graduate. For categories with small numbers of first-time, full-time freshman, the differences may not be statistically meaningful. Source: UALR Office of Institutional Research

Summary of Minority Student Recruitment and Retention

UA Little Rock remains a diverse campus. In general, the decrease in minority student enrollment in AY 2021-22 mirrors the decrease in overall enrollment. Although UA Little Rock enrollment declined again this year overall, minority enrollment, as a percentage of total enrollment, was the third highest percentage across the last eleven years (38.5%). While the minority student enrollment rate had steadily increased across the previous ten years, from 32.2% of the total enrollment in Fall 2010 to 39.9% in Fall 2020, there was a slight decreased in Fall 2021 for the first time across the last eleven years (38.5%). Undergraduate minority student enrollment has decreased along with overall enrollment declines. For undergraduate students, the percentage of minority enrollment increased from 38.5% of the total enrollment in Fall 2011 to 56.6% of the total enrollment in Fall 2020, but decreased to 51.4% in Fall 2021, the third lowest percentage in the last eleven years. Across the last eleven years, graduate minority student enrollment numbers, despite a slight but gradual increase from Fall 2014 to Fall 2018, has shown a steady decline (from 702 minority students in Fall 2011 to 515 minority students in Fall 2021), mirroring the overall enrollment decline at UA Little Rock. This decrease is largely due to decreases in African-American and Hispanic students. An important enrollment challenge for the next few years is to increase African American and Hispanic graduate student enrollment.

Due to small cohort sizes, retention rate comparisons among race/ethnic categories are not possible. However, it is important to note that the graduation rate of minority students, as a whole, continues to show a general increase, with a 19.8% total increase over the last 8 years (16.2% to 36.0%). The completion rate for all minority students had risen each year from the 2007-2013 cohort to the 2013-2019 cohort to reach 41.6% in 2019. However, there has been a slight decrease in the total minority graduation rate across the last two cohorts (from the 2013-2019 cohort (41.6%), to the 2014-2020 cohort (38.5%), to the 2015-2021 cohort (36.0%).

Initiatives for Minority Student Recruitment and Retention

Across the summer of 2020 through spring 2021, Chancellor Christina Drale held and participated in several open forums on race and ethnicity with students, faculty and staff, with over 300 participants all together, and there were also a number of comments submitted on an anonymous comment e-form. As a result, the Chancellor announced several campus initiatives to improve diversity, inclusion, and student retention at UA Little Rock. The current initiatives that specifically focus on minority recruitment and/or retention are:

Multicultural Center**:** In 2018, the UA Little Rock Multicultural Center was founded and its inaugural director, Dr. Mia Phillips, was hired. In 2020, Chancellor Christina Drale renewed the University's commitment to the Multicultural Center, designating physical space on the second floor of the Ottenheimer Library, funds, and staffing specifically to further the MC's mission and vision. The center opened in the fall of 2021. Further, the Donaghey Foundation provided a three-year commitment to fund diversity, equity, inclusion programming and training as well as to fund an assistant director position for the Multicultural Center. The mission of the UA Little Rock Multicultural Center is to support students by providing culturally-responsive programming and education to promote student success, personal growth, and a culture of respect and inclusion. The Multicultural Center aims to create a campus climate of inclusion for all who learn and work at UA Little Rock.

➢ The Student Affairs Diversity Initiatives (SADI) (previously the Student Services Success Initiatives - SSSI) are housed within the Multicultural Center. The SADI program includes three student success programs designed to empower, support, and assist African American and Hispanic/Latino students to increase retention and graduation rates:

- The African American Male Initiative (AAMI)
- The African American Female Initiative (AAFI), and
- The Hispanic/Latino Initiative (HLI)

High expectations, early interventions, and intrusive interactions form the operational base of the programs. The programs are multi-faceted. SADI offers students the opportunity to receive both professional and peer mentoring. First year student participants are assigned peer mentors, upper class students who have excelled academically and exemplified strong leadership skills. The mentors work with their assigned students throughout their first year at the university. Student participants are also assigned a faculty or staff mentor. Specialized programming is designed to assist students with making the transition to college, understanding the institutional milieu, developing the necessary academic skills, and achieving success both inside and outside of the classroom.

The SADI Student Development Model reflects a holistic approach. The mentoring program described above provides the opportunity for first-time, first-year students and transfer students to be connected with peer and professional mentors to help ease the transition into college. Students participate in numerous relationship-building activities and workshops throughout the year. Students rely on their mentors to answer questions regarding the university and for guidance to resources for academic support.

SADI's Transitional Program's goal is to ease the transition from high school to college for these students and consists of the following:

❖ Summer Bridge Academy (SBA): a residential program aimed at preparing incoming freshmen for college-level work by eliminating the need for them to take developmental math and composition courses. This is accomplished by providing students with personalized instruction in math, reading, writing, and test-taking strategies, and a team of professional and peer mentors to provide encouragement and support throughout their journey.

❖ First Year Experience Course: Designed to help first year college students transition into the university by acclimating students to campus, providing college study strategies, and guiding students through self, major, and career exploration.

There are also several culturally relevant and responsive programs and initiatives in place to serve underrepresented students:

➢ The Trojan Leadership, Engagement, and Development (L.E.A.D.) program is designed to prepare first and second year students of color for leadership in the UA Little Rock community.

➢ **TRIO Programs: Ronald E. McNair Scholars Program** and **Student Support Services (SSS)** are federally funded programs reporting to the Office of the Provost. McNair Scholars has been on the UA Little Rock campus since 1991. The program is designed to prepare first-generation, low-income students and under-represented students of color in graduate education for doctoral study. The program provides skill building seminars, research, faculty mentorship and graduate school admission assistance. Student Support Services (SSS) was established at UA Little Rock in 1978 and serves and prepares first-generation, low-income, and students with disabilities for their undergraduate successes. The program provides a broad range of services and resources, including tutoring, individual counseling/advising, graduate school visits, workshops for college and career success, and information on financial and economic literacy. Please see https://ualr.edu/studentsupport/

Student Success Programs are programs for all UA Little Rock students, including minority students, that provide experiences that help develop the skills needed to actively engage as a member of an inclusive community, develop personal competence, agency, resilience, and live a healthy and balanced life during and beyond college. In addition to several of the programs described above, Student Success programs include:

- **Tutoring Services** in a wide range of subjects. This fall, the Learning Commons was opened, which houses many of the tutoring services in one convenient location on the first floor of the Ottenheimer Library. Within the space, students can receive tutoring from the Communication Skills Center, Math Assistance Center, University Writing Center, World Languages Center, and Trojan Tutoring (for core courses not served by one of the other centers).
- **Academic Support Services** involving program and career advising, skills development, including library and research support, career services.
- Full-time **Academic Coaches and Student Support Specialists**, including licensed social workers available for students in need of academic, personal, and financial support.
- **SOAR Learning Communities** to ease the transition to college, including one for students who place into the developmental literacy course.
- **The CARE Team** exists to assist current UA Little Rock students with situations that can potentially disrupt a student's academic progress. The goal is to intervene early, connecting students with campus and community resources to maintain academic and social well-being. The team reviews each case and coordinates appropriate outreach and follow-up.
- **Campus and Community Resources** that support the health and well-being of students, including: Counseling Services, Health Services, the Disability Resource Center, and the Career Center.

III. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

Faculty

Table 8: UA Little Rock Minority Full-Time Faculty by Ethnic/Racial Category and Rank: 2021

	Chair	Dist. Professor	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African-American	0	0	6	6	10	2	24
Hispanic	0	0	2	4	1	2	9
Asian/Pacific Islander	4	1	17	11	8	1	42
Native American	0	0	0	0	1	0	1
2 or More Races	0	0	2	2	2	0	6
Unknown	0	2	2	3	1	5	13
Total Minority*	4	3	29	26	23	10	95

Source: UALR Department of Human Resources; *Excludes Unknown

In 2021, with 362 total faculty, the largest faculty minority group was comprised of 42 faculty members who identified as Asian/Pacific Islander. The raw numbers for all minority faculty members decreased from last year's numbers (100 in 2020 to 95 in 2021), except for faculty who identified as Hispanic, where there was an increase of 2 Hispanic faculty compared to the 2020 numbers.

The total number of minority full-time faculty, excluding those who identified as unknown, decreased by five full-time faculty as compared to the total number in 2020. The number of African-American faculty members decreased by 1. In 2021 there were 362 full-time faculty members (from July 1, 2021 to report run date of April 30, 2022) and 95 of them identified as a minority. That is, in 2021, 26% of the full-time faculty identified as a minority (excluding unknown), an increase from last year when 24.2% of the full-time faculty identified as a minority. See Appendix A for minority faculty by rank.

Table 9: Full-Time Faculty by Ethnic/Racial Category from 2015 to 2021

	2015	2016	2017	2018	2019	2020	2021
African-American	27	31	34	26	24	25	**24**
Hispanic	8	9	7	9	11	7	**9**
Asian/Pacific Islander	43	45	51	50	48	45	**42**
Native American	1	0	1	1	1	1	**1**
2 or More Races	15	12	4	-	6	9	**6**
Unknown	34	29	33	21	18	13	**13**
Total (Excluding Unknown)	94	97	97	86	90	87	**82**

Source: UALR Department of Human Resources: *There are 362 Full-Time Faculty Members from July 1, 2021 - Report Run Date of April 30, 2022.

The goal for minority faculty employment is based on the data extracted from the Digest of Educational Statistics (2015-16) which lists the number of persons receiving doctoral degrees by race/ethnicity. Current 2021 percentages of full-time minority faculty are compared to these goals in Table 10 below. See Appendix B for a listing of all minority faculty hires by appropriated titles.

Table 10: UALR Minority Full-Time Faculty Percent Compared to Goals

	2017	2018	2019	2020	**2021**	**Goal**	**Status**
African-American	8.2%	6.2%	6.6%	6.9%	6.6%	6.3%	**0.3%**
Hispanic	1.7%	2.8%	3.0%	1.9%	2.5%	5.2%	**-2.7%**
Asian/Pacific Islander	12.3%	12.3%	13.2%	12.5%	11.6%	5.9%	**5.7%**
Native American	0.2%	0.3%	0.3%	0.3%	0.3%	0.4%	**-0.1%**
2 or More Races	1.0%	1.5%	1.7%	2.5%	1.7%	-	-
Total Percentage	**23.4%**	**23.1%**	**24.8%**	**24.2%**	**22.7%**	**17.8%**	**+3.2%**

Source: UALR Department of Human Resources: *There are 362 Full-Time Faculty Members from July 1, 2021 - Report Run Date of April 30, 2022.

The total percentage of minority, full-time faculty decreased from 24.2% in 2020 to 22.7% in 2021. UA Little Rock exceeded its established goal for total percentage of minority, full-time faculty by 3.2% (22.7% in 2021 compared to the goal of 17.8%). The percentage of faculty members who identified as African-American decreased by 0.3% to 6.6%, but was still slightly better than the established institutional goal of 6.3%. The percentage of Asian/Pacific Islander faculty members also decreased slightly from 2020 (12.5% to 11.6%). The percentage of faculty members who identified as Hispanic increased by 0.6%, but left the institution at 2.7% below its goal in this category.

Table 11: New Faculty Minority Hires 2015 to 2021

	2015	2016	2017	2018	2019	2020	**2021**
African-American	6	3	5	4	1	4	1
Hispanic	-	0	0	0	1	1	0
Asian/Pacific Islander	2	7	2	5	1	0	3
Native American	-	0	0	0	1	0	0
2 or More Races	-	0	0	0	0	0	0
Unknown	-	0	1	1	0	0	4
Total	8	10	8	10	4	5	**8**

Source: UALR Department of Human Resources

As seen in Table 11, there were four minority faculty new hires in 2021: one who identified as African-American, three who identified as Asian/Pacific Islander, and four faculty whose race is unknown.

Minority Faculty Retention

To date, UA Little Rock has not tracked minority faculty retention in any systematic way and this will need to become a part of our employee tracking in the future. We can deduce from Table 11 that with the number of new minority hires averaging 8 per year from 2015-2021, we should have a consistently growing number of minority faculty members overall and this is not the case. Table 9 shows that the total number of minority-identified faculty members has fluctuated over the last seven years. Even with retirements and the continuing overall decline in faculty size at UA Little Rock, we should expect to see an increase in minority faculty numbers. This suggests that minority faculty retention must become a priority project in the coming years. Four years ago, UA Little Rock instituted a Faculty Mentoring Program. Informal assessment of the program after its first several years shows strong support by both mentors and protégés who participated in the program.

Staff

In 2020, there were 787 staff members at UALR as shown in Table 12 below. Of that number, 311 (excluding unknown), or 39.5%, were minorities, which increased from 38.5% in 2020. African-Americans represented the largest minority staff group with 240 staff members, or 30.5% of the total staff population.

Table 12: Full-Time Staff by Ethnic/Racial Category and EEO Position Category: 2021

	African-American	Hispanic	Asian/ Pacific Islander	Native American	White	2 or More Races	Unknown	Total
Exec/Admin/Managerial	18	0	2	1	68	2	1	**92**
Faculty/Librarian	1	0	0	0	8	1	0	**10**
Professional	106	15	6	0	186	11	3	**327**
Clerical/Secretarial	16	1	2	1	39	3	3	**65**
Tech/Paraprofessional	54	6	6	0	141	12	3	**222**
Skilled Crafts	4	0	0	0	11	0	0	**15**
Service/Maintenance	41	1	0	0	13	1	0	**56**
TOTAL	**240**	**23**	**16**	**2**	**466**	**30**	**10**	**787**

Source: UALR Department of Human Resources

Table 13 below shows that the total number of minority staff members at UA Little Rock fluctuated over the previous six years, but decreased significantly in 2021, falling to the lowest total in the last seven years. See Appendix C for numbers of minority staff by appropriated titles.

Table 13: Full-Time Staff by Ethnic/Racial Category from 2015 to 2021

	2015	2016	2017	2018	2019	2020	**2021**
African-American	293	318	326	284	262	251	199
Hispanic	7	12	13	16	28	12	17
Asian/Pacific Islander	17	19	19	13	13	14	11
Native American	1	6	4	5	1	2	2
2 or More Races	31	31	13	11	30	46	28
Unknown	10	12	19	18	7	8	6
Total (Excluding Unknown)	349	386	375	347	334	325	**263**

Source: UALR Department of Human Resources

Table 14 shows that in 2021 the number of minority staff hires increased by 23 from 2020, due to hiring freezes in 2020. African American hires represented 70.1% of all minority hires in 2021. The number of Hispanic staff hires increased by 6 and represents 10.3% of all minority hires for 2021. See Appendix D for numbers of minority staff hired in 2020 by appropriated titles.

Table 14: New Minority Staff Hires from 2015 to 2021

	2015	2016	2017	2018	2019	2020	**2021**
African-American	59	50	62	31	46	21	41
Hispanic	1	3	3	6	11	0	6
Asian/Pacific Islander	3	5	3	1	2	3	5
Native American	1	3	-	-	1	1	0
2 or More Races	4	-	1	1	2	6	2
Unknown	1	2	-	6	2	4	4
Total New Hires	69	63	69	45	64	35	**58**

Source: UALR Department of Human Resources

Initiatives for Minority Faculty/Staff Recruitment and Retention

The Chancellor's and Provost's Offices, in collaboration with the Diversity Council, academic departments, and the Department of Human Resources, are working to improve recruitment efforts to hire more minority faculty and staff. The Office of Human Resources has implemented a new applicant tracking system in the last several years that greatly assists the institution in tracking minority applicants and hires. This office has been proactive in assisting hiring units with minority recruitment efforts and EEO compliance. Some of the most recent UA Little Rock efforts to increase minority faculty and faculty retention include:

1. The UA Little Rock Strategic Plan includes a goal (Goal 5) exclusively devoted to improving diversity, inclusion, equality, and global understanding in the campus community. Objective 2 of Goal 5 specifically deals with the recruitment and retention of underrepresented faculty and staff throughout the institution, particularly in supervisory and managerial roles.
2. In January 2022, the Chancellor hired the first Chancellor's Fellow for Diversity, Equity, and Inclusion (DEI). The DEI Fellow is responsible for coordinating and supporting all diversity, equity, and inclusion initiatives on campus, advises the Chancellor and Chancellor's Cabinet on DEI matters, and is a member of the Chancellor's Cabinet and the Chancellor's Race and Ethnicity Advisory Committee.
3. In 2021, UA Little Rock developed, approved and published the official University Land Acknowledgement Statement.
4. Across the 2021-22 academic year, the University's Diversity, Equity and Inclusion website was revamped, including new landing and an "about" page.
5. UA Little Rock's Racial Barriers Committee hosted several campus-wide National Day of Racial Healing Event-State of Equity and Diversity in Arkansas events and the Chancellor's DEI Fellow participated as a panelist in one of the events.
6. The Diversity Council and Chancellor's Office sponsored the Inaugural- 'Inclusive and Inspiring Speakers' series-with Keynote speaker- Heather McGhee- author of 'The Sum of Us'.
7. The Chancellor's Office and Alumni Association sponsored the inaugural Juneteenth Campus Event.
8. The Chancellor's DEI Fellow and David Montague -Associate Vice Chancellor for Academic Affairs - Wrote an AAC&U TRHT Proposal to develop a Truth and Racial Healing Center for the UA Little Rock Campus. The Proposal was accepted in April 2022.
9. Across the 2021-22 academic year, the Chancellor's and Provost's Offices provided and disseminated statements on such important DEI matters as Black History Month, Violence against HBCUs, Mass Shootings, and Pride month.
10. The Provost, Deans, and Office of Institutional Research conducted a Faculty Salary Study across 2021 and the fall of 2022 to investigate faculty equity in pay. Based on the data, there did not appear to be evidence of systemic salary discrimination on the basis of race and ethnicity at UA Little Rock.
11. The Chancellor issued a new charter for a reconstituted Diversity Council that will play a more significant role in working towards diversity goals set by the Updated Strategic Plan. The mission of the UA Little Rock Diversity Council is to improve diversity, inclusion, equality, and global understanding within the campus community by promoting dialogue, providing information, and fostering respect for all students, faculty, and staff.

    The UA Little Rock Diversity Council's charge includes:

    - Develop strategies to strengthen faculty, staff, and student support and retention;
    - Examine the campus climate with a broad definition of diversity, including, but not limited to, race/ethnicity, gender, ability, sexual orientation, economic status, and/or religious and spiritual practices;

- Comment on policy related issues including ways in which current policy strengthens or detracts from the diversity of the composition of the faculty, staff, and student body;
- Present recommendations to the Chancellor that include strategies, individuals responsible for specific actions, timelines for implementation, and measurable outcomes that reflect continuous improvement of campus climate and diversity

The UA Little Rock Diversity Council made the following contributions to the Chancellor's diversity initiative in the 2020-21 academic year:

- The Council focused on several issues for further study in 2020-21 and action based on results of the updated survey included the development of an equity lens tool that will be used in the coming years to assist in identifying possible bias in the development of policy.
- The climate survey, last completed in 2019, was administered again spring 2021 and findings were disseminated in fall 2021. In April 2022, the Chancellor hosted a Climate Survey Forum to discuss the results of the 2021 Campus Climate survey.
- The Policy subcommittee of the Diversity Council continued to develop a recruitment plan for hiring more diverse faculty and staff.
- Since its inception, the Diversity Council has hosted lunchtime forums (lunch and learns) with guest speakers on diversity topics. These events are open to all faculty, staff and students and are intended to stimulate more discussions of diversity on campus and to contribute to a campus climate of inclusiveness. This year, the Education subcommittee of the Diversity Council coordinated these efforts with the Multicultural Center and the Academy for Teaching and Learning Excellence (ATLE) in incorporating diversity and inclusion workshop modules for faculty and staff.
- The Diversity Council Education subgroup expanded what was a Diversity Week in previous years to a Diversity Month in 2021 featuring twelve individual events including presentations, panels, films, performances, etc. The goal was to highlight and celebrate the diversity that is UA Little Rock and to contribute to a positive campus climate. As noted above, this academic year, the Diversity Council Education subgroup coordinated with the Chancellor's Office in sponsoring the Inaugural-'Inclusive and Inspiring Speakers' series-with Keynote speaker- Heather McGhee-author of 'The Sum of Us'.
12. The UA Little Rock Faculty Mentoring Program is designed to help new university faculty successfully navigate their overall development and was expanded this year to support the development of not only tenure-track faculty, but also non-tenure track and adjunct faculty.

IV. MONITORING

The Office of Institutional Research and the Office of Human Resources will continue to provide the institution with data to inform decision-making about achieving institutional goals related to diversity.

The Department of Human Resources provides enhanced monitoring and support of recruitment efforts via the electronic applicant tracking system and improved monitoring of the recruitment process.

V. CONCLUSION

In order to support the various initiatives, we estimate that the University spends approximately $850,000 annually. Assessment of the effectiveness of the plan for minority recruitment and retention will be through the tracking and reporting of the number of minority faculty, staff and students to determine if progress is being made in the recruitment and retention of a diverse faculty, staff and student body. Every year an annual report will focus on the current status and annual changes in the numbers of minorities in faculty, staff, and students. Recognizable increases in those areas will provide indication that established initiatives and recruitment processes outlined in the plan are working as designed.

APPENDIX A
MINORITY FACULTY BY RANK*

Position Title	African American	Hispanic	Asian/ Pacific Islander	Native American	2 or More Races	Unknown	Total
Assistant Professor 12 Month	3	0	0	0	0	1	4
Assistant Professor 9 Month	7	1	8	1	2	0	19
Associate Professor 12 Month	1	0	0	0	0	0	1
Associate Professor 9 Month	5	4	11	0	0	3	23
Department Chair 12 Month	0	0	4	0	0	0	4
Distinguished Professor	0	0	1	0	0	2	3
Instructor 12 Month	1	0	0	0	0	1	2
Instructor 9 Month	1	2	1	0	2	4	10
Professor 12 Month	2	0	1	0	0	0	3
Professor 9 Month	4	2	16	0	2	2	26
Total	24	9	42	1	6	13	95

* Source: UALR Department of Human Resources : Due to hires and separations, numbers reflected in this table may vary from the figures in Table 8.

APPENDIX B
MINORITY NEW HIRE - FACULTY
BY APPROPRIATION TITLE*

Position Title	African-American	Hispanic	Asian/ Pacific Islander	Native American	2 or More Races	Unknown	Total
Assistant Professor 12 Month	0	0	0	0	0	1	1
Assistant Professor 9 Month	0	0	2	0	0	3	5
Associate Professor 12 Month	0	0	0	0	0	0	0
Associate Professor 9 Month	0	0	0	0	0	0	0
Department Chair 12 Month	0	0	1	0	0	0	1
Distinguished Professor	0	0	0	0	0	0	0
Instructor 12 Month	0	0	0	0	0	0	0
Instructor 9 Month	1	0	0	0	0	0	1
Professor 12 Month	0	0	0	0	0	0	0
Professor 9 Month	0	0	0	0	0	0	0
Total	1	0	3	0	0	4	8

* Source: UALR Department of Human Resources: Due to hires and separations, numbers reflected in this table may vary from the figures in Table 11.

APPENDIX C
MINORITY STAFF BY APPROPRIATION TITLE*

Position Title	African American	Hispanic	Asian/Pac Islander	Native American	2 or More Races	Unknown	Total
Academic Counselor (Exempt)	0	1	0	0	0	0	1
Administrative Specialist I	0	0	0	0	0	1	1
Administrative Specialist III	12	1	1	0	1	2	17
Administrative Support Supervisor	0	0	0	1	0	0	1
Assistant Basketball Coach	2	0	0	0	0	0	2
Assistant Coach	3	2	0	0	0	0	5
Assistant Dean	1	0	0	0	0	0	1
Assistant Research/Extension Spec - 12 MONTH	0	2	1	0	1	1	5
Assoc. Dean of Students	0	0	0	0	1	0	1
Assoc. Director Information Technology	0	0	1	0	0	0	1
Associate Research/Extension Spec - 12 MONTH	1	0	0	0	0	0	1
Associate Vice Chancellor	2	0	0	0	1	0	3
Asst Dir Student Union (Non-Exempt)	1	0	0	0	0	0	1
Asst. Dir. of Aquatics & Fitness	1	0	0	0	0	0	1
Budget Specialist	1	0	0	0	0	0	1
Buyer	1	0	0	0	0	0	1
Computer Support Specialist (Non-Exempt)	2	0	0	0	0	0	2
Computer Systems Mgr.	1	0	0	0	1	0	2
Development/Advancement Director	2	0	0	0	0	0	2
Dir. of Community Partnerships	1	0	0	0	0	0	1
Director of Distance Learning	1	0	0	0	0	0	1
Director of Student Activities	1	0	0	0	0	0	1
Director of University Police	1	0	0	0	0	0	1
Division Chief	0	0	0	1	0	0	1
Editor (Non-Exempt)	1	0	0	0	0	0	1
Extension Assistant - 12 MONTH	0	0	0	0	1	0	1
Fiscal Support Analyst (Non-Exempt)	1	0	0	0	0	0	1
Fiscal Support Specialist (Non-Exempt)	1	0	0	0	0	0	1
HE Public Safety Dispatcher	2	1	0	0	0	0	3
HE Public Safety Supervisor	3	0	0	0	0	0	3
HEI Program Coordinator (Non-Exempt)	2	0	0	0	4	0	6
HR Associate Director	3	0	0	0	0	0	3
Head Basketball Coach	1	0	0	0	0	0	1
Housekeeper	1	0	0	0	0	0	1
Institutional Assistant (Exempt)	42	4	1	0	2	1	50
Institutional Services Assistant	26	1	0	0	0	0	27
Institutional Services Supervisor	2	0	0	0	1	0	3
Library Technician	2	0	0	0	0	0	2
Logistics Manager	1	0	0	0	0	0	1
Mail Services Assistant	0	0	1	0	0	0	1
Maintenance Assistant	1	0	0	0	0	0	1
Project Coordinator	1	0	1	0	0	0	2

Position Title	African American	Hispanic	Asian/Pac Islander	Native American	2 or More Races	Unknown	Total
Project/Program Director	5	0	0	0	0	0	5
Project/Program Manager (Exempt)	2	0	0	0	1	0	3
Project/Program Specialist	5	0	0	0	0	0	5
Public Safety Officer	4	0	0	0	0	0	4
Research Associate - 12 MONTH (Exempt)	13	0	2	0	2	0	17
Research Coordinator	1	0	0	0	0	0	1
Research Project Analyst (Non-Exempt)	0	0	0	0	1	0	1
Research/Extension Specialist - 12 MONTH	0	0	0	0	0	1	1
Residential Life Coordinator	1	0	0	0	0	0	1
Senior Research Assistant - 12 MONTH (Exempt)	15	1	1	0	5	0	22
Senior Research Assistant - GIT - 12 MONTH	0	0	0	0	1	0	1
Senior Research/Extension Spec - 12 MONTH	0	0	0	0	1	0	1
Skilled Tradesman	4	0	0	0	0	0	4
Student Development Specialist	25	3	1	0	3	0	32
System Programmer/Web Developer	0	1	1	0	1	0	3
TOTAL	**199**	**17**	**11**	**2**	**28**	**6**	**263**

* Source: UALR Department of Human Resources: Due to hires and separations, numbers reflected in this table may vary from the figures in Table 13.

APPENDIX D
MINORITY NEW HIRE –
STAFF BY APPROPRIATION TITLE*

Position Title	African-American	Hispanic	Asian/ Pacific Islander	Native American	2 or More Races	Unknown	Total
Administrative Specialist III	4	0	0	0	0	0	4
Assistant Research/Extension Spec - 12 MONTH	0	1	0	0	0	0	1
Associate Director of Financial Aid	0	0	1	0	0	0	1
Fiscal Support Analyst (Non-Exempt)	0	0	0	0	1	0	1
HE Public Safety Dispatcher	1	0	1	0	0	0	2
HEI Program Coordinator (Non-Exempt)	1	1	0	0	0	0	2
Head Coach	1	0	0	0	0	0	1
Institutional Assistant (Exempt)	8	1	2	0	1	2	14
Institutional Services Assistant	10	0	0	0	0	0	10
Project/Program Specialist	2	2	0	0	0	0	4
Public Safety Officer	2	0	0	0	0	1	3
Registered Nurse Practitioner	0	1	0	0	0	0	1
Research Associate - 12 MONTH (Exempt)	1	0	0	0	0	0	1
Senior Research Assistant - 12 MONTH (Exempt)	2	0	1	0	0	1	4
Student Development Specialist	8	0	0	0	0	0	8
System Programmer/Web Developer	1	0	0	0	0	0	1
Total	**41**	**6**	**5**	**0**	**2**	**4**	**58**

* Due to timing of when reports were run, information in this table may vary slightly from Table 14.

University of Arkansas at Monticello
Annual Report
Fiscal Year Ended June 30, 2022

The University of Arkansas at Monticello's Minority Recruitment and Retention Annual Report is presented herein. The updated Affirmative Action Plan reaffirms the University's commitment to providing educational and employment opportunities to all individuals.

I. *STUDENTS*

The University continued to offer campus programs and activities that enhanced the educational environment for minority students as well as supported retention efforts. The University maintained its tutoring, academic advising, and counseling initiatives. Workshops regarding financial aid, job skills, time management, and other areas of student interest were also held throughout the year.

The total minority population since 2017 has been approximately 40% percent: 2017 (35.1%); 2018 (38.2%); 2019 (38.2%) 2020 (43.6%) and 2021 (45.1%). The African American population reached a new high in Fall 2018 (28.1%), decreased in Fall 2019 (26.4%), rose in Fall 2020 (27.9%), and slightly decreased in Fall 2021 (27.7%). The Hispanic population reached a new high in Fall 2018 (5.8%) but slightly decreased in both Fall 2019 (3.5%) and Fall 2020 (3.3%) and remained constant in Fall 2021 (3.3%). Other ethnic minorities have stayed relatively constant from 2017-2021. The number of students who identified themselves as having two or more ethnicities reached a new high in Fall 2021 (12.8%).

Using Fall 2020 and Fall 2021 data provided by the Chief Information Officer, the following table indicates changes in ethnic minority enrollment for the last two years.

Fall 2020 Headcount		Fall 2021 Headcount	
African American	731	African American	728
Hispanic	86	Hispanic	87
American Indian	5	American Indian	0
Asian	16	Asian	23
Non-resident Alien	9	Non-resident Alien	11
Unknown	13	Unknown	10
Two or more	291	Two or more	336
Hawaiian	0	Hawaiian	0

A review of University baccalaureate major fields of study by ethnicity indicated that African American enrollment was highest in the following areas: Applied Science, Business Administration, Education Studies, and Health and Physical Education (Non-Licensure). Hispanic enrollment was highest in the following areas: Accounting, Agriculture, Business Administration, Education Studies, Natural Resources Management, and Nursing. For non-minority populations, Business Administration,

Education Studies, Health and Physical Education (Non-Licensure), Nursing, and Psychology were the more popular major fields of study.

In the technical programs, minority enrollment was highest for African Americans in the Business Technology, Early Childhood Education, and Practical Nursing. The majority of Hispanic students enrolled in technical programs chose Early Childhood Education, Practical Nursing, and Welding Technology.

II.   STUDENT ENGAGEMENT

1. Minority-Serving Social and Cultural Events

    a) National Pan-Hellenic Council (NPHC) Interest Meetings
        Hosted individually by each group.
    b) Raise Your Voice Pop-Up Event
        Hosted on Monday, February 7th, 2022 at 11AM.
    c) Celebrate Black History Month with Black History Trivia and free Black History Month T-shirt giveaways
        Hosted on Wednesday, February 17, 2021 at 10 AM.

2. Minority-Serving Career Development Events
    a) Truths of Life Week for all minority students and students that have not been exposed to preparing for life after college
    - Students received hands-on assistance with their resumes
    - Students were given an opportunity to express their post-college expectations and receive feedback from a diverse panel of faculty and staff who experienced different setbacks and outcomes
    - Students learned how to prepare for interviews, the proper attire for interviews, and went through a mock-interview to implement their newly gained skills

    Hosted Monday-Thursday, March 7th-10th, 2022

3. Minority Based Recognized Student Organization
    a) National Pan-Hellenic Council (NPHC)
    - The NPHC of the University of Arkansas at Monticello is comprised of five African American fraternities and two African American sororities; each organization takes a week out of the year to celebrate their heritage, culture, and special traditions.

    b) The University of Arkansas added an additional NPHC sorority this year, Delta Sigma Theta Incorporated.

    c) International Student Association
    - The Division of Student Engagement in conjunction with the Office of Admissions sponsored an International Culture Bazaar

adhering to all COVID guidelines. This event exposes the UAM student body to the cultural traditions of our international students. Students from the following nations participated in the event:

1. France
2. Canada
3. Nepal
4. Argentina
5. Libya
6. Thailand
7. Spain
8. St. Vincent
9. Mexico
10. India
11. Brazil
12. Botswana
13. Norway
14. Italy
15. Columbia

Office of Admissions Report

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2021-2022 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall/spring. These were offered in-person and virtually because of the COVID crisis.
- UAM serves as a host college for F-1 and M-1 VISA international students through U. S. Immigration and Customs Enforcement on all three campuses.
- The International Club membership remained stable in FY 2021, meeting monthly, following all COVID guidelines, to discuss changes in international policies and to address issues and opportunities. Attendance was 75--85 percent at each meeting. National international week was held in honor of the students. Faculty, staff, community members, and current students participated in exercises with cultural activities, food, and displays. Students received international lanyards, gift bags and t-shirts. Community assistance was sought to provide international students with opportunities. Three events resulted from this, at Pauline Baptist (Thanksgiving), frequent fellowship events through the Baptist Church, and one recognition events at St. Mark's Catholic Church (International Dinner and Graduation Reception).

International students had the opportunity to visit area homes as guests for dinner on a regular basis. International students were provided with transportation for personal needs, airport departures/arrivals, as well as area social events. Medical, tax and telephone service information for international was provided to all students. Ride share within the international club was formed and used by many. Individual international orientation sessions were held each term and student meetings were held individually prior to the end of the fall and spring terms. Students also visited the International Office with needs or concerns on a regular basis. There was an increase in the number of undocumented students who participated in the International Club this year.

- International brochures were updated to provide changes in Homeland Security requirements, area resources, travel information, and information on living needs in this area.
- Student Special Services reference material was provided to all academic units.
- Student Special Services brochures were updated to better educate the campus and provide information regarding services and resources.
- Attended four transition fairs
- Attended eight high school transition meetings for incoming SSS students
- Six minority recruitment events were attended across the state.
- Recruitment/campus representation was available during area/regional programs and fairs.
- Recruitment presentations were offered to high school juniors and seniors across the state, and in Louisiana, Mississippi, Missouri, Oklahoma, Tennessee and Texas. Some were virtual because of the COVID crisis.
- Scholarship opportunities were made available to all students. These included opportunities both on and off campus.
- The Office of Admissions attended all Articulation Workshops in Arkansas. 380 counselors were given information regarding UAM.
- The Office of Admissions attended Statewide College Planning Programs. This allowed high school students and parents the opportunity to visit with an admissions officer. Likewise, these were attended in identified regions of Louisiana, Mississippi, Missouri, Oklahoma, Tennessee and Texas.
- No visitation days were held in the fall of 2021 because of the COVID crisis. Instead, virtual events allowed them to learn about admission,

scholarships, academic areas, programs, activities, residence life, financial aid, athletics and other services offered on the UAM campuses.

- Website information regarding admission, scholarships, student special services, visitation days, international services, programs, activities, and general university information was updated regularly.
- The Ambassadors provided postcards, emails and social media contacts to prospective students on a regular basis.
- The Office of Admissions accepted invitations to high school awards programs to present students with scholarship awards. This also allowed those interested in the campuses to visit with an admissions officer or the scholarship coordinator.
- Prospective student contact information was provided to areas on campus, when students requested information.
- Arkansas two-year school transfer fairs were attended.
  - Follow up visits were also made to the two-year institutions.
  - Scholarship opportunities for transfer students were discussed and provided.
- Attended transfer fairs in Mississippi, Louisiana, Tennessee and Texas.
- Transfer events were offered to all TRIO programs.
- EAST scholarship opportunities were made available to all interested students.
- Representation at area and neighboring county events was provided, when staff were available.
- Admission and concurrent credit opportunities were offered at participating high schools.
- Packets of information regarding student services were made available to all who attended visitation days and/or attended pre-registration and orientation events.
- It should be noted that any/all opportunities were pending COVID guidelines, opportunities available, and availability. Virtual events were substituted in many instances according to state and federal guidelines.

III. FINANCIAL ASSISTANCE

The University provides strong financial assistance to minority students. The following schedule shows the number of students awarded aid for the Fall 2020 through Summer 2021.

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	Unduplicated Students	White	Minority	Unreported
Loans	1,520	798	721	1
Scholarships	1,289	865	424	0
Federal WS	126	51	75	0
Institutional WS	135	70	40	25
All Grants	2126	1225	900	1
Pell Grants	1,374	636	737	1
SEOG	134	60	74	0
Career Pathways	51	12	39	0

The unduplicated students shown above represent the number of students that received some type of award within the category. A list of all available scholarships is provided in the University's online catalog.

FACULTY AND STAFF

Recruitment and retention of a diverse faculty and professional staff were basic expectations in all searches to fill job openings. The University advertised, as needed, in newspapers and periodicals that target minority groups. In addition, internet advertisements were used to target a wide ethnically diverse population.

During the 2021-22 fiscal year, the University hired minorities in both staff and faculty positions.

On June 30, 2022, the percentage of minorities employed on a full-time basis was as follows:

Non-Classified	20%
Classified	56%
Faculty	24%

As of June 30, 2022, the University hired the following percentage of minorities in full-time positions during the 2021-22 fiscal year:

Non-Classified	53%
Classified	47%

UAM COLLEGE OF TECHNOLOGY-CROSSETT

The staff and faculty of the UAM College of Technology-Crossett (UAM-CTC) are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in the University of Arkansas at Monticello's Affirmative Action Plan Report include data and common activities for all three campuses of the University which includes UAM-CTC.

The following report includes data and activities that extend beyond the University's report and is specific to UAM-CTC.

The ethnic enrollment for the UAM-CTC campus for college credit-hour students during the period of July 1, 2021, through June 30, 2022, is provided below in comparison with two previous years' statistics:

UAM-CTC Students Ethnicity	2019-2020		2020-2021		2021-2022	
Asian	1	.1%	1	.2%	2	.5%
Black/African America	175	28.6%	115	25.5%	116	26.8%
Hispanic	30	5%	17	4.0%	35	8%
White/Caucasian	371	60.7%	272	60.2%	245	56.6%
American Indian	1	.1%	0	0.0%	0	0%
Two or more races	29	5%	43	9.5%	34	7.9%
Non-Resident Alien	3	.4%	2	.4%	0	0%
Other/Unknown	1	.1%	1	.2%	1	.2%
Hawaiian or Other Pacific Islander	0	0%	0	0.0%	0	0%
Total Students	**611**	**100%**	**451**	**100%**	**433**	**100%**

The ethnicity of the non-credit Adult Education students served at the UAM-CTC's Crossett and Hamburg facilities during the period of July 1, 2021, through June 30, 2022, is provided below in comparison with two previous years' statistics:

Adult Education Program Ethnicity—Ashley County	2019-2020		2020-2021		2021-2022	
Asian	2	2%	1	1%	1	1%
Black/African America	41	39%	27	27%	26	24%
Hispanic/Latino	13	12%	12	12%	21	19%
White/Caucasian	50	47%	57	57%	57	53%
Two or more races, Hawaiian or Other Pacific Islander	0	0%	1	1%	3	3%
American Indian	0	0%	2	2%	0	0%
Total Students	106	100%	100	100%	108	100%

Recruitment and Retention of Students

The UAM-CTC campus exercises a policy of equal educational opportunity in keeping with the University. All applicants for admission are considered solely on the basis of individual qualifications. Initiatives beyond the University's role that are specific to maintaining diversity of student enrollment and increasing retention on the Crossett campus include:

- Giving emphasis to recruiting students into nontraditional roles as indicated by female students in Welding Technology, male students in Practical Nursing, male students in Nursing Assistant, female students in Electromechanical Technology-Instrumentation, and a male student in Early Childhood Education,

- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations,

- Utilizing the campus' electronic sign to promote the diversity of the student body and training specific to non-traditional gender occupations,

- Recognizing Black and Hispanic holidays through bulletin board presentations and displays,

- Monitoring the attendance and academic performance of all students and providing students with guidance and access to available resources that will assist them with accomplishing their educational goals,

- Developing campus advertisements, promotions, and flyers that have multi-racial and gender representation,

- Providing tutoring services to assist students and increasing academic retention (targeting first-generation college students who are low-income and/or who are disabled),

- Recruiting Hispanic students for ESL (English as a Second Language) classes,

- Arranging interpreters for Hispanic students taking non-credit courses such as electrical apprenticeship and industrial safety classes, and

- Administering a Career Pathways Initiative (CPI) program through a grant which provides academic and financial assistance to eligible students composed of the following populations:

Career Pathways Ethnicity	2019-2020		2020-2021		2021-2022	
Asian	0	0.0%	0	0.00%	0	0%
Black/African America	34	44.74%	25	44.6%	22	47%
Hispanic/Latino	3	3.95%	2	3.6%	1	2%
White/Caucasian	38	50%	29	51.8%	24	51%
Other	1	1.31%	0	0.00%	0	0%
Total Students	76	100%	56	100%	47	100%

UAM COLLEGE OF TECHNOLOGY-MCGEHEE

The UAM CTM Advisory Board, Program Advisory Committees, staff, faculty and students are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in the University of Arkansas at Monticello's Affirmative Action Plan Report include data and common activities for all three campuses of the university which includes UAM CTM. The following report includes data and activities that extends beyond the university's report and is specific to UAM CTM.

The McGehee campus, during the past academic year, had a minority student body of approximately 68% percent. Using data provided by the Director of Institutional Research/FOI Officer, the following table indicates all ethnic minority enrollment for July 1, 2021, through census of spring 2022; 504 total students with 345 being minority as follows:

UAM-CTM Students	2021-22	
Non-Resident Alien	0	0.00%
Hispanic	27	5.4%
Asian	2	0.00%
American Indian	2	0.00%
Hawaiian	0	0.00%
Black	289	57.3%

White	159	31.5%
Two or More Races	24	4.8%
Unknown	1	0.00%
Total	**504**	**100.00%**

The campus seeks special interest in recruiting minority students, faculty, and staff; however, the campus also wants the most qualified employees. The campus continuously seeks to recruit minorities for its faculty and staff positions. The Vice Chancellor and Assistant Vice Chancellor for the campus are minorities (African American). The minority representation of the faculty is as follows: Emergency Medical Technology Instructor/Director – Asian or Pacific, one early childhood instructor (African American), an automotive instructor (African American), and a commercial driver's license instructor (African American). We also have staff members who are minority, all are African American: School Counselor, Information Technology Director, Director of Career Pathways, Assistant Director of Career Pathways, Human Resource Specialist, two Administrative Specialist's III, and a maintenance assistant.

Recruitment and Retention of Students

The UAM CTM campus exercises a policy of equal educational opportunity. All applicants for admission are considered solely on the basis of individual qualifications. Activities supportive of a professional staff and faculty committed to maintaining diversity of student enrollment and increasing retention beyond that of the university include the following:

- The development of campus advertisements, promotions, and flyers that represent multi-racial and gender representation.
- The development of tutoring services to assist students academically to aid in student retention.
- The Adult Education Program is non-credit instruction. The number of students served in the program was 55% minority (99/179 students). All Adult Education Programs incorporated lessons across the curriculum that highlighted Native Americans in November, Black History month in January, and biographical readings covering various minority leaders. The lessons covered the content areas of reading, social studies, science, and writing. Videos, essay writing, and additional content readings were some of the activities in which the students participated.
- The recruitment of Hispanic students for ESL (English as a Second Language) classes is a continual effort. Flyers promoting ESL classes were distributed throughout the community. The Adult Education website has a Spanish link and brochures in Spanish are also available.
- The utilization of the Career Pathways Initiative program provides tutoring and financial aid resources and contributes to the recruitment and retention of

students. The percentage of minority students served FY20kaufamn through this program is approximately 84% (97 minorities out of a total of 97 students).

- Implementing a Technical Orientation course for students with an ACT score below 14 that are enrolling in technical programs.
- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations
- Utilizing the campus' electronic sign to promote the diversity of the student body and training specific to non-traditional gender occupations.
- Monitoring the attendance and academic performance of all students through an electronic system and providing students with guidance and access to available resources that will assist them with accomplishing their educational goals.

Because of its location, and the minority population, the campus is afforded the opportunity to serve minority students and provide much-needed educational opportunities for the area.

Appendixes
UAM Student Major/Ethnicity Report
Employee Report

Employee Report
(Act 426 of 1993)
For Period Ending 06/30/22

Univeristy of Arkansas at Monticello

Payroll Number (UAM Agency Code): 0155

Category		Number		Percentage
Total Female Employees		380		57%
Total Male Employees		282		43%
Total Employees		**662**		100%
Total Asian Employees		10		2%
Total African American Employees		125		19%
Total Caucasion Employees		467		71%
Total Hispanic Employees		18		3%
Total American Indian Employees		2		0%
Total Unreported		40		6%
Total Employees		**662**		100%

Category		Number		Percentage
Total Female Employees		110		58%
Total Male Employees		80		42%
Total Faculty		**190**		100%
Total Asian Employees		6		3%
Total African American Employees		15		8%
Total Caucasion Employees		158		83%
Total Hispanic Employees		1		1%
Total American Indian Employees		1		1%
Total Unreported		9		5%
Total Faculty		**190**		100%

Description	Gender	Non-Resident	Hispanic	Asian	Black	Indian	White	Hawaiian	Unknown	Two or More	Total
Accounting Major (BBA)	Male	0	2	1	6	0	16	0	0	6	31
	Female	0	3	1	0	0	19	0	0	5	28
Total		0	5	2	6	0	35	0	0	11	59
Agriculture Major (AS)	Male	0	1	0	0	0	6	0	0	0	7
	Female	0	0	0	0	0	1	0	0	0	1
Total		0	1	0	0	0	7	0	0	0	8
Agriculture Major (BS)	Male	0	3	0	7	0	45	0	0	8	63
	Female	0	0	0	4	0	24	0	0	6	34
Total		0	3	0	11	0	69	0	0	14	97
Allied Health Major	Male	0	0	0	2	0	1	0	0	0	3
	Female	0	1	0	3	0	9	0	0	5	18
Total		0	1	0	5	0	10	0	0	5	21
Art Major (BA)	Male	0	1	0	3	0	1	0	0	3	8
	Female	0	0	0	1	0	7	0	0	2	10
Total		0	1	0	4	0	8	0	0	5	18
Associate of Arts Major (AA)	Male	0	0	0	18	0	22	0	0	7	47
	Female	1	5	0	33	0	41	0	0	17	96
Total		1	5	0	51	0	63	0	0	24	143
Bach Applied Science Maj (BAS)	Male	0	0	0	2	0	3	0	0	1	6
	Female	0	2	0	22	0	12	0	0	0	36
Total		0	2	0	24	0	15	0	0	1	42
Bach General Studies Maj (BGS)	Male	0	1	0	0	0	0	0	0	0	1
	Female	0	0	0	0	0	0	0	0	0	0
Total		0	1	0	0	0	0	0	0	0	1
Bach Interdisciplinary Studies Maj (BIS)	Male	0	0	0	5	0	8	0	0	2	15
	Female	0	0	0	3	0	5	0	0	3	11
Total		0	0	0	8	0	13	0	0	5	26
Biology Major (BS)	Male	0	0	0	5	0	18	0	0	5	28
	Female	0	1	1	3	0	29	0	0	7	41
Total		0	1	1	8	0	47	0	0	12	69
Business Administration (AS)	Male	0	0	0	3	0	2	0	0	0	5
	Female	0	0	0	3	0	0	0	0	0	3
Total		0	0	0	6	0	2	0	0	0	8
Business Administration (BBA)	Male	3	1	1	19	0	36	0	0	10	67
	Female	3	2	3	18	0	43	0	0	9	75
Total		6	3	4	37	0	79	0	0	19	142
Chemistry Major (BS)	Male	0	0	0	0	0	7	0	0	2	9
	Female	0	0	0	0	0	14	0	0	1	15
Total		0	0	0	0	0	21	0	0	3	24
Communication (BA)	Male	0	0	0	4	0	1	0	0	0	5
	Female	0	0	0	0	0	5	0	1	4	10
Total		0	0	0	4	0	6	0	1	4	15
Computer Info Systems	Male	0	0	0	0	0	1	0	0	0	1
	Female	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	1	0	0	0	1
Computer Info Systems (AS)	Male	0	0	0	1	0	4	0	0	0	5

Includes Double Majors

Male	1114
Female	1648
Unknown	4
Total	**2766**

Unduplicated Counts

Male	1054
Female	1570
Unknown	4
Total	**2628**

Description	Gender	Non-Resident	Hispanic	Asian	Black	Indian	White	Hawaiian	Unknown	Two or More	Total		Includes Double Majors	Unduplicated Counts
	Female	0	0	0	0	0	0	0	0	0	0			
Total		0	0	0	1	0	4	0	0	0	5			
Computer Info Systems Maj (BS)	Male	0	0	3	14	0	22	0	0	5	44			
	Female	0	1	0	5	0	6	0	0	1	13			
Total		0	1	3	19	0	28	0	0	6	57			
Crime Scene Invest Major (AAS)	Male	0	0	0	1	0	0	0	0	0	1			
	Female	0	0	0	0	0	0	0	0	0	0			
Total		0	0	0	1	0	0	0	0	0	1			
Criminal Justice Major (BS)	Male	0	1	0	5	0	10	0	0	4	20			
	Female	0	1	0	9	0	8	0	0	5	23			
Total		0	2	0	14	0	18	0	0	9	43			
CRO - Business Technology (TC)	Male	0	0	0	0	0	0	0	0	0	0			
	Female	0	0	0	3	0	1	0	0	1	5			
Total		0	0	0	3	0	1	0	0	1	5			
CRO - Child Dev Associate (CP)	Male	0	0	0	1	0	0	0	0	0	1			
	Female	0	0	0	0	0	0	0	0	1	1			
Total		0	0	0	1	0	0	0	0	1	2			
CRO - Early Childhood Ed (TC)	Male	0	0	0	0	0	0	0	0	0	0			
	Female	0	0	0	8	0	4	0	0	1	13			
Total		0	0	0	8	0	4	0	0	1	13			
CRO - Electromech Tech Inst (AdC)	Male	0	0	0	0	0	2	0	0	0	2			
	Female	0	0	0	0	0	0	0	0	0	0			
Total		0	0	0	0	0	2	0	0	0	2			
CRO - Electromech Tech (TC)	Male	0	0	0	3	0	26	0	0	6	35			
	Female	0	0	0	0	0	1	0	0	0	1			
Total		0	0	0	3	0	27	0	0	6	36			
CRO - Health Info Tech (TC)	Male	0	0	0	1	0	0	0	0	0	1			
	Female	0	0	0	2	0	7	0	0	1	10			
Total		0	0	0	3	0	7	0	0	1	11			
CRO - Health Office Skills (CP)	Male	0	0	0	0	0	1	0	0	0	1			
	Female	0	0	0	0	0	0	0	0	0	0			
Total		0	0	0	0	0	1	0	0	0	1			
CRO - Hospitality Services (TC)	Male	0	0	0	1	0	1	0	0	2	4			
	Female	0	0	0	0	0	0	0	0	1	1			
Total		0	0	0	1	0	1	0	0	3	5			
CRO - Hospitality Skills (CP)	Male	0	0	0	3	0	0	0	0	1	4			
	Female	0	0	0	1	0	0	0	0	1	2			
Total		0	0	0	4	0	0	0	0	2	6			
CRO - HVAC/R Fundamentals	Male	0	0	0	0	0	1	0	0	0	1			
	Female	0	0	0	0	0	0	0	0	0	0			
Total		0	0	0	0	0	1	0	0	0	1			
CRO - HVAC/R Technology	Male	0	1	0	1	0	7	0	0	0	9			
	Female	0	0	0	0	0	0	0	0	0	0			
Total		0	1	0	1	0	7	0	0	0	9			
CRO - Nursing Assistant (CP)	Male	0	0	0	0	0	2	0	0	0	2			
	Female	0	0	0	1	0	2	0	0	0	3			

Description	Gender	Non-Resident	Hispanic	Asian	Black	Indian	White	Hawaiian	Unknown	Two or More	Total
	Total	**0**	**0**	**0**	**1**	**0**	**4**	**0**	**0**	**0**	**5**
CRO - Phlebotomy (CP)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	2	0	0	0	0	0	2
	Total	**0**	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**2**
CRO - Practical Nursing (TC)	Male	0	0	0	0	0	1	0	0	0	1
	Female	0	2	0	14	0	23	0	0	1	40
	Unknown	0	0	0	0		1	0	0	0	1
	Total	**0**	**2**	**0**	**14**	**0**	**25**	**0**	**0**	**1**	**42**
CRO - Welding Technology (CP)	Male	0	0	0	1	0	0	0	0	0	1
	Female	0	0	0	0	0	0	0	0	0	0
	Total	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**1**
CRO - Welding Technology (TC)	Male	0	2	0	2	0	12	0	0	1	17
	Female	0	0	0	0	0	0	0	0	0	0
	Total	**0**	**2**	**0**	**2**	**0**	**12**	**0**	**0**	**1**	**17**
Education Studies (BS)	Male	0	0	0	2	0	9	0	0	2	13
	Female	0	3	0	25	0	76	0	0	4	108
	Total	**0**	**3**	**0**	**27**	**0**	**85**	**0**	**0**	**6**	**121**
English Major (BA)	Male	0	0	0	0	0	2	0	0	0	2
	Female	0	0	0	1	0	7	0	0	4	12
	Total	**0**	**0**	**0**	**1**	**0**	**9**	**0**	**0**	**4**	**14**
Exercise Science Maj (AS)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	1	0	0	0	1
	Total	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**
Exercise Science Maj (BS)	Male	0	1	0	4	0	7	0	0	3	15
	Female	1	0	0	4	0	10	0	0	7	21
	Total	**1**	**1**	**0**	**8**	**0**	**17**	**0**	**0**	**10**	**36**
Forest Technology (AAS)	Male	0	0	0	0	0	1	0	0	0	1
	Female	0	0	0	0	0	0	0	0	0	0
	Total	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**
General Tech Major (AAS)	Male	0	1	0	3	0	4	0	0	0	8
	Female	0	1	0	6	0	4	0	0	0	11
	Total	**0**	**2**	**0**	**9**	**0**	**8**	**0**	**0**	**0**	**19**
Grad Course Taker	Male	0	1	0	0	0	0	0	0	0	1
	Female	0	0	0	0	0	1	0	0	0	1
	Total	**0**	**1**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**2**
History Major (BA)	Male	0	0	0	0	0	9	0	0	1	10
	Female	0	0	0	0	0	2	0	0	0	2
	Total	**0**	**0**	**0**	**0**	**0**	**11**	**0**	**0**	**1**	**12**
Hospitality & Tourism MGMT (AAS)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	1	0	0	0	0	0	1
	Total	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**1**
HPE Exercise Science Maj (BS)	Male	1	0	0	7	0	16	0	0	6	29
	Female	0	1	0	6	0	9	0	0	4	20
	Total	**1**	**1**	**0**	**13**	**0**	**25**	**0**	**0**	**10**	**49**
HPE Non-Licensure Maj (BA)	Male	0	0	0	2	0	0	0	0	0	2

Includes Double Majors   **Unduplicated Counts**

Description	Gender	Non-Resident	Hispanic	Asian	Black	Indian	White	Hawaiian	Unknown	Two or More	Total		Includes Double Majors		Unduplicated Counts
	Female	0	0	0	1	0	0	0	0	0	1				
Total		**0**	**0**	**0**	**3**	**0**	**0**	**0**	**0**	**0**	**3**				
HPE Non-Licensure Maj (BS)	Male	1	1	0	21	0	22	0	0	5	49				
	Female	0	0	0	2	0	3	0	0	1	6				
Total		**1**	**1**	**0**	**23**	**0**	**25**	**0**	**0**	**6**	**55**				
HPE Non-Licensure Major (Und)	Male	0	0	0	0	0	1	0	0	0	1				
	Female	0	0	0	0	0	0	0	0	0	0				
Total		**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**				
K-6 Elementary Education	Male	0	0	0	0	0	0	0	0	0	0				
	Female	0	0	0	1	0	8	0	0	0	9				
Total		**0**	**0**	**0**	**1**	**0**	**8**	**0**	**0**	**0**	**9**				
K-6 SPED Resource Endorsement	Male	0	0	0	0	0	0	0	0	0	0				
	Female	0	0	0	0	0	1	0	0	0	1				
Total		**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**				
Land Survey Tech Major (AS)	Male	0	0	0	0	0	2	0	0	0	2				
	Female	0	0	0	0	0	0	0	0	0	0				
Total		**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**	**2**				
Land Surveying (BS)	Male	0	0	0	0	0	7	0	0	1	8				
	Female	0	0	0	0	0	1	0	0	0	1				
Total		**0**	**0**	**0**	**0**	**0**	**8**	**0**	**0**	**1**	**9**				
Liberal Arts Major (BA)	Male	0	0	0	1	0	0	0	0	0	1				
	Female	0	0	0	0	0	0	0	0	0	0				
Total		**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**1**				
Master Arts in English (MA)	Male	0	0	0	0	0	1	0	0	0	1				
	Female	0	0	0	0	0	3	0	0	0	3				
Total		**0**	**0**	**0**	**0**	**0**	**4**	**0**	**0**	**0**	**4**				
Master of Arts Teaching (MAT)	Male	0	0	0	26	0	43	0	0	7	76				
	Female	1	4	1	60	0	130	0	0	18	213				
	Unknown	0	0	0	0	0	3	0	0	0	3				
Total		**1**	**4**	**1**	**86**	**0**	**176**	**0**	**0**	**25**	**292**				
Master of Ed-Leadership (MED)	Male	0	0	0	0	0	7	0	0	0	7				
	Female	0	0	0	1	0	8	0	0	0	9				
Total		**0**	**0**	**0**	**1**	**0**	**15**	**0**	**0**	**0**	**16**				
Master of Education (MED)	Male	0	0	0	0	0	2	0	0	0	2				
	Female	0	0	0	0	0	6	0	0	0	6				
Total		**0**	**0**	**0**	**0**	**0**	**8**	**0**	**0**	**0**	**8**				
Master of Jazz Studies Pending	Male	0	0	0	0	0	0	0	0	1	1				
	Female	0	0	0	0	0	1	0	0	0	1				
Total		**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**1**	**2**				
Master of Music Jazz Studies	Male	0	0	0	1	0	1	0	0	0	2				
	Female	0	0	0	0	0	0	0	0	0	0				
Total		**0**	**0**	**0**	**1**	**0**	**1**	**0**	**0**	**0**	**2**				
Mathematics Major (BS)	Male	0	0	0	1	0	4	0	0	2	7				
	Female	0	0	0	1	0	1	0	0	1	3				
Total		**0**	**0**	**0**	**2**	**0**	**5**	**0**	**0**	**3**	**10**				

Description	Gender	Non-Resident	Hispanic	Asian	Black	Indian	White	Hawaiian	Unknown	Two or More	Total
MCG - Automotive Tech (TC)	Male	0	0	0	5	0	3	0	0	1	9
	Female	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	5	0	3	0	0	1	9
MCG - Basic Business Principles (CP)	Male	0	0	0	6	0	0	0	0	2	8
	Female	0	0	0	0	0	1	0	0	0	1
Total		0	0	0	6	0	1	0	0	2	9
MCG - Business Technology (TC)	Male	0	0	0	7	0	0	0	1	1	9
	Female	0	0	0	10	0	2	0	0	1	13
Total		0	0	0	17	0	2	0	1	2	22
MCG - Child Dev Associate (CP)	Male	0	0	0	1	0	0	0	0	1	2
	Female	0	0	0	4	0	0	0	0	0	4
Total		0	0	0	5	0	0	0	0	1	6
MCG - Diesel Technology (TC)	Male	0	1	0	9	0	1	0	0	0	11
	Female	0	0	0	2	0	0	0	0	0	2
Total		0	1	0	11	0	1	0	0	0	13
MCG - Early Childhood Ed (TC)	Male	0	0	0	1	0	0	0	0	0	1
	Female	0	2	0	40	0	8	0	0	4	54
Total		0	2	0	41	0	8	0	0	4	55
MCG - EMT Paramedic (TC)	Male	0	0	0	1	0	1	0	0	0	2
	Female	0	0	0	4	0	2	0	0	1	7
Total		0	0	0	5	0	3	0	0	1	9
MCG - Health Info Tech (TC)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	5	0	5	0	0	1	11
Total		0	0	0	5	0	5	0	0	1	11
MCG - Health Office Skills (CP)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	1	0	0	0	0	0	1
Total		0	0	0	1	0	0	0	0	0	1
MCG - Health Professions (TC)	Male	0	0	0	0	0	0	0	0	1	1

Includes Double Majors **Unduplicated Counts**

Description	Gender	Non-Resident	Hispanic	Asian	Black	Indian	White	Hawaiian	Unknown	Two or More	Total
	Female	0	0	0	5	0	2	0	0	0	7
Total		**0**	**0**	**0**	**5**	**0**	**2**	**0**	**0**	**1**	**8**
MCG - Heavy Equipment Oper (TC)	Male	0	0	0	1	0	2	0	0	1	4
	Female	0	0	0	0	0	0	0	0	0	0
Total		**0**	**0**	**0**	**1**	**0**	**2**	**0**	**0**	**1**	**4**
MCG - Heavy Equipment Safety and Basic Maintenance (CP)	Male	0	0	0	0	0	1	0	0	0	1
	Female	0	0	0	0	0	0	0	0	0	0
Total		**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**
MCG - Hospitality Services (TC)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	10	0	0	0	0	0	10
Total		**0**	**0**	**0**	**10**	**0**	**0**	**0**	**0**	**0**	**10**
MCG - Office Support (CP)	Male	0	0	0	0	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0
Total		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**
MCG -Pend Pract Nurs (TC)	Male	0	0	0	0	0	1	0	0	0	1
	Female	0	0	0	4	0	1	0	0	3	8
Total		**0**	**0**	**0**	**4**	**0**	**2**	**0**	**0**	**3**	**9**
MCG - Phlebotomy (CP)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	1	0	0	0	1
Total		**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**
MCG - Practical Nurs (TC)	Male	0	0	0	1	0	0	0	0	0	1
	Female	0	3	0	24	0	8	0	0	3	38
Total		**0**	**3**	**0**	**25**	**0**	**8**	**0**	**0**	**3**	**39**
MCG - Welding Technology (CP)	Male	0	0	0	0	0	1	0	0	0	1
	Female	0	0	0	0	0	0	0	0	0	0
Total		**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**
MCG - Welding Technology (TC)	Male	0	0	0	9	0	2	0	0	2	13
	Female	0	0	0	0	0	0	0	0	0	0
Total		**0**	**0**	**0**	**9**	**0**	**2**	**0**	**0**	**2**	**13**
MFA in Debate and Communication	Male	0	0	0	0	0	2	0	0	1	3
	Female	0	0	0	0	0	0	0	0	0	0
Total		**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**1**	**3**
MFA in Creative Writing	Male	0	0	0	0	0	2	0	0	0	2
	Female	0	0	1	1	0	8	0	0	0	10
Total		**0**	**0**	**1**	**1**	**0**	**10**	**0**	**0**	**0**	**12**
Middle Level Educ Major (BA)	Male	0	0	0	0	0	1	0	0	1	2
	Female	0	0	0	0	0	2	0	0	0	2
Total		**0**	**0**	**0**	**0**	**0**	**3**	**0**	**0**	**1**	**4**
Modern Languages Major (BA)	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	1	0	1	0	1	0	0	1	4
Total		**0**	**1**	**0**	**1**	**0**	**1**	**0**	**0**	**1**	**4**
MPEC Phys Ed and Coaching	Male	0	0	0	11	0	18	0	0	1	30
	Female	0	0	0	1	0	3	0	0	0	4
Total		**0**	**0**	**0**	**12**	**0**	**21**	**0**	**0**	**1**	**34**
MS - Forest Resources	Male	0	0	1	0	0	6	0	0	1	8

Includes Double Majors   **Unduplicated Counts**

Description	Gender	Non-Resident	Hispanic	Asian	Black	Indian	White	Hawaiian	Unknown	Two or More	Total		Includes Double Majors	Unduplicated Counts
	Female	0	0	1	1	0	9	0	0	1	12			
Total		**0**	**0**	**2**	**1**	**0**	**15**	**0**	**0**	**2**	**20**			
Music Education Major (BME)	Male	0	0	0	2	0	8	0	0	4	14			
	Female	0	1	0	1	0	3	0	0	3	8			
Total		**0**	**1**	**0**	**3**	**0**	**11**	**0**	**0**	**7**	**22**			
Music Major (BA)	Male	0	2	0	4	0	9	0	0	3	18			
	Female	0	0	0	2	0	1	0	0	3	6			
Total		**0**	**2**	**0**	**6**	**0**	**10**	**0**	**0**	**6**	**24**			
Natural Resource Management (AS)	Male	0	0	0	0	0	1	0	0	0	1			
	Female	0	0	0	0	0	0	0	0	0	0			
Total		**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**			
Natural Resource Management (BS)	Male	0	3	0	0	0	37	0	0	8	48			
	Female	0	0	0	0	0	9	0	0	1	10			
Total		**0**	**3**	**0**	**0**	**0**	**46**	**0**	**0**	**9**	**58**			
Natural Science Major (BS)	Male	0	0	0	1	0	1	0	0	0	2			
	Female	0	1	0	2	0	10	0	0	3	16			
Total		**0**	**1**	**0**	**3**	**0**	**11**	**0**	**0**	**3**	**18**			
Nursing LPN-RN Major (AAS)	Male	0	0	0	0	0	0	0	0	0	0			
	Female	0	0	0	4	0	7	0	0	2	13			
Total		**0**	**0**	**0**	**4**	**0**	**7**	**0**	**0**	**2**	**13**			
Nursing Major (BSN)	Male	0	1	0	2	0	11	0	0	1	15			
	Female	0	3	0	17	0	63	0	0	25	108			
Total		**0**	**4**	**0**	**19**	**0**	**74**	**0**	**0**	**26**	**123**			
Pending RN to BSN (BSN)	Male	0	0	0	0	0	0	0	0	0	0			
	Female	0	0	0	1	0	0	0	0	1	2			
Total		**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**1**	**2**			
Pending K-6 Elementary Ed (BA)	Male	0	0	0	1	0	0	0	0	1	2			
	Female	0	3	0	9	0	25	0	0	4	41			
Total		**0**	**3**	**0**	**10**	**0**	**25**	**0**	**0**	**5**	**43**			
Pending Master of Music	Male	0	0	0	1	0	2	0	0	0	3			
	Female	0	0	0	0	0	1	0	0	0	1			
Total		**0**	**0**	**0**	**1**	**0**	**3**	**0**	**0**	**0**	**4**			
Pending MPEC Phys Ed & Coach	Male	0	0	0	2	0	2	0	0	1	5			
	Female	0	0	0	0	0	1	0	0	0	1			
Total		**0**	**0**	**0**	**2**	**0**	**3**	**0**	**0**	**1**	**6**			
Pending Social Work Major (BSW	Male	0	0	0	1	0	1	0	0	1	3			
	Female	0	1	0	11	0	10	0	0	7	29			
Total		**0**	**1**	**0**	**12**	**0**	**11**	**0**	**0**	**8**	**32**			
Physical Education (non-licensure)	Male	0	0	0	0	0	1	0	0	0	1			
	Female	0	0	0	0	0	0	0	0	0	0			
Total		**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**			
Political Science (BA)	Male	0	0	0	0	0	5	0	0	2	7			
	Female	0	1	1	1	0	1	0	0	0	4			
Total		**0**	**1**	**1**	**1**	**0**	**6**	**0**	**0**	**2**	**11**			
Pre-Engineering Major	Male	0	0	0	4	0	3	0	0	2	9			
	Female	0	0	0	0	0	0	0	0	1	1			

Description	Gender	Non-Resident	Hispanic	Asian	Black	Indian	White	Hawaiian	Unknown	Two or More	Total		Includes Double Majors	Unduplicated Counts

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Minority Recruitment and Retention Report

ANNUAL REPORT

2021-22

University of Arkansas for Medical Sciences (UAMS)

Recruitment and Retention of African Americans, Other Minorities and Females
Annual Report 2021-22

Table of Contents

About UAMS

The University of Arkansas for Medical Sciences was founded in 1879 by eight physicians. Today UAMS is the state's only health sciences university, part of a statewide network of post-secondary education institutions of the University of Arkansas System governed by a 10-member Board of Trustees. UAMS recently implemented a new strategic plan called Vision 2029 along with a new Vision. New strategic objectives build on achievements from the previous Vision 2020 plan, which led UAMS to create an integrated, patient- and family-centered clinical enterprise; focus on educating culturally competent health professionals equipped to practice team-care; and continue to develop and expand nationally recognized research programs that advanced scientific and public health knowledge.

Our Mission

The mission of UAMS is to improve the health, health care and well-being of Arkansans and of others in the region, nation and the world by:

- Educating current and future health professionals and the public;
- Providing high-quality, innovative, patient- and family – centered health care and also providing specialty expertise not routinely available in community settings; and
- Advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements.

Our Vision

By 2029, UAMS will lead Arkansas to be the healthiest state in the region through its synergies of education, clinical care, research and purposeful leadership.

Our Core Values

Integrity, Respect, Diversity and Health Equity, Teamwork, Creativity, Excellence, and Safety.

UAMS: A Commitment to Diversity

UAMS' mission clearly articulates that its scope of responsibility extends to "all Arkansans and to others in the region, nation and the world," and establishes parameters that include minority and diverse populations. The university pursues its mission of diversity and multiculturalism by focusing on two of its core values:

- o Diversity and Health Equity: "UAMS is committed to the importance of the diversity of UAMS leadership, faculty, staff and learners in order to enhance the education of our learners, to reduce racial and ethnic health disparities in our state, and honor the unique contributions provided by a diversity of values, beliefs, and cultures."

- o   Respect: "UAMS embraces a culture of professionalism with respect for the dignity of all persons."

The university has put the leadership, organizational structure, resources and policy framework in place to take its values toward diversity and institutionalize them into ongoing programs and activities that are integrated into the fabric of university life. These measures recognize special issues attendant upon minority, underrepresented and vulnerable populations, and provide the means to implement initiatives to both spur improvements and address deficiencies. Institutional policies are in place to clearly express the university's commitment to diversity and against discrimination. The UAMS Anti-Discrimination Policy explicitly forbids any form of racism, bigotry or discrimination in hiring, among its employees or agents, or in its programs. An academic policy dealing with student anti-discrimination was approved in 2014 to mirror these values by prohibiting discrimination in its educational programs. It is the firm belief of UAMS that each individual has dignity and worth and this belief is evident in all areas of the mission documents. In striving to meet each component of the mission statement, UAMS examines aspects of the population with a focus on nondiscrimination and equal opportunity in all areas of service.

The Affirmative Action Policy addresses university procedures designed to recruit, employ, promote, admit and graduate individuals who have historically been excluded or have been recipients of discrimination based on race, color, age, disability, national origin, religion or gender. The employment of foreign nationals and aliens is addressed in the UAMS Administrative Guide to insure these individuals meet the guidelines of the Immigration and Nationality Act and the Immigration and Naturalization Service Act. UAMS policy asserts its commitment to upholding the Americans with Disabilities Act (ADA) for all employees, students, programs and services. In 2016, the university created a new position in Academic Affairs for a Disabilities Coordinator / Title IX Campus Coordinator to facilitate its policy of accommodation and to serve as a campus-wide resource. A companion Student Accommodation Policy is also in place that lays out the process for evaluating and processing student accommodation requests. The Grievance Procedure for Students Alleging Discrimination assures a transparent review and redress of possible discrimination that students could experience at any point in their student career, including allegations that violate the UAMS Title IX Policy.

The UAMS Basic Code of Conduct establishes guidelines for all employees with respect to diversity and inclusiveness. The university articulates that diversity awareness and cross-cultural communications are institutional goals and provides resources, training opportunities and guidance on how employees are expected to implement these principles into their daily work lives. These principles and practices ensure an atmosphere that provides opportunity for the talent of all to be recognized, cultivated and promoted.

UAMS demonstrates its commitment to diversity and a multicultural society with a number of offices, committees and initiatives. In 2019, UAMS restructured the Vice Chancellor for Diversity and Inclusion role, first established in 2011 on its leadership team, into a Vice Chancellor for Diversity, Equity and Inclusion position, supervising a new Division of Diversity, Equity, and Inclusion (DDEI) and the institution's diversity,

inclusion, and equity initiatives. Additional information regarding the DDEI and DDEI outreach programs is included on pages 17-38.

UAMS expresses its commitment to the value of diversity with a number of communications strategies. Employees undergo diversity training as part of the university's extensive orientation process. Training is provided on a continuing basis.

Our intentional planning and efforts in this area has resulted in UAMS being ranked seventh nationally on an annual list of Best Employers for Diversity created by *Forbes* magazine. The rankings are based on independent surveys of more than 50,000 people in workplaces of more than 1,000 employees. They include both direct and indirect recommendations and consider both diversity in executive leadership and institutional efforts to promote diversity in the workplace.

Community

UAMS demonstrates its commitment to a multicultural society in a variety of ways. A handful of examples are described below.

- The UAMS' 12th Street Health & Wellness Clinic supports an under-served community near the university's main campus. The clinic serves as both a site for students to participate in service learning events and as an interprofessional education experience where students from a variety of programs and disciplines participate together in providing treatment and in education activities.
- UAMS has developed a special outreach program to attend to the health and wellness of Arkansas' Marshallese Island population, the largest Marshallese population on U.S. soil. The project began in 2013 with a $2.1 million grant to study health disparities in the northwest Arkansas region. That led to a $3 million grant from the CDC to further focus on health disparities specific to both the Hispanic and Marshallese communities in northwest Arkansas. At the North Street Clinic on UAMS' Northwest Regional Campus, students lead a chronic disease management program for the Marshallese population, which experiences a high incidence of Type 2 diabetes and related conditions. As with the 12th Street Clinic, the North Street Clinic provides an interprofessional setting and experience for students from various disciplines.

Women's Faculty Development Caucus (WFDC)

The Women's Caucus was founded in 1989 as a professional development and mentoring program to help women advance their career and assume leadership positions. The professional development efforts have resulted in an expanding organization that addresses the needs of all UAMS faculty members. The WFDC provides leadership training, mentoring/advising, faculty development, and networking opportunities. The

Caucus Committees, led by rotating chairs and co-chairs, are pathways to leadership and provide the energy and effort behind WFDC activities.

WFDC Mission Statement

The mission is to inspire, encourage and enable women health providers and scientists to realize their professional and personal potential and goals.

The members of the Women's Faculty Development Caucus share a common commitment and vision for professional development, and they collaborate on services and activities that have helped countless faculty members achieve their goals.

Recent Accomplishments

The Research Committee hosts several activities during the academic year to support women scientists at UAMS. The committee coordinates panel discussions and hosts luncheons that foster discussions and mentoring opportunities between Faculty members, graduate students and postdoctoral fellows. The committee organizes a Women in Science poster showcase every other year and a speed collaborating event on opposite years. The committee has recently conducted focus groups to determine specific needs of women researchers at UAMS and form an action plan to address those needs.

The Women in Training (WIT) Committee's focus is on mentoring medical students and residents. The Committee plans an annual "speed-dating" residency fair event to match mentees with possible mentors and an annual freshmen women luncheon. Both events help address students' concerns about making a specialty choice, call schedule, family time, residency, practice-based questions, and financial return. The luncheon also showcases resources and programs geared toward women students, including shadowing opportunities with surgical specialties and community engagement opportunities such as the Arkansas Women's Foundation event, Girls of Promise, designed to encourage eighth grade girls from around the state to stay interested in science and math.

The Mentoring Committee organizes peer mentoring groups for advanced rank faculty as well as group mentoring for junior career faculty. The committee also coordinates a workshop series for junior faculty entitled Junior Faculty P&T Prep: Documenting Your Efforts in a Way That Counts. The four sessions cover teaching, clinical, research and administrative work.

The Faculty Development Committee works to bring faculty together as well as offer development opportunities for all faculty. The group organizes quarterly networking social events. The committee also organizes a six month series called Achieving Success: How to Negotiate with Confidence. This hands-on program teaches junior female faculty how to navigate important conversations with senior leaders.

WFDC electronic mailing list is provided to members to allow women faculty members to share and seek resources from other faculty members (i.e. cleaning services, childcare, eldercare, etc.).

Student Diversity Metrics

Institutional student enrollment data is included below. Additional details regarding student recruitment and retention per college/school can be found in the Colleges of Health Professions, Medicine, Nursing, Public Health, Pharmacy, and Graduate School individual reports. In 2021-22, UAMS enrolled 3,434 students (unduplicated headcount).

UAMS 2021-22 Annual, Unduplicated Student Enrollment by Race/Ethnicity and Gender

UAMS 2021-2022 Annual Unduplicated Student Enrollment	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	2	0.1%	9	0.3%	0	0.0%	11	0.3%
Asian	101	2.9%	148	4.3%	3	0.1%	252	7.3%
Black or African American	78	2.3%	285	8.3%	4	0.1%	367	10.7%
Hispanic/Latino	69	2.0%	168	4.9%	3	0.1%	240	7.0%
Native Hawaiian/Other Pacific Islander	1	0.0%	0	0.0%	0	0.0%	1	0.0%
White	585	17.0%	1,633	47.6%	41	1.2%	2,259	65.8%
Nonresident Alien	42	1.2%	42	1.2%	1	0.0%	85	2.5%
Two or More Races/Some Other Race	43	1.3%	73	2.1%	1	0.0%	117	3.4%
Not Disclosed/Unknown	33	1.0%	67	2.0%	2	0.1%	102	3.0%
Total Student Counts	**954**	**27.8%**	**2,425**	**70.6%**	**55**	**1.6%**	**3,434**	**100.0%**

Fall 2021 Student Enrollment by Race/Ethnicity and Gender

UAMS 2021 Fall Student Enrollment[1]	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	2	0.1%	7	0.2%	0	0.0%	9	0.3%
Asian	90	3.1%	131	4.5%	3	0.1%	224	7.3%
Black or African American	65	2.2%	252	8.7%	3	0.1%	320	10.4%
Hispanic/Latino	56	1.9%	138	4.7%	3	0.1%	197	6.4%
Native Hawaiian/Other Pacific Islander	1	0.0%	0	0.0%	0	0.0%	1	0.0%
White	548	18.9%	1,481	50.9%	40	1.4%	2,069	67.0%
Nonresident Alien	39	1.3%	35	1.2%	1	0.0%	75	2.4%
Two or More Races/Some Other Race	40	1.4%	63	2.2%	1	0.0%	104	3.4%
Not Disclosed/Unknown	26	0.9%	61	2.1%	2	0.1%	89	2.9%
Total Student Counts	**867**	**29.8%**	**2,168**	**74.6%**	**53**	**1.8%**	**3,088**	**100.0%**

Spring 2022 Student Enrollment by Race/Ethnicity and Gender

UAMS 2022 Spring Student Enrollment	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	2	0.1%	7	0.3%	0	0.0%	9	0.3%
Asian	85	3.1%	124	4.5%	2	0.1%	211	7.4%
Black or African American	57	2.0%	215	7.7%	2	0.1%	274	9.5%
Hispanic/Latino	58	2.1%	133	4.8%	2	0.1%	193	6.7%
Native Hawaiian/Other Pacific Islander	1	0.0%	0	0.0%	0	0.0%	1	0.0%
White	526	18.9%	1,366	49.1%	35	1.3%	1,927	67.1%
Nonresident Alien	38	1.4%	35	1.3%	1	0.0%	74	2.6%
Two or More Races/Some Other Race	38	1.4%	61	2.2%	1	0.0%	100	3.5%
Not Disclosed/Unknown	24	0.9%	57	2.0%	0	0.0%	81	2.8%
Total Student Counts	**829**	**29.8%**	**1,998**	**71.8%**	**43**	**1.5%**	**2,870**	**100.0%**

Summer 2022 Student Enrollment by Race/Ethnicity and Gender

UAMS 2022 Summer Student Enrollment[2]	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	0	0.0%	4	0.4%	0	0.0%	4	0.4%
Asian	18	1.6%	30	2.7%	0	0.0%	48	4.3%
Black or African American	19	1.7%	109	9.8%	1	0.1%	129	11.6%
Hispanic/Latino	27	2.4%	69	6.2%	0	0.0%	96	8.7%
Native Hawaiian/Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	166	15.0%	545	49.2%	7	0.6%	718	64.8%
Nonresident Alien	23	2.1%	22	2.0%	1	0.1%	46	4.2%
Two or More Races/Some Other Race	14	1.3%	25	2.3%	0	0.0%	39	3.5%
Not Disclosed/Unknown	10	0.9%	18	1.6%	0	0.0%	28	2.5%
Total Student Counts	**277**	**25.0%**	**822**	**74.2%**	**9**	**0.8%**	**1,108**	**100.0%**

[1] Includes Clinton School fall term

[2] Includes Clinton School sping term

The student enrollment broken down by college is below.

CHP-College of Health Professions

COM-College of Medicine

CON-College of Nursing

COP-College of Pharmacy

COPH-College of Public Health

GRAD-Graduate School

CSPS-Clinton School of Public Service EMPS program

UAMS 2021-22 Annual, Unduplicated Student Enrollment by Race/Ethnicity and College

2021-2022 Annual Unduplicated Students	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	6	2	0	1	2	0	0	11
Asian	98	71	17	32	11	22	1	252
Black or African American	126	37	79	26	50	27	22	367
Hispanic/Latino	130	28	33	20	16	9	4	240
Native Hawaiian/Other Pacific Islander	0	1	0	0	0	0	0	1
White	840	511	398	253	100	128	29	2,259
Nonresident alien	5		1	1	7	70	1	85
Two or More Races/Some Other Race	37	29	22	10	11	6	2	117
Not Disclosed/Unknown	58	7	17	1	9	5	5	102
Total	**1,300**	**686**	**567**	**344**	**206**	**267**	**64**	**3,434**

Fall 2021 Student Enrollment by Race/Ethnicity and College

2021 Fall Students	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	4	2	0	1	2	0	0	9
Asian	79	71	16	32	6	20	0	224
Black or African American	108	37	70	25	42	24	14	320
Hispanic/Latino	103	28	27	19	10	7	3	197
Native Hawaiian/Other Pacific Islander	0	1	0	0	0	0	0	1
White	721	509	365	251	86	116	21	2,069
Nonresident Alien	3	0	0	1	5	66	0	75
Two or More Races/Some Other Race	30	29	22	10	6	6	1	104
Not Disclosed/Unknown	50	7	17	1	8	4	2	89
Total	1,098	684	517	340	165	243	41	3,088

Spring 2022 Student Enrollment by Race/Ethnicity and College

2022 Spring Students	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	5	2	0	0	2	0	0	9
Asian	79	69	11	31	6	15	0	211
Black or African American	94	36	60	24	39	21	0	274
Hispanic/Latino	101	26	27	20	11	8	0	193
Native Hawaiian/Other Pacific Islander	0	1	0	0	0	0	0	1
White	661	506	316	251	77	116	0	1,927
Nonresident Alien	3	0	0	1	6	64	0	74
Two or More Races/Some Other Race	31	27	19	10	7	6	0	100
Not Disclosed/Unknown	51	6	13	0	7	4	0	81
Total	1,025	673	446	337	155	234	0	2,870

Summer 2022 Student Enrollment by Race/Ethnicity and College

2022 Summer Students	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	4	0	0	0	0	0	0	4
Asian	21	0	3	11	10	2	1	48
Black or African American	36	0	25	19	20	16	13	129
Hispanic/Latino	45	0	19	12	11	6	3	96
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
White	295	0	128	120	77	79	19	718
Nonresident Alien	2	0	1	0	4	38	1	46
Two or More Races/Some Other Race	16	0	6	3	10	3	1	39
Not Disclosed/Unknown	11	0	5	0	4	3	5	28
Total	430	0	187	165	136	147	43	1,108

Institutional Scholarships

UAMS Non-Resident Diversity Tuition Waiver

The UAMS Non-Resident Diversity Tuition Waiver Program was established in 2011-12 with the following objectives:

- Assist educational programs in supporting UAMS' established diversity recruitment strategies;
- Increase the diversity of applicant pools to UAMS educational programs with respect to race, ethnicity, gender, socio-economic status, and geographic origins;
- Help defray rising educational costs for UAMS students, especially those who are economically disadvantaged; and
- Increase the diversity among the Arkansas health and healthcare professions workforce, especially those serving underrepresented and medically underserved populations.

Each year, the Provost will approve selected, qualified out-of-state applicants to the colleges and the Graduate school to receive a reduction in tuition to the in-state (resident) rate. The scholarship allows UAMS to be competitive with other health sciences campuses in attracting a diverse and promising student applicant pool. The program includes performance monitoring of the students over time and program review provisions to assure that the program is effective in improving college recruitment efforts.

In 2021-2022 academic year, 42 non-Arkansas residents were approved for the Diversity Waiver.

The UAMS League of the United Latin American Citizens (LULAC) Tuition Waiver Scholarship
The LULAC Tuition Waiver Scholarship was established in order to:

- Increase the success of UAMS students representing diverse populations to UAMS education programs with respect to race, ethnicity, gender, socio-economic status and geographic origins.
- Help defray rising educational costs for UAMS students who are economically disadvantaged.
- Increase the diversity among the Arkansas healthcare professions workforce.

The waiver is provided in the form of matching funds. UAMS matched those funds received by the student as scholarship funds from LULAC. No students received a LULAC tuition waiver for the 2021-22 academic year, but two received a scholarship in 2020-21.

Workforce Diversity Characteristics

As the state's only health sciences university and largest public employer, we are committed to providing a welcoming and inclusive environment that emphasizes the dignity and worth of every member of our campus community. We will not discriminate on the basis of, or use race, color, religion, national origin, creed, service in the uniformed services, status as a protected veteran, sex, age, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance, and other personnel or educationally related actions and will administer our policies, practices and activities without regard to these factors. We remain committed to taking positive, good faith efforts to recruit, employ, retain and promote people of color, women, individuals with physical and mental disabilities and protected veterans.

We will continue to recruit, employ and retain minorities and females in numbers that reflect their availability in the geographical area from which we recruit. While some of our Professional Staff are recruited internationally, and some of our Executive/Administrative Managerial and Faculty personnel are recruited nationally, some are also recruited on a state level.

Utilization of Minority Academic Personnel

Academic Workforce by Race and Faculty Title 2021-22 (as of Nov. 1, 2021)

As of Nov. 1, 2021, there were 1,537 faculty employed by UAMS. The demographic breakdown of faculty is below. The College of Medicine employed the most faculty (1,201) followed by the College of Health Professions (74).

Faculty	American Indian[1]	Asian	Black	Hispanic	Native Hawaiian[2]	White	Two	NRA[3]	Unknown	Total
Administration[4]	0	6	6	0	0	30	0	0	0	42
Instructor	0	10	5	2	0	67	1	11	2	98
Assistant Professor	5	83	49	19	1	456	5	112	16	746
Associate Professor	1	61	14	9	1	249	1	9	4	349
Professor	2	46	9	6	2	235	1	0	1	302
ALL	**8**	**206**	**83**	**36**	**4**	**1,037**	**8**	**132**	**23**	**1,537**

Faculty (Full Time)	American Indian[1]	Asian	Black	Hispanic	Native Hawaiian[2]	White	Two	NRA[3]	Unknown	Total
Administration[4]	0	6	6	0	0	30	0	0	0	42
Instructor	0	10	5	1	0	57	1	10	2	86
Assistant Professor	5	78	40	17	1	400	5	104	13	663
Associate Professor	1	49	11	9	1	207	1	9	4	292
Professor	1	39	9	5	2	185	1	0	1	243
ALL	**7**	**182**	**71**	**32**	**4**	**879**	**8**	**123**	**20**	**1,326**

Faculty (Part Time)	American Indian[1]	Asian	Black	Hispanic	Native Hawaiian[2]	White	Two	NRA[3]	Unknown	Total
Administration[4]	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	1	0	10	0	1	0	12
Assistant Professor	0	5	9	2	0	56	0	8	3	83
Associate Professor	0	12	3	0	0	42	0	0	0	57
Professor	1	7	0	1	0	50	0	0	0	59
ALL	**1**	**24**	**12**	**4**	**0**	**158**	**0**	**9**	**3**	**211**

American Indian[1]   American Indian or Alaskan Native

Native Hawaiian[2]   Native Hawaiian or Pacific Islander

NRA[3]   Non-Resident Alien

Administration[4]   Department Chair, Associate Dean, Chaplain, Chief of Clinical Officer

The demographic breakdown of all faculty by college or division/institute and race/ethnicity is below.

Institute or College	American Indian[1]	Asian	Black	Hispanic	Native Hawaiian[2]	White	Two	NRA[3]	Unknown	Total
Academic Affairs	0	4	3	0	0	20	0	0	0	27
Center of Dental Care	0	0	0	0	0	3	0	0	0	3
College of Health Professions	0	0	9	2	0	61	1	0	1	74
College of Medicine	7	176	43	29	3	789	5	129	20	1,201
College of Nursing	0	1	5	2	0	33	0	0	1	42
College of Pharmacy	0	10	2	0	0	41	0	1	0	54
College of Public Health	0	8	9	1	0	30	1	1	0	50
Institute for Digital Health & Innovation	0	0	1	0	0	0	0	0	0	1
Integrated Clinical Enterprise	0	1	1	0	0	9	0	0	0	11
Jones Eye Institute	0	0	0	0	0	1	0	0	0	1
NW AR Campus	0	1	2	0	1	13	0	0	0	17
Regional Programs	0	5	8	2	0	35	1	1	1	53
Vice Chancellor for Research	1	0	0	0	0	2	0	0	0	3
Total	**8**	**206**	**83**	**36**	**4**	**1,037**	**8**	**132**	**23**	**1,537**

American Indian[1]   American Indian or Alaskan Native

Native Hawaiian[2]   Native Hawaiian or Pacific Islander

NRA[3]   Non-Resident Alien

Utilization of Minority Non-Academic Personnel

Non-Academic Workforce by Race and Function 2021-22 (as of Nov. 1, 2021)

The demographic breakdown of Non-Academic staff by full time/part time status and salaried/hourly are below. UAMS employed staff as of Nov. 1, 2021.

Staff	American Indian[1]	Asian	Black	Hispanic	Native Hawaiian[2]	White	Two	NRA[3]	Unknown	Total
Administrative	11	49	491	47	7	1,566	33	21	20	2,245
Classified	1	16	631	36	0	287	20	12	6	1,009
Housestaff	4	130	55	25	1	541	26	95	16	893
Nursing	8	71	245	22	5	1,454	37	5	6	1,853
Other Academic	2	42	109	14	6	406	14	72	6	671
Other Health Care	14	61	1,048	75	4	1,669	65	13	21	2,970
Student	1	4	12	1	0	55	3	37	2	115
Temporary	0	37	224	24	6	535	21	12	13	872
Total	**41**	**410**	**2,815**	**244**	**29**	**6,513**	**219**	**267**	**90**	**1,0628**

Staff (Full time /Hourly)	American Indian[1]	Asian	Black	Hispanic	Native Hawaiian[2]	White	Two	NRA[3]	Unknown	Total
Administrative	0	3	42	7	2	111	1	0	2	168
Classified	1	14	606	35	0	263	17	10	6	952
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	5	60	205	14	2	1,105	31	5	4	1,431
Other Academic	0	0	0	0	0	0	0	0	0	0
Other Health Care	8	34	932	57	2	949	52	9	15	2,058
Student	0	0	0	0	0	0	0	0	0	0
Temporary	0	0	0	0	0	0	0	0	0	0
Total	**14**	**111**	**1,785**	**113**	**6**	**2,428**	**101**	**24**	**27**	**4,609**

Staff (Full time /Salaried)	American Indian[1]	Asian	Black	Hispanic	Native Hawaiian[2]	White	Two	NRA[3]	Unknown	Total
Administrative	10	45	445	40	5	1427	32	21	18	2043
Classified	0	1	4	1	0	10	1	0	0	17
Housestaff	4	130	55	25	1	541	26	95	16	893
Nursing	1	3	23	4	3	229	3	0	1	267
Other Academic	2	41	107	14	6	380	13	70	6	639
Other Health Care	5	18	72	15	2	562	11	3	4	692
Student	0	0	0	0	0	0	0	0	0	0
Temporary	0	0	0	0	0	0	0	0	0	0
Total	**22**	**238**	**706**	**99**	**17**	**3,149**	**86**	**189**	**45**	**4,551**

Staff (Part time /Hourly)	American Indian[1]	Asian	Black	Hispanic	Native Hawaiian[2]	White	Two	NRA[3]	Unknown	Total
Administrative	0	0	1	0	0	1	0	0	0	2
Classified	0	1	20	0	0	13	1	2	0	37
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	2	7	12	4	0	92	3	0	1	121
Other Academic	0	0	0	0	0	0	0	0	0	0
Other Health Care	1	3	36	1	0	97	0	0	0	138
Student	0	0	0	0	0	0	0	0	0	0
Temporary	0	0	0	0	0	1	0	0	0	1
Total	3	11	69	5	0	204	4	2	1	299

Staff (Part time /Salaried)	American Indian[1]	Asian	Black	Hispanic	Native Hawaiian[2]	White	Two	NRA[3]	Unknown	Total
Administrative	1	1	2	0	0	27	0	0	0	31
Classified	0	0	0	0	0	0	0	0	0	0
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	0	1	2	0	0	26	0	0	0	29
Other Academic	0	1	2	0	0	23	1	2	0	29
Other Health Care	0	1	2	1	0	44	0	0	0	48
Student	0	0	0	0	0	0	0	0	0	0
Temporary	0	0	0	0	0	1	0	0	0	1
Total	1	4	8	1	0	121	1	2	0	138

American Indian[1]   American Indian or Alaskan Native
Native Hawaiian[2]   Native Hawaiian or Pacific Islander
NRA[3]   Non-Resident Alien

Utilization of Minority Non-Academic Temporary Personnel

Academic Temporary Workforce by Race and Function 2021-22 (as of Nov. 1, 2021)

The demographic breakdown of Non-Academic Temporary staff by salaried/hourly are below.

Staff (Temporary /Hourly)	American Indian[1]	Asian	Black	Hispanic	Native Hawaiian[2]	White	Two	NRA[3]	Unknown	Total
Administrative	0	0	0	0	0	0	0	0	0	0
Classified	0	0	1	0		1	1	0	0	3
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	0	0	3	0	0	2	0	0	0	5
Other Academic	0	0	0	0	0	0	0	0	0	0
Other Health Care	0	5	6	1	0	17	2	1	2	34
Student	0	0	0	0	0	0	0	0	0	0
Temporary	0	37	220	24	6	481	21	7	9	805
Total	0	42	230	25	6	501	24	8	11	847

Staff (Temporary /Salaried)	American Indian[1]	Asian	Black	Hispanic	Native Hawaiian[2]	White	Two	NRA[3]	Unknown	Total
Administrative	0	0	1	0	0	0	0	0	0	1
Classified	0	0	0	0	0	0	0	0	0	0
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	0	0	0	0	0	0	0	0	0	0
Other Academic	0	0	0	0	0	3	0	0	0	3
Other Health Care	0	0	0	0	0	0	0	0	0	0
Student	1	4	12	1	0	55	3	37	2	115
Temporary	0	0	4	0	0	52	0	5	4	65
Total	1	4	17	1	0	110	3	42	6	184

American Indian[1]   American Indian or Alaskan Native
Native Hawaiian[2]   Native Hawaiian or Pacific Islander
NRA[3]   Non-Resident Alien

Division for Diversity, Equity, and Inclusion

As the state's largest public employer and only health sciences university, the University of Arkansas for Medical Sciences is committed to leading the way in hiring and educating people from diverse backgrounds, especially those from underrepresented groups. By adopting diversity as an institutional core value, UAMS is committed to creating a campus culture where all voices are heard and all contributions are welcomed. As a resource for leadership, a connector for collaboration, a catalyst for institutional change and a cheerleader for celebrating the multi-facets of diversity woven into our campus culture, the Division for Diversity, Equity and Inclusion plays a crucial role in fulfilling the UAMS Vision 2029 strategic plan.

DDEI Mission

The mission of the University of Arkansas for Medical Sciences' (UAMS) Division for Diversity, Equity, and Inclusion is to intentionally advance and leverage diversity, equity, and inclusion to drive UAMS' mission and the 2029 Strategic Plan to improve the health, health care and wellbeing of Arkansans and of others in the region, nation and world.

DDEI Vision

DDEI will position the University of Arkansas for Medical Sciences as a national leader in developing strategies and partnerships that contribute to the improvement of health for Arkansans and beyond by creating and sharing health knowledge, educating a culturally proficient health care workforce, and delivery of care within a culture that promotes equity, diversity, and inclusion.

Our mission, vision and values are grounded in the principle of inclusive excellence.

Inclusive Excellence

Inclusive Excellence at UAMS expands the concept of diversity to a more inclusive, comprehensive, and omnipresent notion of inclusiveness guided by the following assumptions:

- Inclusiveness and Excellence are interdependent.
- To practice inclusiveness is a demonstration of excellence.
- Diversity and inclusiveness is a shared institutional responsibility, not DDEI shouldering the responsibility for diversity, equity and inclusion alone.
- DDEI can guide and lead the effort, but every individual within UAMS assumes responsibility for change.

Now in its third year, the global COVID-19 pandemic continues to provide opportunities for us to remain intentional as we seek creative and effective ways to engage, educate and equip our campus community. Through national and global tragedies that are often triggered by divisiveness and "othering," we remain steadfast in our commitment to create and maintain an institutional culture where everyone feels a sense of belonging and the opportunity to bring their whole selves into their educational/work space.

This report highlights significant accomplishments and outlines specific, measurable objectives we have identified based upon the five pillars of Inclusive Community Building, Diversity and Recruitment, Accountability and Responsibility, Education, Research and Scholarship and Strategic Partnerships to advance the cause of inclusive excellence.

PILLAR 1 – INCLUSIVE COMMUNITY BUILDING

Practicing inclusive excellence means ensuring that opportunities and resources for career-development and success are equitably distributed and accessed by all stakeholders across the institution.

Significant Accomplishments

- o Publication of 2020-2021 DDEI annual report
- o Publication of volumes 5-6 of *Kaleidoscope*, the DDEI quarterly newsletter.
- o Presentation of 2021 Dr. Edith Irby Jones Excellence in Diversity and Inclusion Award to five recipients for work that exemplifies the mission of DDEI to make UAMS a welcoming, inclusive place for all employees, students and guests.
- o Collaboration with The Little Rock Chapter of The Links, Inc., and National Healthy Start Association to offer a viewing of the short film "Toxic: A Black Woman's Story." The collaboration also included hosting several virtual internal and community discussions on Black maternal mortality and culminated with a distinguished panel discussion. Distinguished panelists included Dr. Haywood Brown, Dr. Veronica Gillispie, Deborah Frazier and Dr. William Greenfield.
- o Creation of Disability Awareness PowerPoint presentation by DDEI Disability Subcommittee. This presentation will be included in the UAMS onboarding process.
- o The UAMS Division for Diversity, Equity, and Inclusion (DDEI) GME subcommittee convened Nov 30, 2021 and is charged with diversification of our healthcare workforce to achieve health equity and to create an inclusive clinical learning environment that

reflects cultural humility & a culture of belonging for current & perspective trainees & patients served. The committee will do an environmental scan of demographics of residency and fellowships and create tables and diagrams for DDEI institution dashboard. It will also review policies, procedures and execution of those policies related to resident complaints to insure they are fair, equitable and anti-racist. In addition, the committee will develop best practices to increase the representation of URiMs (underrepresented minorities in medicine) in UAMS GME programs.

Key Initiatives:

DDEI Academy for Inclusive Excellence (AIE) is a formalized cadre of learning experiences on topics relevant to diversity, equity, and inclusion. We intentionally construct learning experiences designed to engage, enlighten, and edify the UAMS experience for our internal and external customers.

The aim of the Academy of Inclusive Excellence is to assist the institution in creating a culturally humble, proficient, and responsive workforce. Additionally, the academy builds capacity in regard to cultivating leaders in the space of inclusive excellence to fortify the UAMS Vision 2029 plan. Learners will exit these experiences with an increased awareness of the importance of diversity, equity, and inclusion, and its impact on academic and workplace success.

Seeking Education in Equity and Diversity (SEED) — A nine-month annual program for small groups of faculty and staff designed to address educational equity and diversity. In 2022, the program expanded to include UAMS Northwest and a student cohort.

Virtual Healing Sessions — The Division for Diversity, Equity and Inclusion (DDEI) recognizes our country, our nation and our communities are experiencing difficult and uncertain times. DDEI believes addressing social trauma must be a critical part of building equitable, inclusive cultures. Virtual healing sessions are open to students, staff and faculty and are designed to create an open and transparent atmosphere, necessary to facilitate dialogue designed to serve as healing spaces. These sessions allow campus community members as an opportunity/vehicle to aid personal growth and usher a collective commitment to cultural humility.

Chancellor's Diversity, Equity and Inclusion Committee — A campus-wide committee comprised of co-chairs from eight volunteer subcommittees that represent faculty, staff, graduate medical education resident and students, LGBTQIA issues, veterans and those with disabilities.

DDEI Subcommittees — These are charged with advising institutional leadership via a DDEI staff liaison on crafting and implementing policy and signature programs regarding recruitment and retention

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of individuals who, too often, may not get their voices heard: minority faculty, residents, staff and students, veterans, LGBTQ+ individuals and those with disabilities.

Diversity and Inclusion Engagement Subcommittee — This group is charged to assist DDEI in promoting an awareness of and an appreciation for the diversity of our campus community, as well as to engage campus community members by designing, planning and implementing campus-wide initiatives and events that further the mission of DDEI.

Other Key Highlights:

- Celebration of Dr. Martin Luther King Jr and kickoff of the 2022 UAMS Serves campaign, which pairs UAMS employees and students with volunteer opportunities throughout UAMS. The event, entitled "Next Steps: The Intersection of Dr. King's Vision and Diversity, Equity and Inclusion," featured remarks by Arkansas State Senator Linda Chesterfield.
- In observance of African American History Month, sponsored "Black History among Us: A Dreamland Discussion," which featured a thought-provoking conversation with AETN producer of the film "Dreamland: Little Rock's West Ninth Street," Tanisha Joe Conway and Airic Hughes, a Ph.D. candidate in history at the University of Arkansas – Fayetteville.
- In recognition of Women's History Month, DDEI collaborated with the Crystal Bridges Museum of American Art and My-T-By Design to offer a virtual healing art session to campus community members entitled, "UAMS Women: Providing Healing, Promoting Hope." UAMS women veterans also were invited to attend a presentation entitled, "Women Veterans Healthcare: She Served Too!," which featured facilitator Dawn West-Rosado, LCSW, program manager for the Women Veterans Program within the Central Arkansas Veterans Healthcare System (CAVHS) in Little Rock.
- In recognition of Asian American Pacific Islander Month, hosted "Asian Americans: A Southern Perspective." Panelists included Mayor Joe Dan Yee (Lake Village), Dr. Dora Smith (UAMS Faculty) and Smit Patel (UAMS M1 medical student).
- Celebration of November Veterans Awareness Month by collecting thank you veteran cards colored/designed by children of UAMS team members and delivering the cards to veterans at St. Francis House and Eugene J. Towbin VA Healthcare Center.
- Continuation of monthly virtual educational webinars for UAMS veteran employees and students.
- Hosted UAMS Military Family Feud virtual game event for UAMS veteran, active duty, reserve and guard students and employees.
- Virtual celebration of Juneteenth and creation of special Juneteenth webpage.

- As part of UAMS Diversity and Inclusion Month, hosted virtual international fest and "UAMS Jeopardy."
- Hosted first ever "Proud to Serve All," event in November, to reaffirm UAMS's commitment to provide all Arkansans with quality care, regardless of a patient's gender identity or sexual orientation.
- Participated in LGBTQIA networking event at Dust Bowl
- Implementation of "LGBTQIA Community based Organization Outreach" as a Spring/Summer 2022 initiative of the DDEI LGBTQIA subcommittee
- Campus presentation of "State of Diversity and Inclusion at UAMS" by Dr. Brian Gittens, vice chancellor of diversity, equity and inclusion, during UAMS Diversity and Inclusion Month.
- In observance of National Disability Employment Awareness Month, sponsored virtual "People First Language Fosters Inclusion and Belonging" workshop to increase the sensitivity and awareness of our UAMS campus community as it relates to working with individuals with disabilities. Elizabeth M. Reed, Corporate Diversity Inclusion Manager for ARDWS-Rehabilitation, facilitated the workshop.
- Participation in Virtual Central Arkansas Pride Parade

Goals:
- Continue to develop initiatives that expand the sense of belonging
- Continue to develop campus engagement activities
- Continue to expand trainings and listening sessions
- Continue to disseminate Prometheus, a virtual program for increasing mentorship for under-represented in medicine minority students and faculty member, effectively to increase faculty and student participation
- Collaborate with Organizational Development and other key internal stakeholders to establish an employee literacy program

PILLAR 2 – DIVERSITY AND RECRUITMENT

The recruitment pillar seeks to strengthen outreach programs and to collaborate with colleges/departments to develop institutional recruitment strategies and practices that ensure the effective recruitment of a diverse workforce and student body.

DDEI is developing equitable recruitment policies and targeted recruitment for underutilized staff positions to promote this pillar across the institution. Demographic data from FY 2022 illustrates significant room for improvement across student, faculty and staff bodies given the disparity between institutional and served population's racial distribution.

Significant Accomplishments

- o Kick off of UAMS Pathways Academy, which provides state-wide and year-round programs for K-12 scholars, as well as resources/training/professional development for advocates and teachers.
- o Expansion and rebranding of outreach programs for underserved and underrepresented minority undergraduate students. These programs are now collectively a part of Health Careers University.
- o Successful launch of the following student outreach programs:
  - Student Athlete STEM Academy (grades 9-12)
  - Research Academic Mentorship Pathway for Underrepresented Populations (grades 9-12)
  - Pre-Health Scholars Program (undergraduate program with locations in El Dorado, Jonesboro and Pine Bluff)
- o Transition of the HBCU MedTrack program from Regional Programs to Health Careers University. MedTrack is a partnership between UAMS, Philander Smith College and the University of Arkansas at Pine Bluff. It is designed to guide and support students from Arkansas' Historically Black Colleges and Universities (HBCUs) and increase their successful matriculation into UAMS colleges and the graduate school.
- o Transition of the S.U.P.E.R (Serving Underrepresented Populations through Engagement & Research) program from Regional Programs to Health Careers University. S.U.P.E.R. introduces students to community-based research and health disparities, teaching them the process of conducting research and health with the guidance of mentors at their home institution and at UAMS.
- o Development and implementation of the UAMS Anesthesia Tech Pipeline Program, created to provide students with training and employment as UAMS Anesthesia Techs, while gaining clinical skills and preparing for the Medical College Admission Test (MCAT) and professional applications.
- o Hosted first in-person S.U.P.E.R. Research Symposium in April 2022.
- o Publication of *A Toolkit for Inclusive Excellence in Recruiting and Retaining a More Diverse Staff* by the DDEI URM Staff Recruitment, Retention and Engagement subcommittee in collaboration with UAMS Office of Human Resources.

- Collaboration with UAMS Dr. Edith Irby Jones Student National Medical Association to host second virtual Health Professions Recruitment and Exposure Program, targeting underrepresenting minority high school students and those who will be the first in their family to attend college across Arkansas.

- Collaboration with UAMS Dr. Edith Irby Jones Student National Medical Association to host second virtual Minority Association of Premedical Students (MAPS) Conference, designed to help prepare undergraduate and graduate students for professional degree programs in the colleges of Medicine and Pharmacy and specifically for the physician assistant program in the College of Health Professions.

- Collaboration with UAMS Dr. Edith Irby Jones Student National Medical Association to host first ever virtual R.E.A.C.H. (Raising Exposure and Awareness of Careers in Health) Delta event for high school students who are interested in pursuing a health professions career once they graduate.

- Collaboration with all colleges and the graduate school to host 3rd annual DDEI Virtual URM Graduate Celebration, featuring a keynote address by Dr. Derrick D. McKisick, an associate professor of History at Texas A&M University-Commerce, where he serves as Director of African American Studies.

- Participation in College of Health Professions' interviews of applicants and orientation of new students.

- Development and implementation of DDEI Student Ambassador Program. Student ambassadors will assist in recruitment activities to promote their own respective College/Program and DDEI opportunities.

- Implementation of Salesforce, a Customer Relations Management System (CRM) tool used to manage student applications, house student records upon acceptance into DDEI student programs, communicate with students and their advocates, collect data and pre/post surveys/assessments and track performance outcomes.

Key Initiatives:

DDEI remains committed to making Science, Technology, Engineering, Math and Health (STEM-H) education and health care careers accessible and attainable to students across Arkansas, especially those in underserved areas. Our pivot to virtual education due to the ongoing COVID-19 pandemic allowed us to expand the reach of our programs into all corners of our state.

Outreach programs are designed to create a series of educational interventions across K through 16 to promote student engagement and encouragement toward careers in health sciences.   In the summer

of 2021, DDEI engaged over 360 underserved and underrepresented minority K-16 students across the state. In 2022, enrollment is expected to double and K-12 programs will be offered year-round.

Recognizing the need to brand and to market our outreach section that focuses on underrepresented and underserved undergraduate students with a readily identifiable name and logo, in 2022 DDEI named the section "Health Careers University."

DDEI offers the following programs for K-16 students across Arkansas:

Pathways Academy:

Junior STEM Academy (JSA)
Senior STEM Academy (SSA)
RAMP UP (Previously known as the Academy of Pre-Health Scholars)
Summer Athletes Scholars Program (SAS)

Health Careers University:

Pre-Medical Summer Scholars (PMSS)
Pre-Health Scholars Program (PHSP)
HBCU Med Track
Summer Research Institute (SRI)
Anesthesia Technician Program

UAMS PATHWAYS ACADEMY

The **UAMS Pathways Academy** is an innovative, comprehensive educational and community engagement program focused on preparing low income K-12 students for educational and career opportunities in STEM-H disciplines. The success of the program is contingent upon UAMS and other community partners engaging students, parents/advocates in the various components of the program.

The following is a description of Pathways Academy Programs:

Junior STEM Academy and **Senior STEM Academy** are designed to immerse our young scholars in a world of science that focuses on health (STEM-H) while incorporating technology, engineering, and mathematics. The Academy uses a combination of effective teaching pedagogies to design a culturally responsive and holistic curriculum. In addition to STEM-H, we integrate concepts relating to mental health/wellness such as cyber-bullying and emotional intelligence.

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Research Academic Mentoring Pathway for Underrepresented Populations (RAMP-UP) – This year-long program facilitates a successful academic conduit for scholars who have strong interests in healthcare professions.

Student Athlete STEM Academy (SASA) – This program is designed to facilitate collaborative efforts of medical professions and athletic scholars. It allows scholars with strong interests in the healthcare professions and athletics a chance to do both.

Recruitment

Pathways Academy targets students in grades K-12 who are enrolled in Arkansas public schools, families who are recipients of TANF or TANF eligible, and those belonging to minority groups and/or are historically underrepresented in STEM-H professions. Armed with a strategic recruitment and outreach plan, UAMS Pathways Academy officially began program outreach in December 2021 and recruitment in January 2022. With pilot sites in El Dorado, Hot Springs, Jonesboro, Pine Bluff, Springdale and Little Rock, the target enrollment goal for 2022 is 500 students, with the enrollment goal increasing annually. Intensive recruitment efforts included establishing relationships with public school administrators/staff in the targeted areas, hosting informational sessions with potential students and advocates, educators and community stakeholders, attending resource fairs, visiting churches/mosques/synagogues and other places of worship, and participating in interviews with radio stations and local media.

Engagement

The Pathways Academy team engaged a number of community stakeholders from El Dorado, Hot Springs, Jonesboro, Little Rock, Pine Bluff and Springdale in the mission of Pathways Academy, which resulted in accessing resources that we will integrate into the Pathways Academy program.

In May 2022, Pathways hosted its first professional development workshop for educators at Jones Elementary School in Springdale for Pathways Academy teachers.

HEALTH CAREERS UNIVERSITY

The following is a description of programs that fall under the umbrella of Health Careers University, which focuses on meeting the needs of underrepresented and underserved undergraduate students through the state of Arkansas:

HBCU Med Track is a collaboration between DDEI, Philander Smith College and the University of Arkansas at Pine Bluff (UAPB). This program serves to support underrepresented minority students

working towards careers in healthcare. By focusing on healthcare disciplines, including healthcare research and education for undergraduate and graduate students, the HBCU Med Track program is an effective mechanism to provide pre-healthcare engagement and education.

The **Pre-Health Scholars Program (PHSP)** helps provide freshman and sophomore college students interested in healthcare the opportunity to expand their knowledge and understanding about various healthcare related career fields and professions. Through PHSP, students learn about medical and public health interventions and innovations, collaborate with leaders in the healthcare industry and are exposed to cutting-edge technology currently used in professional training and laboratory experiments.

Pre-Medical Summer Scholars (PMSS) targets undergraduate juniors and seniors. It is a non-residential program designed to provide pre-medical students from disadvantaged backgrounds with a means of strengthening their ability and readiness to study medicine.

The **Summer Research Internship (SRI)** provides high school juniors, seniors and college students who are interested in pursuing careers in research and healthcare the opportunity to expand their knowledge and understanding by conducting science-based research.

Recruitment

Number of recruitment events, including virtual events	22
Number of participants (average/total)	16/400
Number of Conferences attended	2
Number of students encountered at conferences	38

University/College Engagement

- Jackson State University
- Fayetteville State University
- University of Arkansas at Pine Bluff
- Philander Smith College
- Shorter College
- Southern Arkansas University
- Dillard University
- Southern University
- Crossatot Community College

As a result of outreach to local high schools (Southwest, LRSD Metro Vocational Career Center, LR Central, Hall, Mills, Parkview Arts & Science Magnet, Bryant and Benton), DDEI staff made contact with 220 students.

UAMS Days were held at Arkansas State University, Philander Smith College, UA Fort Smith, UA Monticello, University of Central Arkansas, Southern Arkansas University, UA Fayetteville, Henderson State, UA Pine Bluff, UA Little Rock and Fayetteville State University, resulting in contact with 124 students.

UAMS Virtual Pulse Checks, designed to increase the likelihood of students who have been accepted by UAMS colleges and the graduate school matriculating to UAMS, were conducted. Forty students participated in UAMS virtual pulse checks.

Funding: HRSA Medical Student Education (MSE) program supports graduate education for medical students preparing to become physicians in the top quintile of states with a projected primary care provider shortage in 2025.

Goals:

In the coming year, DDEI will:

- Continue to increase diverse student recruitment, with a focus on rural regions, to reflect state demographics
- Utilize CRM student recruitment and engagement software program to assist in URM recruitment and engagement
- Continue to partner and develop relationships with Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions to increase diversity of postdoctoral students, research and health professionals.

Other Key Highlights

- Hosted Mentoring Networking Reception
- Conducted COVID19 Impact on URM Student Climate Survey
- DDEI URM Staff Subcommittee, in collaboration with OHR Talent Acquisition and Campus Operations, hosted a job fair

- Hosted inaugural Excellence in Mentorship Awards. Faculty members across the university were recognized for the commitment, time and knowledge they have given to their mentees throughout the years. Faculty members were selected for six mentoring excellence award categories: Women Faculty, Diversity Faculty Mentoring, Clinical Emerging Faculty, Clinical Legend Faculty, Research Emerging Faculty and Research Legend Faculty Mentoring.

PILLAR 3 – ACCOUNTABILITY AND RESPONSIBILITY

This pillar reinforces leaderships' commitment to building an organizational structure that ensures accountability and role clarity. DDEI collaborates with key stakeholders across the institution to develop action plans that advance diversity, equity and inclusion with metrics that track progress, assess outcomes and gauge impact of inclusive excellence initiatives.

Significant Accomplishments

- For second consecutive year, UAMS received national ranking by Forbes in top 100 companies across industries for 2022 Best Employers for Diversity
- First-time recognition of UAMS as Top Performer by Human Rights Council as a result of Health Equity Index score to 95/100. HEI is the LGBTQIA national benchmarking tool that evaluates health care facilities' policies and practices regarding equity and inclusion of LGBTQIA employees, patients and visitors.
- First-time recipient of HEED Health Professions award and recognition as a Diversity Champion by *INSIGHT into Diversity* magazine.
- First-time recipient of the 2021 Inspiring Programs in STEM Award from *INSIGHT into Diversity* magazine for three Outreach Programs.
- First-time recipient of 2021 Roger Carter Award of Excellence for a Large Employer by the National Rehabilitation Association for UAMS Project SEARCH, a program for young adults with developmental disabilities.
- Continued to meet benchmark targets for DDEI portion of Vision 2029 Balanced Scorecard 2.0

Key Initiatives:

DDEI Strategy Team – An operational team comprised of 12 diversity leaders and key stakeholders across UAMS focused on developing action plans in support of the 2029 Vision Strategic Plan and the

Diversity, Equity and Inclusion Plan. The team shares best practices and ensures seamless coordination and synergy between activities and initiatives. Through the influence of the DDEI Strategy team, the following are examples of initiatives within UAMS divisions to promote accountability and responsibility relative to diversity, equity and inclusion:

- Curriculum review within College of Medicine
- Establishment of diversity advisory board in the College of Health Professions
- Establishment/alignment of DEI committees within colleges/divisions to support DEI initiatives

Increased DDEI Learning Opportunities – DDEI Office of Cultural Education and Training Strategy Council completed campus-wide implicit bias training.

Goals:

- Partner with the UAMS Office of Human Resources (OHR), colleges and departments to investigate, and when appropriate, mitigate salary disparities
- Partner with OHR and search committee members to offer training on strategies to attract diverse candidate pools and mitigate the impact of unconscious bias during the candidate search process
- Partner with OHR to track candidate flow data in the applicant tracking system to identify any disparities in the recruitment and selection process
- Develop a system to close the loop on unconscious bias complaints brought to diversity officers

PILLAR 4 – EDUCATION, RESEARCH AND SCHOLARSHIP

As we position UAMS as a national leader in the diversity space, our research focuses on cultural responsiveness and equitable evaluation to address systemic barriers that create education and health inequities. We apply for community engagement, ethnic minority and patient-centered grants, which commonly support advocacy, community organizing and civic engagement to create healthy communities and diversity in education and professional settings.

Significant Accomplishments

- o Continued expansion of Prometheus, a virtual mentorship network of communities through UpSquad, to create mentoring environment for under-represented minority student and faculty mentees and mentors.
- o Collaboration with College of Medicine to establish five tuition-waiver scholarships for

incoming URM students.

- o Collaboration with College of Public Health to sponsor three scholarships for the UAMS post-bac program.
- o Partnered with Regional Programs to provide resources for the IOMB program to assist URM medical students needing remediation to pass STEP 1.
- o Sponsored three students to attend the SNMA National Conference in Orlando, Florida

Key Initiatives:

Our ultimate focus is the promotion and development of an institutional culture that is sensitive to, supportive and inclusive of individuals from underrepresented groups in the health professions. We are intentional in doing this by sponsoring and supporting the following key initiatives and programs:

- Creating organic mentoring environments for mentees and mentors.
- Supporting minority faculty-led research through Translational Research Institute (TRI) awards, e.g. KL2 and workforce diversity.
- Supporting UAMS Dr. Edith Irby Jones chapter of the Student National Medical Association (SNMA), a student-run organization focused on the needs and concerns of students of color.
- Supporting UAMS student LULAC chapter, which serves as an avenue for Hispanic/Latino students from all colleges within UAMS to network, to serve the Hispanic community, and to provide financial and social assistance for its student members.
- Supporting UAMS LULAC Scholars Program, which offers a reduction in tuition in all colleges to match the amount of scholarship support provided by LULAC.

Goals

- Apply for two extramural research grants to support Pathways Academy and Health Careers University
- Partner with Cancer Institute, TRI and Regional Programs to seek external funding to support research-related DEI initiatives
- Continue to present at national conferences at least twice a year
- Assist students in disseminating and publishing their research

Ongoing Research Support

Dr. Brian Gittens

HRSA T99HP33556 Turnage (PD)   2019-2023

Arkansas Medical Education Primary Care Partnerships. The goals of this project are to: 1) Enhance pre-medical recruitment and retention strategies to increase the number of students from Arkansas' rural and/or MUCs enrolling in the UAMS College of Medicine (COM) and return to their communities; 2)Increase community-based opportunities in rural and/or MUC primary care clinical training sites by expanding strategic partnerships statewide; 3) Expand UAMS COM pre-clinical experiences, clinical rotations, service projects and other opportunities to increase medical student KSA r/t HRSA Core Topics and service in rural and/or MUC settings; 4) Develop and implement a Faculty/Staff Development series for new FQHC and CAH teaching clinicians; 5) Improve recruitment approaches to new and existing rural/underserved/primary care experiences and initiatives; and 6) Improve standardization and evaluation processes to effectively document, track, measure and disseminate findings and outcomes for community-based primary care initiatives.

$7,001,483   Role: Co-Director

1UL1TR003107-01 (James, Laura P.)   07/01/2019 – 06/30/2024

National Center for Advancing Translational Sciences

Expanding Translational Research in Arkansas

Role: Workforce Diversity Lead

Accepted abstracts, publications and presentations at national/state meetings:

Dr. Brian Gittens

Presentations

Overview of Equity, Diversity and Inclusion (EDI) Efforts in American Association of Physicists in Medicine (AAPM), Speaker at AAPM 63rd Annual Meeting and Exhibition, July 25-29, 2021

Demographics and Perceptions of diversity in dermatopathology workforce and training environments in the United States. American Society of Dermatopathology annual meeting (virtual). October 21-24, 2021. (virtual poster presentation)

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Creating an Inclusive Environment - Workshop at American Society of Colon Rectal Surgeons (ASCRS) Annual Scientific Meeting; Sunday, May 1, 2022

Dr. Gloria Richard Davis

Publications

1. McElfish PA, Rowland B, Hall S, CarlLee S, Reece S, Macechko MD, Shah SK, Rojo MO, Riklon S, Richard-Davis G, Paganelli Marin L, Laelan M, Maddison BK, Alik E, Selig JP. Comparing Community-Driven COVID-19 Vaccine Distribution Methods: Faith-Based Organizations vs. Outpatient Clinics. *Journal of Family Medicine and Primary Care*. Forthcoming 2022.

2. McElfish, P.A.; Willis, D.E.; Shah, S.K.; Reece, S.; Andersen, J.A.; Schootman, M.; Richard-Davis, G.; Selig, J.P.; Warmack, T.S. Parents' and Guardians' Intentions to Vaccinate Children against COVID-19. *Vaccines* 2022,*10*,361. https://doi.org/ 10.3390/vaccines10030361

3. Richard-Davis G. The pipeline problem: barriers to access of Black patients and providers in reproductive medicine. Fertil Steril. 2021 08; 116(2):292-295. PMID: 34353571.

Presentations

Contemporary and Historical Impact of Structural Racism in Women Health. LSU-National Medical Association Cobb Institute Research Symposium, Keynote Address, June 3, 2022

Women Health Inequities- Contributing Factors University Hospital Cleveland Medical Center, April 27, 2022

The Critical State of Black Women Health, Arkansas Advocates for Families and Children, Panel Discussion, April 12, 2022

How Structural Racism in America Informs Fertility Disparities for Black Couples, ASRM Black History Month Webinar, February 17, 2022

Diversity, Equity & Inclusion in Reproductive Medicine, University of Massachusetts, January 19, 2022

Diversity, Equity & Inclusion in Reproductive Medicine, Annual REI Congress StartART (Scientific & Therapeutic Approaches to Assisted Reproductive Technology) Nov 12, 2021

Racial Disparities and How to Include Anti-racism in Our Day to Day Practice, Society of Reproductive Medicine Retreat, Nov 6, 2021

Racial Disparities in Women Health: Contemporary and Historical Impact of Structural Racism, Tulane University School of Medicine, Pharmacology Department Invite Lecturer and Visiting Professor, Oct 22, 2021

Representation Matters, ASRM Annual Meeting, Health Disparities Forum Oct 19, 2021

Enhancing Opportunities to Increase and Support the Inclusion of Underrepresented Minority in Medicine(URiM) to Diversify Healthcare Workforce, Stanford University Department of Ob Gyn, Research Day

Diversity in STEM and Medicine, Arkansas Summer Research Institute

Dr. Shanea Nelson

Rural Health Association of Arkansas, Workforce Committee, Virtual Presenter, February 16, 2022

AR STEM Model Program Professional Development Session – Community in the School for STEM Integration Educators, Virtual Presenter, February 17, 2022

AR STEM Coalition Regional Meeting, Session Panelist, April 19, 2022

AR Minority Health Commission Board Meeting, Presenter, April 21, 2022

Odette Woods

From Imagination to Reality: Giving Voice to a Global Identity amid the Roar of Tribalism, NAFSA Tri-State 2022 Regional Conference, Keynote Speaker, April 5, 2022

Renisha Ward

HBCU MedTrack-Readiness Interventions for Healthcare Degrees, University of Michigan, Presenter, January, 2022

Amber Booth McCoy

Publication

Booth-McCoy, A. N. (2021, August 17). *Intentional Inclusivity in A Five-Minute Read*. Forbes, https://www.forbes.com/sites/ellevate/2021/08/17/intentional-inclusivity-in-a-five-minute-read/?sh=18d17ca96e65.

Presentations

Take Up Space. Take Sides and Repeat: A Quick Guide to Intentional Inclusivity in Communication, Public Relations Society of America, Arkansas Chapter, Keynote Speaker

It's a journey…, Youth Empowerment Prevention Conference, Keynote Speaker

We Are the Ones We've Been Waiting For, Google Developers of North America, 2022 International Women's Day Celebration, Keynote Speaker

We Are the Ones We've Been Waiting For, National Association of Social Workers, Arkansas Chapter, Keynote Speaker

PILLAR 5 – STRATEGIC PARTNERSHIPS

Inclusive excellence requires that our work is done in partnership with the communities we serve and sponsor, to promote UAMS as a clinical provider, employer, research and educational institution of choice. This requires us to be a leader in mitigating health and educational disparities and engaging with diverse communities to meet their needs for health, employment and learning.

Pathways Academy Key Strategic Partnerships

Internal

- o Integrating Community Science Academy – Pathways Academy has partnered with UAMS Transitional Research to establish a Community Science Academy for teenagers and embedding it into the Pathways Academy RAMP-UP program curriculum for 9th-12th grade students. Pathways team members have completed the two-day train-the-trainer session are equipped to facilitate Community Scientist Academy sessions for students.

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- Integrating Cancer Modules – In partnership with the UAMS Cancer Institute, "Introduction to Cancer" modules will be piloted with RAMP-UP scholars. The ultimate goal is to gradually integrate cancer education, cancer career exposure and cancer research into all levels of Pathways Academy programming.

External

- USDA-Natural Resources Conservation Services Content (NRCS) Exposure – Pathways Academy is partnering with NRCS to expose scholars to various STEM careers by inviting content experts to attend Pathways Academy sites and speak to students about various careers (e.g., soil scientists, pollinators, water quality specialists). Rainfall simulators will be brought to all Junior Academy sites for students to learn as part of the farm-to-table best practices.

Health Careers University Key Strategic External Partnerships

- Jennifer Fowler, Program Director and PI AR NSF EPSCoR dartproject.org
- Pre-health advisors statewide
- Morehouse School of Medicine- Satcher Institute and Center for Maternal Health
- Health Equity coalition- AMDPA (Lanita White, Pharm.D./Derek Lewis), Urban League (Scott Hamilton), AR Minority Health Commission (Kenya Eddings)
- AR Math and Science School- (ASMSA) Dr. Patrycja Krakowiak
- University of Arkansas at Pine Bluff
- Philander Smith College
- AR Commitment- Darren Morgan
- National Medical Foundation- Michelene Davis and Sandra Nichols, M.D.

COVID-19 Response

Gloria Richard-Davis, M.D., executive director of DDEI, continued to be a part of the AR COVID-19 Health Equity Coalition team, as part of a partnership between UAMS and the Arkansas Department of Health ADH) to address health inequities amplified by COVID-19. Under her leadership, DDEI partnered with ADH to host vaccine clinics focused on reducing vaccine hesitancy and access to vaccines for under-represented communities. These efforts served to raise Black and Hispanic community awareness through presentations, radio interviews, and an ADH video on pregnancy, fertility and the COVID vaccine.

Other initiatives included:

- REACH HRSA funded COVID Vaccine project for Black and Hispanic communities working with Peacock Communications to develop campaign collateral for Black communities
- Coordinating and volunteering at mobile vaccine events

Charge: UAMS and ADH partnering with appropriate entities to capture information needed to inform decisions on how to best address observed disparities and implement protocols to ensure the state addresses specific needs now and in the future.

DDEI GRANTS

Grantor	Grantee Program
DHHS, Health Resources & Services Admin. (HRSA)	HBCU Med Track
AR Dept. of Workforce Services (TANF)	Pathways Academy
DHHS, Health Resources & Services Admin. (HRSA)	AHEC POSME – Pathways Academy
Bank of America	Pathways Academy
Schmeiding Foundation, Inc.	UAMS Schmeiding Foundation Pathways Academy of Springdale
Arkansas Minority Health Commission	Pathways Academy

Goals:

- Develop strategic partnerships to advance inclusive community building
- Partner with Cancer Institute, TRI, IPE and Regional Programs to develop programs to diversify healthcare and research workforce
- Partner with community partners to ensure access to DEI programs and initiatives across the state
- Engage with community advocates to address DEI-related issues that are salient to their respective community

Partnership Initiatives:

Arkansas Medical, Dental and Pharmaceutical Association (AMDPA) – This partnership is focused on building relationships with and strengthening the leadership skills of high school and college students from underserved areas who are considering careers in health care as well as mentoring opportunities with students currently enrolled at UAMS.

Arkansans Minority Health Commission - In partnership with the Arkansans Minority Health Commission, DDEI formed the Community Advisory Council for Health Equity (CACHE), an advisory body that meets quarterly to develop and implement strategies and engagement initiatives focused on advancing health equity throughout Arkansas.

Arkansas STEM Coalition - This partnership aids our effort to provide STEM experiences for Arkansas students. In addition, our vice chancellor is a member of the executive board.

UAMS Project SEARCH – This on-site job-training program supported by DDEI in partnership with Arkansas Rehabilitation Services and ACCESS Schools helps young adults with disabilities develop independent living and working skills. It has served more than 150 young adults with disabilities since its inception in 2013.

Raising Exposure & Awareness of Careers in Health (REACH) in the Delta program - Now in its fifth year, REACH in the Delta is a joint endeavor of the Student National Medical Association (SNMA), the Student National Pharmaceutical Association (SNPhA), DDEI, and the AMDPA. Each year, students from all UAMS academic units travel to KIPP Delta Collegiate High School in Helena-West Helena to introduce hundreds of high school students to higher education opportunities and careers in health care.

Initiatives in this pillar help support larger UAMS Vision 2029 goals such as:
- Reduce health disparities across Arkansas
- Improve the health and wellness of all Arkansans
- Ensure a diverse workforce to meet Arkansan healthcare needs
- Develop partnerships to diversify and enhance our research capacity
- Raise digital health awareness across the State of Arkansas

Key Initiatives in this pillar help support larger Vision 2029 goals including:
- Increase capacity to meet the needs of our patients and referring physicians
- Expand internal/external partnerships to support academic programs
- Develop partnerships to diversify and enhance our research

UAMS VISION 2029 2.0/Refresh Cascade Balanced Score Card: DDEI (Gittens)

VISION: By 2029, the University of Arkansas for Medical Sciences (UAMS) will lead Arkansas to be the healthiest state in the region* through its synergies of education, clinical care, research, and purposeful leadership.

MISSION: The mission of UAMS is to improve the health, health care and well-being of Arkansans and of others in the region, nation and the world by: Educating current and future health professionals and the public; Providing high-quality, innovative, patient-and family-centered health care and also providing specialty expertise not routinely available in community settings; and Advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements.

STRATEGIC THEMES:	DIGITAL HEALTH	FAIR AND JUST CULTURE	PARTNERSHIPS
STRATEGIC RESULTS:	Become a fully deployed digital health institution	Attain national recognition as a fair and just culture institution	Become Arkansas's destination for healthcare

Perspective	Strategic Objectives/Strategy Map (Vision 2029 1.0/2.0 Alignment)	Measures/Data Sources	2025 Targets (Updates)-Achieve It in red	Initiatives (Updaters)
External Stakeholder	Improve patient and partner satisfaction C2/C4,C3/ES1 ; Improve student satisfaction/success B4/ES2 ; Improve research and development reputation R2-3/ES3 ; Improve community impact in all mission areas S2,C1/ES4			
Financial	Improve performance in evolving healthcare finance models F2/FN1 ; Grow margin to invest in mission F1,F3-4/FN2 ; Expand research R2-3/FN4	Census/Gus Data College level data	All colleges' enrollment will reflect racial diversity proportions of the state (Roll-up Sterba) ; UAMS will achieve overall institutional completion rate (150% on time) of a least 75% with 0% disparity gaps for URM (Sterba)	Pathways programs K-12 (TBD) ; DDEI Pipeline (TBD) ; Evaluate URM student satisfaction (TBD) ; Post bacc program (Graham) ; Student success center (Neill) ; Student wellness (Thapa) ; Student scholarship support (Erck) ; DDEI Enrichment (Richard-Davis)
Internal Processes	Improve all aspects of clinical care C5/IP2 ; Increase student recruitment/retention success All needs C4/IP3 ; Expand training and capacity for entrepreneurship and innovation B4/IP3	For bes Employers'/Diversity	#1 employer in AR for Diversity (Gittens) ; Increase F&J equity measures by 25% compared to 2019 (Richards) ; Reduce gap to benchmark by 50% (Scales)	URM Faculty/Staff hiring guides (TBD) ; Talent Acq (Phillips)
Organizational Capacity	Expand digital health D1/IP1 ; Increase recruitment/retention of diverse, skilled, engaged workforce T3/OC1 ; Expand infrastructure to align with needs of the mission T2/OC2	Fair and Just Culture/Equity measures on employee engagement survey ; Monthly employee turnover rate ; Employee engagement Survey ; MyCompass	46%tile of benchmark for AMC/employers for employee engagement scores (Richards) ; 50% of leaders with direct reports will complete leadership development training (Richards)	F&JC committee (Bradley) ; Employee engagement initiatives (Rawn) ; Employee engagement initiatives (Rawn) ; OD programs (Richards)

*CDC region: AR, TN, LA, MS, AL, NC, SC

College of Medicine (COM)

Increasing the recruitment and retention of under-represented minorities in medicine (URMiM) and disadvantaged students to the UAMS College of Medicine is a long-standing commitment and goal. All of the recruitment events and programs carry an emphasis on increasing diversity in each medical school class. The Admissions Committee for the College of Medicine is comprised of 15 faculty members who are M.D. trained or M.D./Ph.D trained and serve for a period of four years. Each year, an average of two to four members rotate off and are replaced with new members appointed by the COM Dean. For the 2022 admissions cycle, there were nine men and six women on the committee. All members receive annual training at the beginning of the admissions cycle to follow the principles of a holistic review of medical school applications, taking into consideration the effect of gender, race, ethnicity, as well as socioeconomic and geographical factors in a medical school application. Students who are economically disadvantaged can apply for the "Fee Assistance Program (FAP) by the American Medical College Application Service (AMCAS). All applicants to the UAMS College of Medicine who apply for and are eligible for the Fee Assistance Program (FAP) pay a reduced rate for MCAT and application fees. This economic status is recognized by UAMS and students are offered a reduced rate for FAP-approved applicants when submitting their UAMS-specific secondary medical school application.

Recruitment activities by the College of Medicine have historically focused on college-age students who are pursuing an undergraduate Bachelor's degree in preparation for application to medical school. The Division of Diversity, Equity and Inclusion (DDEI) has contributed by recruiting programs aimed at elementary through high school-aged applicants. These summer pipeline programs target minority and disadvantaged students in both the public and private K-12 educational system. The College of Medicine also participates in several recruiting events sponsored by the DDEI through the UAMS Inclusive Excellence Pre-Health Summit (formerly known as Diversity Day), and additional events for URM high school and college-aged students through the Student National Medical and Dental Association (SNMA) and the Health Professions Recruitment and Exposure Program (HPREP). The College of Medicine recruitment efforts also extend to contributing to the Premedical Summer Scholars Program (PMSS) for MCAT preparation and the Summer Research Internship (SRI) program for both high school and college-age URM students who are interested in research or possibly applying to medical school or both in an MD-PhD program. Additionally, the Associate Director of Medical Student Admissions and Outreach Programs (Ms. Kimberlyn Blann) is directly involved with efforts in the UAMS Graduate School for the planning and implementation of the NIH grant funded "Initiative for Maximizing Student Development" (IMSD) program. From the UAMS Graduate School web page,

"The IMSD program was developed to increase the number of students from underrepresented groups (African Americans, Hispanics Americans, American Indians, Natives of US Pacific Islands, individuals with disabilities, and individual from disadvantaged backgrounds) graduating with doctorates in the biomedical sciences." In most cases, communication and recruitment efforts were accomplished virtually using video conferencing in 2021-2022 with some in person events. This included the "Pulse Check" session with underrepresented individuals accepted into the College of Medicine to introduce them to leaders in COM Admissions office and COM Student Affairs, in collaboration with individuals from the Division of Diversity, Equity and Inclusion (DDEI). In year's past, prior to the constraints of the COVID pandemic, the Director of Admissions for the COM gave presentations to MASH (Medical Application of Science and Health) participants. These students are rising juniors or seniors in high school from smaller communities throughout the state who are interested in health professions.

Outreach Initiatives for URM prospective medical students:

College of Medicine Social Media Campaign 2022

In January of 2022, the College of Medicine Admissions office agreed to work with an Engagement & Initiative campaign sponsored by the UAMS Digital Health department to assist with videos being produced under the title of "Sharing Health Care Professions and Career Paths" with students attending historically black colleges and universities (HBCU's) and two-year Community Colleges. Three graduating female medical students of color were asked to participate in video outlining their path to medical school with the intention of posting the individual videos on the social media platforms such as Facebook and Instagram and web sites at institutions of higher education across the state.

Leadership and National Meetings attended:

In March 2022, the Assistant Dean of Students for Student Affairs and Diversity, Ms. Sharanda Williams and the Associate Director of Medical Student Admissions and Outreach Programs, Kimberlyn Blann, attended the Association of American Medical Colleges (AAMC) GDI (Group on Diversity & Inclusion) professional development meeting held in Washington, D.C. from March 10-12, 2022.

Kimberlyn Blann (College of Medicine) and representatives from the Division of Diversity, Equity and Inclusion represented UAMS at a one-day recruiting fair to highlight the programs UAMS has to offer for students attending who are interested in health care careers. Assistant Dean Williams was selected to participate in the AAMC Healthcare Executive Diversity and Inclusion Certificate

(HEDIC) program that commenced at the GDI meeting in Washington, D.C. and will run online till mid-August

Goals

The current Director of Admissions and Recruitment for the College of Medicine is involved in the institution's commitment to increasing student diversity on campus as an appointed member of the **Student Recruitment, Engagement, and Retention Committee** within the Division of Diversity, Equity and Inclusion. The charge of the committee is to evaluate data for underrepresented minority students and retention rates, to recruit faculty to participate in recruiting events and workshops, and to engage current URM students through social and recruiting events. The committee meets twice a month from August to May. The current Associate Director the Medical Student Admission and Outreach Programs, Kimberlyn Blann serves as one of the co-Chairs of the DDEI Student Recruitment and Retention Committee.

Summary of Recruitment and Retention Initiatives

The COM Council of Department Chairs has endorsed efforts to expand recruitment of minority students, residents and faculty. To support these efforts, representatives from the College of Medicine visited campuses across Arkansas and gave presentations to various organizations as part of COM recruitment efforts to increase medical student diversity.

Event	Date
Recruitment Event: Vanderbilt University, **Memphis, TN**	September 23, 2021
Southern Arkansas University recruitment event, **Magnolia, AR**	October 6, 2021
REACH Program to raise awareness of healthcare careers with rural H.S. students	November 13, 2021
Recruitment Event: University of Arkansas Pine Bluff **HBCU, Pine Bluff, AR**	November 16, 2021
DDEI URM Student Recruitment, Engagement, Retention Committee meeting	January 10, 2022
Awareness & Engagement Video Meeting (UAMS Institute for Digital Health Innovations: Social Media Campaign)	January 13, 2022
Meeting with prospective students about primary care training at UAMS NW	February 8, 2022
DDEI URM Student Recruitment, Engagement, Retention Committee meeting	February 14, 2022
Discuss strategies to increase URiM applicant pool and matriculants. DDEI	March 1, 2022
DDEI URM Student Recruitment, Engagement, Retention Committee meeting	March 7, 2022
Medical Scholars in Public Health (MSPH) Planning Meeting for new applications	March 11, 2022
Information session to discuss 3 year MD Program at UAMS for rural primary care	March 14, 2022
DDEI URM Student Recruitment, Engagement, Retention Committee meeting	March 21, 2022
MSPH meeting for Operational Group Planning meeting	March 22, 2022
Arkansas Rural Medical Practice Board Meeting	March 22, 2022

Pulse Check Meeting #1 with incoming URM and/or rural M1s in Class of 2026	March 31, 2022
Annual Premed Advisors Meeting for all Arkansas Universities and Regional Programs	April 6, 2022
SNMA MAPS **(Minority Assoc of Premedical Students) Conference presentation**	April 9, 2022
DDEI URM Student Recruitment, Engagement, Retention Committee meeting	April 11, 2022
Pulse Check Group Meeting #2 with incoming URM and/or rural M1s in Class of 2026	April 11, 2022
College of Medicine Scholarship Committee for incoming medical student scholarships	April 13, 2022
MSPH Scholarship meeting for URM or rural students from College of Public Health	April 26, 2022
Diversity Recruitment Tracking software meeting with IT SAVVY (Salesforce)	April 29, 2022
Underrepresented Minority Student Sub-Committee meeting Summer 2022 Programs	May 9, 2022
Medical Scholars in Public Health program begins with orientation	May 31, 2022
*SNMA: Student National Medical Association *DDEI: Division of Diversity, Equity and Inclusion *MSPH: Medical Scholars in Public Health	

Medical Scholars Public Health (MSPH) Post Baccalaureate Program:

In the summer of 2021 we launched a new Medical Scholars in Public Health postbacc program geared toward socioeconomically and geographically disadvantaged applicants who were unsuccessful in being admitted to medical school during the previous admissions cycle. We added a new position to the College of Medicine Admissions Office, Associate Director of Admissions and Outreach Programs, to coordinate this program and to assist with recruitment.

The Medical Scholars in Public Health (MSPH) post-baccalaureate program is an educational bridge for Arkansas residents, who come from socially, economically, or geographically disadvantaged backgrounds and who have faced challenges in the medical school admissions process. Of the initial 14 students in the program, eleven applied to medical school and five students were accepted into the fall 2022 entering class of the College of Medicine.

The Anesthesia Tech Pipeline Program is an educational and work experience designed to foster mentorship and a structured path into medical school for Underrepresented Minority (URM) students. The anesthesia tech pipeline program is a partnership between the UAMS Department of Anesthesiology, the UAMS College of Medicine, and two HBCUs: the University of Arkansas at Pine Bluff, and Philander Smith College.

Diversity-focused financial strategies

The College of Medicine offers two types of waivers of out-of-state portion of tuition to non-Arkansas residents accepted for admission. Students must apply for the waivers and be approved by the College of Medicine Dean. The cost of tuition is double for non-Arkansas residents compared to Arkansas residents. To minimize student educational indebtedness and to recruit applicants from socioeconomically and geographically disadvantaged backgrounds to the entering freshman class, we offered 14 non-Arkansas resident Diversity and Academic tuition waivers to non-Arkansas residents for the 2020-21 admissions cycle. The Scholarship Committee considers multiple factors in its selection process and takes a holistic approach in also awarding scholarships to students from socioeconomically and geographically disadvantaged backgrounds. A majority of under-represented minorities were selected for scholarships for the 2022-23 academic year.

The College of Medicine offered five Diversity Tuition Waiver scholarships and four Academic Tuition Waiver scholarships to offset the increased tuition for non-AR residents selected for medical school. Overall, five students accepted the scholarships. A second scholarship of $7000.00 was awarded to an African American female student accepted to the UAMS College of Medicine.

The College of Medicine **Dean's Full Tuition Scholarship** was launched in spring 2022. Dean Susan Smyth, M.D., Ph.D., established a new full tuition scholarship to retain accepted medical students from underrepresented minorities and/or incoming students who are geographically or socioeconomically disadvantaged. Full tuition will be provided for all four years of medical school. For the entering class of 2022, two recipients of the scholarship were Hispanic, one was African American, and two were White Caucasian.

Outreach programs to support underrepresented community members (low income, rural, underrepresented minorities in medicine).

The College of Medicine has collaborated with the Division for Diversity, Equity and Inclusion to reach out to local first-year undergraduate students and sophomores in Jefferson, Craighead and Union County through the *Pre-Health Scholars Program* for freshman and sophomore college students interested in healthcare fields and health professions.

Programs for High School Students:

Dr. Kevin Phelan, Professor in the Department of Neurology and Developmental Sciences and co-director of the Division of Clinical Anatomy, UAMS College of Medicine received an NIH grant in 2018 to develop hands-on experiences for high school students to generate an interest in future health care careers.

"The *ArkanSONO SEPA Program* is a technology-based outreach exposure program for high school students. The technology outreach program uses the power of point-of-care ultrasound and other imaging technologies to stimulate student interest in Science, Technology, Engineering, and Mathematics (STEM) fields and careers."

College of Health Professions (CHP)

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff

The College of Health Professions commitment to recruit high quality faculty and students with diverse backgrounds is a priority. To meet an institutional UAMS Vision 2029 goal, specifically related to increasing student recruitment and retention, the College of Health Professions uses the UAMS Non-Resident Diversity Tuition Waiver to increase the diversity of programs with respect to race, ethnicity, gender, socio-economic status, and geographic origins.

Student recruitment activities in the College of Health Professions focus on high schools and 2- and 4-year institutions by participation in programs and activities organized and managed by the UAMS Division of Diversity, Equity and Inclusion (DDEI) and through our own recruitment efforts at historically black colleges and universities (HBCU), minority-serving high schools, other academic institutions, and community-based organizations. Using UAMS Regional Program areas as a guide, the College of Health Professions recruitment map covers the following regions: East, North Central, Northeast, Northwest, South, South Central, Southwest, and West, which include underserved and minority populations.

CHP Programs have protocols in place to identify students early who may be struggling academically. Students who are not meeting specified thresholds are placed on an individualized remediation plan. These plans address academic issues as well as other factors that may be impacting the student's performance. Programs encourage students to seek the resources provided through the College's learning specialists and student wellness team. Both of these groups work diligently with students and faculty to destigmatize utilizing their services, which can often be a barrier for under-represented students.

CHP's efforts to recruit a more diverse faculty include broadening searches, actively seeking out diverse candidates through professional networks and developing position announcements that are more general in order to appeal to a larger applicant pool. Departments are encouraged to go beyond their usual sources when posting faculty positions. The College supports advertisements in multiple venues. Faculty are also supported to attend conferences where they are able to network with colleagues and recent graduates who may be a good fit for a CHP faculty position. As much as possible, the College develops general position announcements that do not specify a certain area of expertise. This encourages more applicants from a variety of backgrounds to apply.

New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives

The College of Health Professions (CHP), in early 2019, developed an AY19-AY22 strategic plan that represented its vision for the future and aligned with the institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. The plan has extended past AY22 to align with the UAMS Vision 2029 Strategic Plan.

Goal Five of the CHP strategic plan is to promote an environment that fosters diversity, inclusion and equity. College faculty and staff actively participates and hold positions on the various UAMS Division for Diversity, Equity, and Inclusion Engagement Sub-Committees (DDEI). The College has representation on the following DDEI Subcommittees: Women's Faculty Development Caucus, URM Student Recruitment, Engagement, and Retention, URM Faculty, Recruitment, Engagement, and Retention, LGBTQ Diversity, Equity, and Inclusion, Disability, and Veteran Diversity, Equity, and Inclusion. The role of CHP faculty and staff on these subcommittees is to keep CHP students, faculty and staff informed of diversity and inclusion initiatives at UAMS and to encourage college participation.

CHP faculty, staff, and students are encouraged to participate in activities that promote diversity and raise cultural awareness (e.g., Diversity Month, Juneteenth Celebration, Asian, Pacific Islander Heritage). Faculty and staff are required to complete Implicit Bias and its Everyday Impact training annually. Faculty, staff, and students are also encouraged to participate in University- and College-wide diversity, equity, and inclusion events.

The College requires cultural competence training for all faculty and their participation in campus-wide diversity and inclusion initiatives is strongly encouraged. Faculty retention is a primary area of focus for CHP. A CHP faculty member has been appointed to the UAMS Division of Diversity, Equity and Inclusion (DDEI) faculty sub-committee to assist in developing strategies to address retention. Additionally, the CHP Associate Dean for Academic Affairs is collaborating with the UAMS Center for Faculty Excellence to collect data regarding reasons faculty have left. These data will inform the College in developing strategies to retain faculty.

In May, the College held a development session on holistic review in admissions. The session was based on a research article that appeared in the summer 2021 issue of the *Journal of Allied Health*. The authors of the article, faculty from the College of Health Professions at the Medical University of South Carolina, presented the session which covered their research, findings, application to admissions processes, and general discussion (Q&A). Department chairs, program directors, and directors of our programs' admissions committees attended the session. The intent was to support mission-aligned admissions or selection processes that take into consideration applicants' experiences, attributes, and academic metrics as well as the value an applicant would contribute to learning, practice, and teaching.

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This type of review allows admissions committees to consider the "whole" applicant, rather than disproportionately focusing on any one factor.

Graduate research support for new diverse faculty, start-up research funds for new diverse faculty, incorporating diversity, equity, and inclusion into the tenure, advancement, and/or review process are a few of the strategies used to retain diverse faculty. Additionally, faculty interests are encouraged and supported, which helps with overall faculty contentment. For example, a faculty with a special interest in transgender voice therapy has incorporated the topic into both the didactic and clinical curriculum of the program. Another faculty member's membership and active participation in the National Black Association for Speech-Language and Hearing (NBASLH) which seeks to maintain a viable mechanism through which the needs of black professionals, students and individuals with communication disorders can be met.

Another strategy that CHP employs to retain diverse faculty is the CHP New Faculty Orientation Program. The aim of the program is to welcome faculty to the college and provide them networking opportunities with colleagues and administrators while introducing tools and resources for a successful career as a faculty member. For individuals new to academia, the program aims to build confidence in new faculty who are transitioning from a clinical setting into the educational arena thus, solidifying professional identity as a faculty member and encouraging retention within the College.

New recruitment strategies include extending the College presence to historically black colleges and universities (HBCU) in neighboring states. The pandemic, though a hindrance, delayed, but not deterred our efforts to continue forming relationships.

Beginning Spring of 2018, the College of Health Profession's Medical Laboratory Science Program (MLS) has aggressively recruited certified medical laboratory technicians (MLTs) from the ranks of the Army, Navy and Air Force. These 100% online students came from approximately 30 States and reflected the diverse makeup of the U.S. Armed Forces. Online military lab sciences students represent about 2% of the UAMS student body and greatly contributed to the diverse makeup of the student body. Specifically, 11% of online military students self-reported as Hispanic and 14% self-reported as Black. The MLS program has also made a concerted outreach effort to connect with rural MLTs in Arkansas and the United States. Currently students from 45 States are either in the program or graduated from the program. Approximately 600 rural MLTs have been trained in the online program since 2018, many of whom are serving their communities at small or critical access hospitals. The College and the MLS program continue to build in this area.

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The College also wants to ensure that once students are admitted into their programs that they have the skills to succeed. As a result, the Associate Dean of Student Affairs created a CHP Allied Health Academic Success Seminar that targets new students who may benefit from a pre-introduction to campus and additional support particularly related to incorporating clinical concepts into classroom courses and applying those concepts to clinical situations. The course is open to any CHP student regardless of ethnicity. Content areas covered in the seminar include note-taking, study skills, time-management, critical thinking, test-taking, professional writing, and student wellness. Participants are identified by their program chair/director.

Another approach used to build and advance a diverse student body is reflected in College print media, social media, and website. The CHP has been intentional in making sure images show a diverse population of students, faculty, and staff.

Timeline, evaluation, and recruitment budget

To meet enrollment needs of the fifteen (15) academic programs in the College of Health Professions, the Associate Dean for Student Affairs (ADSA) and the Office of Admissions staff, which includes a full-time college recruiter, meet monthly to discuss and evaluate responsibilities related to student recruitment and admissions. Strategies are fluid as the team continues to look for and create new opportunities that will support our goal of building and advancing a diverse student body. The recruitment budget is built into the College budget and is used to target all students, including efforts that target minority students.

College of Nursing (CON)

Admissions

For UAMS College of Nursing baccalaureate, master's, and doctor of nursing practice students, the admissions process is the direct responsibility of the College of Nursing. Each program has specific GPA requirements for admission. Most programs also have employed an interview process for applicants meeting the minimum requirements. Applicants are able to view admission requirements on the website and can schedule an advising appointment to learn more. The Graduate School admits the students to UAMS, and the College of Nursing, in turn, admits qualified students to the Doctor of Philosophy in Nursing program. The College of Nursing has implement a CAS system to broaden our applicant pool to our graduate and RN to BSN programs. The College of Nursing has undergone training from American Association of College of Nursing (AACN) on development of a holistic admissions model and additional training on emotional intelligence and behavioral interview techniques to promote a more diverse student population.

Student Retention

Retention activities and interventions are vitally important in planning for the success of our BSN students. Retention activities begin immediately with mandatory orientation when new junior students are admitted into the program. To assist with the retention process we have quarterly check-ins with students. These check-ins include, but not limited to how they are doing mentally, physically, and emotionally. The check-ins include helpful resources for the students ex: counseling services & food bank. Information is provided to students on topics such as an introduction to the UAMS Library and the Nursing Learning Resource Lab, stress reduction and management, ATI standardized testing, a review of computer and online usage, College of Nursing Policies and Procedures, information regarding course schedules and academic success and remediation services within the college.

The College uses the Assessment Technologies Institute (ATI) for standardized testing, retention resources, and identification and remediation for high risk students. The College employs an ATI Coordinator/Academic Coach who manages all student testing and remediation for this standardized content. The admission criteria mandate that each student take the TEAS V Entrance Exam. This test measures reading comprehension, math, science, and verbal skills. The student is expected to achieve a minimum score of 65 on the exam to be eligible for admission to the program. Once a student has been accepted into the program, the student is required to take the ATI Critical Thinking Inventory Exam. This exam is used to help identify critical thinking levels, areas of coping, and adaptive risk factors. Students who are identified as "at risk" will receive individualized assistance from the CON academic

coach using remediation resources from ATI and other course specific remediation tools. Throughout the BSN program, students are required to take standardized benchmark exams after certain courses to determine proficiency of course content. Students who do not meet the required benchmark scores on the standardized exams are required to complete specific remediation modules through ATI and receive assistance from faculty in assigned specialties.

Seniors in their last semester enroll in a Capstone course designed to prepare them for their licensing examination (NCLEX-RN). They have three opportunities to take a standardized ATI test called the RN Predictor and the Medical Surgical Exam. If they fail to pass both exams by the third attempt, they will receive an incomplete in the course and be required to repeat it the following semester. Any student who fails two nursing courses (including the Capstone course) will be dismissed from the program. The ATI Coordinator will provide individual and small group remediation sessions to students who fail the RN Predictor test and the Medical Surgical Exam.

The students in the nurse practitioner specialties take diagnostic readiness tests (DRT) in the first semester of their specialty courses to assess their knowledge of pathophysiology, pharmacology, and health assessment skills. Students are able to identify areas of weakness and strength to direct their studies in their specialty courses. Additionally, students take a DRT in their final semester in specialty courses to identify areas of remediation prior to boards. Many specialties use these tests to provide additional content on areas of weakness for students to enhance their program.

There are computer centers in the campus library as well as within the College which are available as a resource for students to not only access the ATI programs but also other learning modules on various nursing topics. Faculty members are available for both content and testing review on a one-on-one basis. The UAMS Office of Student Success offers services to students to enhance study and test-taking skills. English-as-a-Second-Language students also receive assistance on enhancing their language skills and reading comprehension. Students are often referred to the Student Wellness Center, a student mental health facility, which provides counseling for testing anxiety and stress management.

Student Recruitment (See Table 1 for Breakdown of Recruitment Activities.)

High School Contacts

September through November is a designated three-month period scheduled by the Arkansas Association of Collegiate Registrars and Admissions Officers for the sole purpose of educating students regarding their future in college. This schedule of College Planning Programs offers the opportunity to contact and provide degree information to high schools counselors and students in 5 consolidated statewide programs. UAMS Regional Centers assisted the recruiter in attending the Southern Region

College Planning Programs. The enhancement of virtual technology and meeting platforms has allowed CON to meet more students through a virtual setting. This year reaching high school students was a bit easier due to the experience of dealing with technology. CON collaborated with STEM and medical academies within high schools to organize in class presentations.

College Contacts

In an effort to reach more students CON recruitment has worked with other UAMS college recruiters to implement UAMS days at two- and four-year institutions. CON recruitment focused more on reaching students where they were in their college career. CON recruitment targeted STEM departments at 2- and 4- year institutions for in class presentations. These presentations gave an opportunity for prospective to have a different setting to learn more about the programs. Presentations will still take place, but will be held in a virtual environment. During the spring of each year, two-year college institutions host transfer programs for their students to be recruited by four-year colleges and various professional institutions. Students are able to speak with a College of Nursing representative, have their transcripts evaluated, and receive tentative degree plans for future planning toward their careers in nursing. College of Nursing representatives met with more than 400 students from 10 community colleges around Arkansas. We expect these numbers to grow with the ability to share more information through virtual platforms.

Other Recruiting Opportunities

The College of Nursing and UAMS Department of Nursing partner to hold forums in the hospital for nurses who are interested in continuing their education, as well as for other professionals who are considering nursing as a career.

The Student Services Office holds group virtual information sessions monthly and students are presented program information along with tentative degree plans when they provide college transcripts. In addition to these sessions, information is disseminated via internet and email. Upon first contact, prospects are given the website information for their viewing and are requested to fax their transcripts to the recruiter for evaluation. A tentative degree plan is prepared and returned to the prospective student, and an appointment is offered to the student. This has made the process more efficient and convenient for the student and the recruiter. We have learned that students who have advising appointments are better prepared for the application process.

The College of Nursing is featured in the annual Arkansas Times' Nurses Guide. In addition to providing contact information, the article highlights the College of Nursing faculty and students.

Throughout the year, the College of Nursing Recruitment Specialist participated in "A Day in the Life" presentations, Center for Diversity Affairs programs, and several recruitment activities with the UAMS recruiters from various programs and departments around campus.

We have developed an ongoing relationship with several schools in the area, such as our Partners in Education schools and the Head Starts, and other schools where we do screenings, teaching projects, flu vaccine clinics, etc. Each time we do such activities, we promote a positive role model for the high percentage of minority students in these schools. We are continuously working with historically black universities and minority organizations to establish a pipeline for minority students.

The bigger challenge is recruiting minority faculty and we are taking steps to enhance recruitment efforts. We have been able to use our Hearst Minority grant to develop new procedures and programs to recruit and retain minority faculty. We encourage all students to consider educator roles as they explore graduate education, as this is an area of high need. One strategy to recruit them into teaching is to have them do a teaching practicum as part of their program to gain first-hand experience in the role of nurse educator.

Table 1. Recruitment Activities

Event	Date	Location
Sylvan Hills High School	2/3/2021	Zoom
BSN Info Session	2/5/2021	Zoom
Maumelle High School	2/8/2021	Zoom
Cabot High School	2/10/2021	Zoom
UAPTC TRIO	2/18/2021	Zoom
U of A Biology Class	2/18/2021	Zoom
SNMH Health Professionals	2/20/2021	Zoom
Bentonville West High School	2/25/2021	Zoom
HSU Fair	3/1/2021	Zoom
HSU Fair	3/2/2021	Zoom
ArkACRAO Transfer Fair	3/3/2021	Zoom
Joe T Robinson High School	3/10/2021	Zoom
Southwest High School	3/11/2021	Zoom
Parkview High School	3/12/2021	Zoom
Little Rock West	3/16/2021	Zoom
Mills College and Career Fair	3/17/2021	Zoom
UACCM	3/18/2021	Zoom
Girls of Promise Conference	4/2/2021	Zoom
Southark (2)	4/15/2021	Zoom
Calvary Academy-Education Fair	4/30/2021	Calvary Academy (North Little Rock)
ASU Newport-Transfer Fair	5/14/2021	ASU Newport (Newport)
Baptist Health Event	5/20/2021	Baptist Health (Little Rock)

CRNA Pipeline	5/24/2021	UAMS RAHN Building (UAMS)
BSN Info Session	6/1/2021	Zoom
BSN Info Session	6/15/2021	Zoom
Counselor's Conference	6/28/2021	Hot Springs Convention Center (Hot Springs)
Counselor's Conference	6/29/2021	Hot Springs Convention Center (Hot Springs)
Find your Future in Health Care	6/30/2021	Zoom
Pre-Health Scholars Program(DDEI)	7/2/2021	Zoom
Find our Future in Health Care	7/14/2021	Zoom
Arkansas Governor's School College Fair	7/20/2021	Arkansas Tech University (Russellville)
BSN Info Session	7/21/2021	Zoom
TRIO Talent Search-STEM Summer Program	8/9/2021	Innovation Hub (Little Rock)
BSN Info Session	8/25/2021	Zoom
BSN Info Session	8/25/2021	Zoom
Graduate information session	8/27/2021	Zoom
BSN Info Session	9/3/2021	Zoom
ATU Nursing Fair	9/7/2021	Arkansas Tech University (Russellville)
ATU Graduate Fair	9/9/2021	Arkansas Tech University (Russellville)
North Ark College Fair (High School)	9/13/2021	North Ark College (Harrison)
Fayetteville High School	9/14/2021	Zoom
U of A Nursing Fair	9/14/2021	University of Arkansas (Fayetteville)
Rogers High School	9/15/2021	Rogers High School (Rogers)
Rogers Heritage High School	9/15/2021	Rogers Heritage (Rogers)
Springdale High School	9/16/2021	Springdale (Springdale)
Harber High School	9/16/2021	Harber(Springdale)
Bentonville High School	9/17/2021	Bentonville(Bentonville)
University of the Ozarks (High School)	9/20/2021	University of the Ozarks (Clarksville)
Fort Smith Consolidated Program	9/21/2021	Fort Smith
Van Buren High School	9/22/2021	Van Buren
East AR Community College	9/23/2021	East AR Community College (Forrest City)
Graduate information session	9/24/2021	Zoom
Hall High School	9/27/2022	Hall (Little Rock)
National Park Community College (High School)	9/28/2021	National Park Community College (Hot Springs)
ASU Three Rivers	9/29/2021	ASU Three Rivers (Malvern)
Jacksonville HS	9/30/2021	Jacksonville High School (Jacksonville)
Saline County Fair	9/30/2021	UAPTC (South Campus)
BSN Info Session	10/1/2021	Zoom

ASMSA	10/4/2021	Arkansas Math and Science School (Hot Springs)
Pulaski County	10/5/2021	Zoom
LRSD	10/5/2021	Zoom
Faulkner County	10/6/2021	Conway High School
Cabot HS	10/7/2021	Cabot High School (Cabot)
NursingCas Fair	10/7/2021	Nursing Cas-Virtual
ASU-Beebe	10/13/2021	ASU (Beebe)
ASU College Fair (High School)	10/18/2021	ASU (Jonesboro)
SAU Tech (High School)	10/19/2021	SAU Tech (Camden)
SouthArk(High School)	10/20/2021	South Ark (Harrison)
UACCH (High School)	10/21/2021	UACCH (Hope)
ANPA	10/22/2021	Hot Springs
Batesville HS	10/25/2021	Batesville High School (Batesville)
Black River(RN-BSN/Graduate)	10/26/2021	Black River (Pocahontas)
OBU Graduate Fair	10/27/2021	Ouichita Baptist University (Arkadelphia)
Little Rock Central College Fair	10/28/2021	Little Rock Central
Graduate information session	10/29/2021	Zoom
BSN Info Session	11/5/2021	Zoom
Graduate information session	11/12/2021	Zoom
UAMS Days-Hendrix	11/16/2021	Hendrix College(Conway)
Lyon College-Biology Class	11/17/2021	Lyon College(Batesville)
BSN Info Session	12/3/2022	Zoom
University of Arkansas-Fayetteville (Health-Professions)	2/2/2022	Virtual Platform
UAPTC TRIO	2/8/2022	Zoom
BSN Info Session	2/8/2022	Zoom
BSN Info Session	2/10/2022	Zoom
ASU Three Rivers	2/15/2022	ASU Three Rivers (Malvern)
National Park College *VIRTUAL*	2/16/2022	Zoom
Pulaski Tech- South	2/17/2022	Pulaski Tech- South
SAU Tech	2/22/2022	SAU Tech (Camden)
UACC – Hope	2/23/2022	UACC (Hope)
UACC – Hope – Texarkana	2/23/2022	UACC (Hope – Texarkana)
ASU Mid-South	2/28/2022	ASU Mid-South (West Memphis
UACCB	3/1/2022	UACCB (Batesville)
ASU—Beebe	3/2/2022	ASU (Beebe)
UA Pulaski Tech- North	3/3/2022	UA Pulaski Tech- North
UACC Morrilton	3/4/2022	UACC (Morrilton)
HOSA	3/7/2022	HOSA (Hotsprings)
Baptist Health(RN-BSN)	3/8/2022	Baptist Health(Little Rock)

Black River – Pocahontas/ Paragould (RN-BSN)	3/14/2022	Black River (Pocahontas)
SEARK- McGregor Hall	3/15/2022	SEARK- McGregor Hall
Hall High School College Fair	3/16/2022	Hall
HSU-UAMS Day	3/29/2022	HSU-UAMS Day
Batesville High School (Batesville)	3/31/2022	Batesville High School (Batesville)
CAPS(Central Arkansas School Private School)College Fair	3/31/2022	CAPPS
ANPA	4/1/2022	Little Rock-Robinson Center
Nursing Expo	4/2/2022	UALR-Jack Stephens
BSN Info Session	4/11/2022	Zoom
East AR Community College	4/14/2022	East AR Community College
BSN Info Session	4/15/2022	Zoom
Table at UAF-College of Nursing	4/18/2022	UA Fayetteville-College of Nursing
Benton College Fair	4/19/2022	Benton High School
Mount St. Mary High School	4/21/2022	Mount St. Mary (Little Rock)
Episcopal High School	4/22/2022	Zoom
BSN Info Session	4/26/2022	Zoom
BSN Info Session	4/28/2022	Zoom

Meeting Institutional Goals for Recruitment and Retention

For the 2021–2022 academic year, CON awarded 161 scholarships, of which, 32 (19%) were awarded to underrepresented students. The CON is always looking at new ways to fund scholarships and many of our scholarships are earmarked for minority, underrepresented, first time college attendees, or students from rural institutions/counties. One of the largest scholarships in our college is the Dean's Diversity Endowed Scholarship, which provides funds to a nursing student who is from a group underrepresented in nursing. The CON is continuing to look for funding opportunities to improve diversity within the college.

The CON student services department is charged with helping to recruit for our baccalaureate and graduate programs to meet our outcome measures. The outcome measures of the undergraduate and graduate programs are 15% of underrepresented admissions. We consistently have met these goals. In the last year, the MNSc and DNP programs admitted 26.47% of underrepresented students in fall and spring. The undergraduate programs admitted 25.17% of underrepresented students for 2019-2020. A variety of recruitment and retention strategies are employed to engage applicants and successful students as outlined above.

Monitoring Progress

The College of Nursing monitors the following outcome measures annually several ways:

- The College's Strategic Plan is reviewed annually.

- The College monitors progress through an annual report and based on outcomes, goals are revised and adjusted as necessary.

Outcome Measures

Baccalaureate Education:

- The BSN completion program continues to recruit from within and outside of Arkansas

  o Approximately 25 new students are recruited from the Regional Centers and Little Rock

- Replacement faculty are hired as necessary

- 90% of students will satisfactorily pass all evaluation measures

- Pass rate on NCLEX each year for graduates should be at least 90%

- 100% of students who need assistance will be referred to the Academic Coach, Student Success Center, or appropriate faculty resource

- At least 15% of the BSN class admitted per year is from underrepresented populations

Graduate Education:

- At least 15% of the graduate student body admitted annually adequately reflects the underrepresented population of the state; annual recruitment activities focus on diverse populations

- A minimum of 5 PhD and DNP students are admitted annually

- 100% of graduating PhD students receive funding grants for dissertation support

Faculty/Staff

- Mentoring program is in place continuously

  o Faculty members serve as mentors and/or mentees/protégé

  o A minimum of one meeting per semester is held with new faculty to discuss teaching issues/concerns

- Using the newly developed recruitment package, three research faculty applicants will interview per year provided vacant faculty positions exist

- The Dean or Associate Dean will conduct an exit interview with outgoing faculty

- Annual support is provided for all faculty

- o Clinics/forums occur twice each year

- o Consultation services are provided by SRC and the College of Nursing IRB committee members

- At least 10% of faculty participate in the faculty incentive plan

- A minimum of one event annually is held to recognize achievements of students, staff, and faculty.

- The College of Nursing will provide funding for 100% of faculty to attend conferences, seminars, or clinics pertaining to professional development in their respective areas, budget permitting.

Progress Budget/Timeline

- Our current budget is 94.8% personnel costs, which restricts our ability to have flexibility in allocating resources across the College.

College of Pharmacy (COP)

The mission of the College of Pharmacy (COP) is in alignment with the mission of UAMS. The COP's mission is to improve the health of culturally diverse populations by educating pharmacy leaders to address community health needs, advancing scientific discovery to produce innovations in healthcare, and fostering progressive pharmacy practice through service to the profession. The mission statement was revised in 2008, along with the addition of a vision statement. The vision statement is "transforming healthcare throughout Arkansas and beyond."

COP Curriculum

All applicants must complete a pre-pharmacy curriculum (a minimum of 60 credit hours) which guides students through introductory courses in mathematics and the natural sciences. In addition, the pre-pharmacy curriculum requires general electives courses. Sixty-four % of recent successful applicants from Class of 2025 earned a BS, BA, or higher degree prior to enrollment in the College of Pharmacy. The professional curriculum that leads to the Doctor of Pharmacy (Pharm.D.) degree requires four years of full-time study at UAMS.

COP Student Recruitment and Retention

The COP Director of Recruitment, Mr. Willie Hicks, is responsible for student recruitment efforts and reports to Dr. Ashok Philip, Associate Dean for Student Services. The Director of Recruitment coordinates with undergraduate colleges and universities and partners with other UAMS recruiters and the Division of Diversity, Equity, and Inclusion (DDEI) to engage the pool of applicants for recruiting events. The DDEI coordinates with the efforts of the College's Associate Dean for Student Services, Director of Admissions, Dr. Angie Choi, and Director of Recruitment to continue to work toward our goal of a significant underrepresented minority presence in our school and the profession. The DDEI and COP Director of Recruitment focus on minority students in both high school and early college years. In addition, the Director of Recruitment is heavily involved in the planning and implementation of the annual campus wide DDEI sponsored Diversity Day held by UAMS for all colleges in the State of Arkansas.

Since 2007, the COP has hosted 20-40 high school students in June for Pharmacy Camp. They participate in pharmacy related activities in the classroom, laboratory, and practice site during the week-long camp. Many of these students received scholarships to attend the camp. Due to COVID-19, the 2020 camp was cancelled. In 2021, the COP hosted its first ever virtual Pharmacy Camp. The 2021 camp was successful because we were not limited on the number of participants. We had over 90 campers register

and conducted the camp through a mixture of large group discussions, presentations, videos, breakout groups, and games. For 2022, a hybrid version of the pharmacy camp is scheduled for June 6-8, which includes an in-person day of faculty and student ambassador led labs, campus tours and other engagement activities. The following two days will be virtual and include presentations by guest speaker on various pharmacy careers, student panel discussion and interactive games. In addition, the College of Pharmacy has partnered with the Arkansas Medical, Dental, and Pharmaceutical Association (AMDPA) in sponsoring 13 URM high school students from across the state of Arkansas to attend camp and gain exposure to the pharmacy profession.

UAMS College of Pharmacy Summer Camp
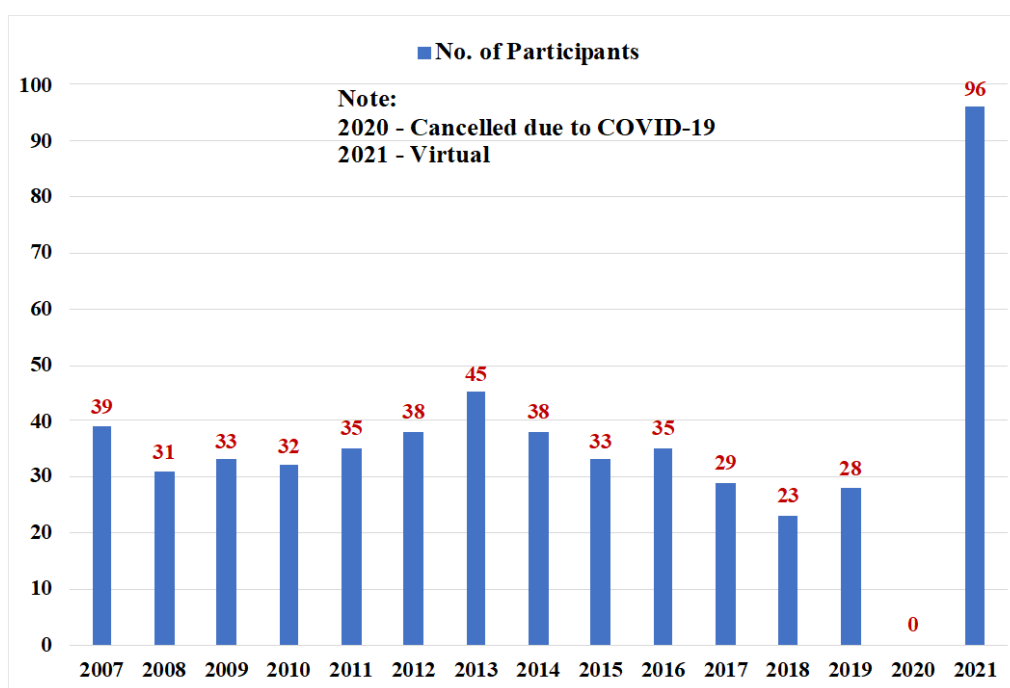
The Director of Admissions contributes to the recruitment efforts of the college through campus tours, counseling of prospective students and other activities. In addition, the college participates in MAPS Conference/Diversity Day and the Health Professional Recruitment Exposure Program (HPREP). Student organizations and faculty are also active in recruitment activities. The college's SNPhA (Student National Pharmaceutical Association) chapter hosts high school students on campus to participate in compounding sessions and career discussions. The SNPhA Chapter and the Director of Recruitment also extended invitations to minority high school students to become a member of SNPhA, and SNPhA members spoke on behalf of the College at various diversity events.

An analysis of our application and admission trend data from the 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022 academic years indicated a slight negative trend in African American applicants from 23 applicants (2017-2018) to 20 applicants for the next two years (2018-2020), to 18 in 2020-2021. In 2021-2022 however, the trend reversed to 23 applicants. A negative trend in Hispanic applicants has continued over the past five cycles (14, 11, 6, 7, and 4 respectively). Applications from American Indian students were few during the past five years (1, 2, 1, 6, and 3 respectively). The UAMS COP is still accepting applications for fall 2022 matriculants until June 1, 2022. Final numbers for fall 2022 may be adjusted.
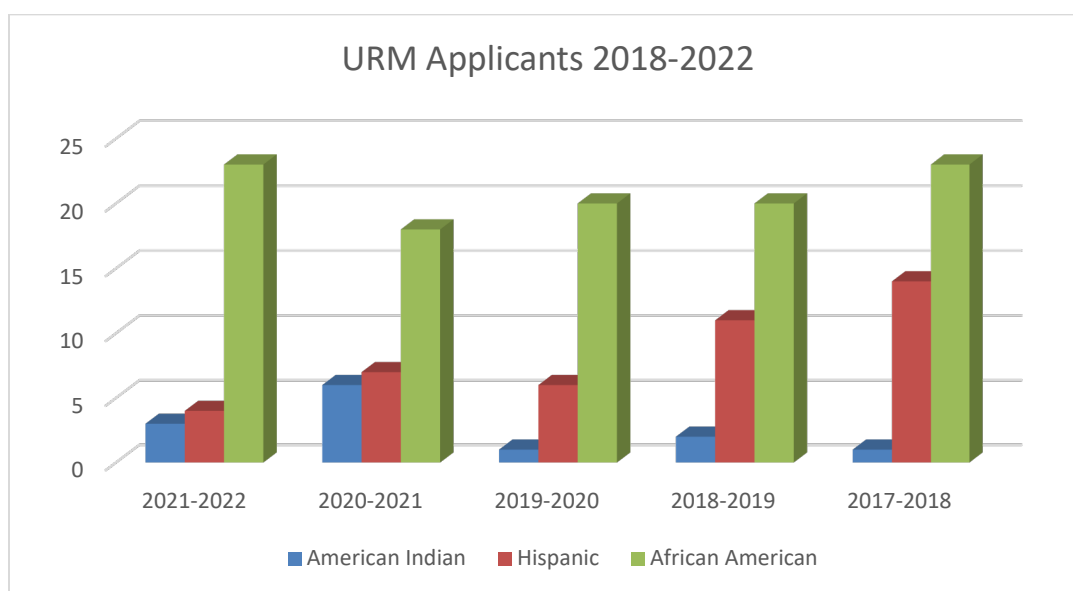
The negative trends in overall applications to the UAMS COP continue to be countered by positive growth in URM enrollments to the college. From 2018 -2022, URM students as a percentage of the total class has increased from 8%, 13%, 19%, 21%, and 21 % respectively (2018-2022 matriculants). Fall 2022 admissions decisions are not complete at the time of this report but expected to be finished by July 30, 2022. Final yield for fall 2022 may be adjusted.

Recruitment efforts for URM students have increased due to strategic, targeted coordination with the DDEI. Another noteworthy addition to our recruiting plan for URM students is coordination with outreach coordinator, Ms. Renisha Ward, with two HBCUs, the University of Arkansas at Pine Bluff (UAPB) and Philander Smith College. The implementation of a satellite office at UAPB has increased our visibility on UAPB's campus and significantly increased our URM applicant pool and enrollment yield from UAPB with a 600% increase from 2018-2019. During the 2019-2020 academic year, the UAMS

COP recruited 6 students from UAPB and 1 from Philander Smith. In 2021-2022, 4 students from UAPB and 1 from Philander Smith have been recruited thus far. We continue to strategically recruit from both schools and look forward to continued matriculation of these students.

COP Student Scholarships and Tuition Waivers

Scholarships serve as a mechanism to decrease the financial burdens of students from underrepresented backgrounds and disadvantaged communities. The COP's Dean and Institutional Advancement staff have been assisted by Dr. Alvin Simmons, Pharm.D. (UAMS '77 and '95) to create an endowment to provide scholarships for underrepresented minorities. Using unrestricted funds available at her discretion, COP Dean, Dr. Stephanie Gardner, Pharm.D., Ed.D., funded three initial scholarships that were awarded April 15, 2007. From 2007-present, succeeding COP Deans have continued this commitment and provided approximately $45,000 for the National Pharmaceutical Association of Arkansas (NPAA) scholarship awards. In 2019 - 2020, there were five NPAA Endowed Scholarships ($5,000 total) awarded, and three scholarships ($6,000) awarded in 2020 - 2021. In 2021 - 2022, 6 NPAA Endowed Scholarships ($6,000 total) were awarded. The use of unrestricted funds allows all income derived from invested funds to remain invested, thereby more rapidly increasing the capital in the endowment. It has been the Dean's practice with newly endowed scholarships, honoring donors by presenting first scholarship awards in the same academic year that funds are raised, rather than waiting for investment income to become available. Funds raised to endow these scholarships are administered for the College of Pharmacy by the University of Arkansas Foundation, Inc. According to the gift agreement, signed on February 6, 2006, income from this endowment will be reserved in perpetuity to fund scholarships for pharmacy students representing historically underserved minority groups, or who demonstrate particularly great need.

In addition to the NPAA scholarships, the College awarded five scholarships with an emphasis on diversity. These five scholarships are the Phillips County Endowment, Robert N. Manley & Robert H. Manley Memorial Scholarship, Walgreens Multilingual Award, Walgreens Diversity & Inclusion Excellence Award and the CVS Health Foundation Pharmacy Scholarship.

- The Phillips County Endowed Scholarship is granted annually, starting in the spring 2010. Phillips County represents the focus of the Delta region of Arkansas and has great numbers of students from historically underrepresented minorities. The College is committed to using this scholarship to enhance the diversity of our student body in the future.

- The Robert N. Manley and Robert H. Manley Memorial Scholarship is a scholarship awarded to a first-year pharmacy student from Johnson, Pope or Franklin counties with significant diversity of background and interest in community pharmacy practice.
- The Walgreens Multilingual Award is a monetary award given to students who are multilingual.
- The Walgreens Diversity & Inclusion Excellence Award is awarded to a single student with an interest in community pharmacy and meets the criteria of: 1) embraces diversity and promotes diversity and inclusion initiatives on campus, or 2) represents an underrepresented minority group.
- The CVS Health Foundation Pharmacy Scholarship is awarded to a student who 1) is a fluent speaking bilingual student; or 2) is precepting or volunteering some of their time with organizations that are supporting underserved populations.

The amount of scholarship and awards received by underrepresented minority students continues to increase each year. The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

In addition to scholarships, the College has two tuition waivers: academic and diversity. These tuition waivers grant in-state tuition for students who are academically competitive based on prerequisite coursework and application or qualify as an underrepresented minority student. From 2014-2020, the College has provided 25 diversity waivers (average 5/year) and awarded 11 in 2021.

COP Student Support Services and Mentoring

Once students start the program, their performance is monitored by the Associate Dean for Student Services, Associate Dean for Academic Affairs, Associate Dean of the NW Campus, and the Vice Chair of Pharmaceutical Sciences and Professional Education. These members monitor, weekly, the performance of all students in the program to ensure academic success and progress and when needed, provide support to mitigate difficulties in the program. This regular monitoring allows the College to track on-time graduation of all students as well as completion and success in individual courses. This team works closely with student services which include the Student Success Center that offers tutoring and study strategies and the Student Wellness Center that offers comprehensive mental health support. These centralized programs are critical to the success of our students. The Associate Dean for Student Services is responsible for coordination of student services.

The College has continued to develop a mentoring program for our minority students by working with practicing pharmacists who belong to the Arkansas Medical, Dental, and Pharmaceutical Association (AMDPA). The AMDPA is an interprofessional, predominantly minority membership professional organization. The organization that offers mentoring, networking, and financial support for UAMS

students in pharmacy, medicine and physician assistant studies. Additionally, the advisors for the Student National Pharmaceutical Association (SNPhA) are members or are also engaged with AMDPA and members of the SNPhA chapter attend the annual statewide meeting of AMDPA. The AMDPA also provides scholarships for currently enrolled students to provide tuition support to students.

As the College continues to take a more targeted, multifaceted approach to recruitment and retention of underrepresented minority students, we continue to search for best practices and strategies to ensure our success. We are committed to our college's mission to improve the health of culturally diverse populations. We believe the best way to accomplish this is by also educating a diverse pool of pharmacists to care for them.

College of Public Health (COPH)

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff:

Students – The COPH has since its inauguration embraced the goal of having a culture of diversity. From the very beginning, the COPH student body demographics have, at a minimum, reflected the population demographics of Arkansas. In more recent years, the African American students' percentages have exceeded representation in the population as a whole, but goals have been made to increase the representation of Hispanic, Pacific Islander and other under-represented minority groups. Funding from the 2021 "UAMS Giving Day" was used to establish scholarships for students graduating from Historically Black Colleges and Universities. During the 2021-2022 Academic Year, 1 scholarship was awarded. Additionally, we established the 2nd Presbyterian Church Healthy Equity Scholars Award support under-represented minorities interested in promoting health equity. Two scholarships were awarded during this Academic Year.

In addition to financial support, COPH has established several programs to increase recruitment of the URMs. One such program, the COPH Student Ambassador program, is a partnership with DDEI to include current students in recruitment efforts. Current COPH Student Ambassadors assist with recruitment events and provide input on URM recruitment efforts.

Staff – As with our student demographics, minority representation in the COPH staff in general exceeds that of the general population in Arkansas. The college continues to focus on the need to provide opportunities for capacity building and career advancement of staff to promote retention. In 2021, we established the "Outstanding Staff Award" and it is awarded annually to a COPH staff member.

Faculty – Historically, minority representation in the COPH has lagged that of the general population. Per charge of the Dean, recruitment efforts for new faculty have had as a primary goal pursuing under-represented minority faculty. This has primarily been accomplished through pipeline of post-doctoral fellows, identifying potential applicants through professional organizations, and diversifying the outlets used to promote open positions. These efforts have resulted in increased numbers of minority faculty applicants and those joining the faculty in both non-tenure track and tenure track positions. Retention of under-represented minority faculty is also a priority for the college. New and creative means to promote retention is currently being sought.

We also continue to have the following:

- The COPH Diversity, Equity, and Inclusion (DEI) committee, comprised of representation drawn from COPH leadership, faculty, student, and staff ranks in addition to a representative from the

UAMS Division of Diversity, Equity, and Inclusion (DDEI). The committee convenes monthly and has begun to develop a strategic plan that will include objectives, goals and measurable outcomes related to minority recruitment and retention

- The COPH annual Scholarly Writing Retreat was piloted in May 2019 but became official programming of the college in 2020. The purpose of the Scholarly Writing Retreat is to provide a supportive, distraction-free environment that will enhance the writing skills and dissemination of research findings and other scholarly work among doctoral students, post-docs, alumni, faculty, and community partners. Students, junior faculty, and those from underrepresented racial/ethnic groups are especially encouraged to participate. Under-represented minority students disproportionately lack proficient writing skills and under-represented minority faculty on average have fewer publications which has a direct impact on tenure/promotion and grant funding opportunities.

- Safe Listening Space sessions for COPH students are provided in partnership with DDEI. This safe space is designed to provide students the opportunity to express their feelings and concerns as it relates to diversity, equity, and inclusion in a judgement free space. The goal is for the college to have an opportunity to have open and honest conversations with students to provide them the ongoing support needed to be successful.

- Diversity Training – In alignment with UAMS' Vision 2029, the college is requiring diversity training for all staff and faculty. The college has offered Implicit Bias training, "It's the Little Things: Introduction to Micro-Inequities and Micro-aggressions", and others will be offered at least twice a year. These trainings are imperative to creating an environment that is welcoming and supportive of under-represented minorities.

- Tenure and Promotion Celebration – Key ingredients to retention of faculty is recognition, appreciation, and celebration. In 2019, the college began to celebrate those who were awarded tenure and/or promotion and continues annually each Fall.

- Master of Science in Public Health (MSiPH) Pipeline Program: This pipeline program identifies students who recently applied to the UAMS College of Medicine, but may need additional support prior to admission. COPH partners with College of Medicine and DDEI to identify students who may have an interest in public health. COPH provides financial support and didactic training and test preparation to increase likelihood of future admission in to medical school or graduate school.

- Removal of GRE Requirement for Admission: Research indicates that the use of GRE scores as key factor in graduate admissions can act as a barrier to the recruitment and admission of URMs.

Thus, COPH has removed this requirement to reduce financial barriers to accessing graduate education.

Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives:

Over the past year a number of activities and programs have been implemented under the direction of the COPH Assistant Dean for Diversity, Equity and Inclusion, Dr. Tiffany Haynes and in collaboration with the Office of Student and Alumni Affairs, Director of Recruitment and Student Life-Cycle, Lorraine Stigar.

- Revitalization of 4+1 Program: As a result of this increasing demand diversity in the public health workforce, the Fay W. Boozman College of Public Health (COPH) has partnered with several undergraduate programs in Arkansas, including our three local HBCUs (Arkansas Baptist College, Philander Smith College , and the University of Arkansas at Pine Bluff) to create an accelerated, coordinated course of study allowing students to enroll in the MPH program as an undergraduate and receive credit for MPH courses towards their undergraduate degree. Upon graduating with a BA or BS degree, students typically finish the MPH in the next year (thus "4+1"); attaining an undergraduate degree and an MPH within five years, one year after obtaining their undergraduate degree, instead of the typical six. We are currently expanding this program to Southern Arkansas University (SAU) at Magnolia.
- UAMS Public Health Day at HBCUs: As the Public Health field continues to expand, so do opportunities for students. In order to improve DEI within the field of public health and at UAMS, there will be an establishment of Public Health Days at all local HBCUs. This effort provides continued fostering of 4+1 partnerships with the HBCUs while promoting UAMS COPH as a graduate institution. Public Health Days will also address recruitment and retention of students, staff, and faculty through inclusion in Public Health Day events providing the opportunity to promote current work being conducted by students, staff, and faculty at UAMS COPH.
- Decreasing financial barriers to graduate admission: Currently the SOPHAS application requirement for students acts as a financial barrier, specifically our prospective URM students. Provision of financial assistance to cover the cost of the SOPHAS application will reduce this barrier and increase the number of URM student applicants to the COPH. Currently, SOPHAS offers coupons for institutions to distribute to applicants to cover the $140 cost of the application, which would be paid for by the institution. Ability to reduce this financial barrier would enable

students to apply to the COPH programs and improve DEI recruitment and retention prospective and current students.

Include your timeline, budget, and methods used to assess and monitor progress:

Data regarding the recruitment and retention of minority students, staff, and faculty are reviewed annually to monitor progress. There will be ongoing efforts to support the programming to support diversity and the recruitment of minority students through scholarships, fellowships, and other training opportunities. Funding sources will likely include institutional funds, grants, and donations. As part of the tracking for meeting the goals of the college's strategic plans, these efforts will be monitored in addition to being included in the annual reports of the College's Assistant Dean for Diversity, Equity, and Inclusion and the DDEI.

Graduate School (GRS)

Institutional Goals and Strategies, and Activities for Recruitment and Retention

Recruitment

The Graduate School has continued a number of initiatives to improve recruitment of students from underrepresented (UR) groups. The Graduate School's Assistant Dean for Recruiting, Diversity, and Retention, Dr. Tremaine Williams, was responsible for overseeing initiatives aimed at recruitment and retention of graduate students. To accomplish this, the Graduate School was represented at numerous Career/Graduate Fairs. Some of the Historically Black Colleges and Universities visited in the 2021-2022 academic year included the University of Arkansas at Pine Bluff, Philander Smith College, and Jackson State University. The number of recruitment activities at Historically Black Colleges and Universities (HBCUs) increased by 5% during this recruitment cycle and included visits to Mississippi Valley State University and North Carolina State University. The Graduate School was also represented, remotely, at the Annual Biomedical Research Conference for Minority Students (ABRCMS). Lastly, prospective students were identified using the Graduate Records Exam (GRE) Search Service.

The Graduate School also participated in the UAMS Day Monthly Series which exposed undergraduates to UAMS programs. These activities introduced undergraduate and graduate students to the various science career options. Speakers from a wide range of career options discussed the job description, advantages, disadvantages, salaries, and opportunities for advancement within each career track. Representatives from various Graduate School programs were present to meet with students. Students were also informed about the steps for applying to graduate school, with emphasis placed on the UAMS Graduate School, and were offered tours of the UAMS research facilities. UR students are a specific target audience for this program. Students and faculty from the following HBCU's were invited and attended: Shorter College, Alcorn State University, Fisk University, Jackson State University, Lane College, Philander Smith College, Mississippi Valley State University, Langston University and the University of Arkansas at Pine Bluff.

UAMS Initiative for Maximizing Student Development

Dean McGehee serves as Co-Director with Dr. Billy Thomas, former Vice Chancellor for Diversity and Inclusion, on an NIGMS R25 grant aimed at increasing the number of underrepresented minorities (URM) in the behavioral and biomedical sciences. Dr. Tremaine Williams (Graduate School Assistant Dean for Recruiting, Diversity, and Retention) serves as Co-Investigator. This grant, entitled The UAMS Initiative for Maximizing Student Development (IMSD) Program, was renewed in 2018 for 5 years with $2.8 million in funding (02/01/2019-01/31/2024). Student participants are funded (stipend and

tuition) by the IMSD Program for their first two years of graduate study in one of the nine biomedical sciences PhD programs. After two years, funding is provided by the graduate program or faculty mentor. Students selected for the IMSD Program participate in a five-week summer transition program consisting of lectures on various biomedical topics, career and developmental seminars, and a summer research rotation prior to the fall of their first year. Students receive funding and academic credit during this transition program. Additional benefits of the IMSD Program includes a formal mentoring program, a seminar series featuring nationally recognized minority scientists, development of a competency-based academic portfolio, and group problem-solving sessions. Meetings are held with the students and the IMSD Leadership Team every 2 months to discuss student progress and development. The program has been successful recruiting and retaining UR students. The UAMS IMSD Program has had a significant impact on UR enrollment in the UAMS biomedical science doctoral programs. Currently, eight students are supported by the IMSD grant. Since the program began in 2009, 61 students have been accepted. The population of accepted trainees include current graduate school students (n = 19), Ph.D. graduates (n = 26), Master of Science degree graduates (n = 6), academic withdrawals (n = 6), and voluntary withdrawals (n = 4).

The overall goals of the funding cycle of the UAMS IMSD Program were to enhance our success in retaining UR PhD students and to refine strategies to recruit additional UR PhD students. Our specific, measurable objectives were to graduate 90% of these students. Since the IMSD program began in 2009, 26 UR IMSD students have graduated and 21 (81%) received a PhD in biomedical sciences. Our objectives align with the NIH Minority Biomedical Research Support (MBRS) program goals, which are increasing the number of UR students who graduate from doctoral programs in the biomedical sciences at institutions with a research-intensive environment and reducing the PhD completion gap between UR and non-UR students in the biomedical sciences.

Jackson State University (JSU) Bridges to the Doctorate Program

JSU and UAMS partnered together to facilitate the entry of JSU MS graduates into UAMS biomedical science doctoral programs in October 2011, and UAMS is a partner institution for the currently NSF-funded Louis Stokes Alliances for Minority Participation Bridges to the Doctorate Program. A formal Academic and Research Memorandum of Understanding between UAMS and JSU is in place. A visiting professor lecture series has been established, where 2 to 3 times a year UAMS and JSU faculty travel to the respective partner campus to present scientific seminars and interact with respective partner faculty and students. In addition, JSU Bridges students have an opportunity to take part in the UAMS SURP to Increase Diversity in Research (up to 3 a year). Seven IMSD participants are former JSU Bridge students. Drs. Thomas and/or McGehee visit JSU annually; however, there were no

visits in 2021 due to COVID-19 travel protocols. In addition, Dr. Williams met quarterly with the Jackson State leadership and prospective graduate students to increase engagement in the recruitment of UR students to UAMS.

PhD Summer Transition Program

IMSD students enter the PhD Summer Transition Program prior to their first year of graduate school. This program lasts for 5 weeks and has 2 components: 1) a mentored research project and 2) a lecture series that reviews the basic principles of biochemistry and molecular biology, biomedical informatics, and teaches study and time management skills. The goal of the transition program was that 95% of the students who complete it will attain a GPA of 3.2 or above at the end of the first year. The PhD Summer Transition Program and all related activities since program inception have had a 100% attendance rate. At the end of the first year of graduate studies, IMSD students submitted a survey evaluation of the transition program and how it helped during their first year of studies.

UAMS Summer Undergraduate Research Program to Increase Diversity in Research

Dean McGehee also serves as Co-PI with Dr. Billy Thomas on an R25 proposal from the NHLBI for the Summer Undergraduate Research Program to Increase Diversity in Research (06/01/2011-05/31/2026). The overall goal of the SURP is to provide UR students with research, mentoring, and networking experiences; real life surgical observations; and simulated cardiovascular demonstrations to increase their interest in careers in cardiovascular, pulmonary and hematologic research. Nine cohorts of students (98 total) have participated in the SURP during summer 2012 through 2021. All program activities were canceled in summer 2020 due to COVID-19 protocols at UAMS. To date, the program has been successful at meeting goals: 100% of participants have either completed or are still enrolled in a bachelor's degree program, and many program participants are now enrolled in graduate or professional degree programs.

Education Research on Minority Students

The dissemination of findings related to best practices for training students from underrepresented groups is critical to increasing the number of URM students in Arkansas and nationally. The Graduate School's leadership team published results of the NIH-funded IMSD initiative in the PlosOne journal in 2021 (PMID: 33556126). The purpose of this study was to identify performance measures of racially underrepresented minority (RUM) PhD trainees who needed additional training initiatives to assist with completing the UAMS biomedical science degree. A sample of 37 trainees in the 10-year NIH-NIGMS funded Initiative for Maximizing Student Development (IMSD) program at the University of Arkansas

for Medical Sciences (UAMS) were examined. Descriptive statistics and correlations examined process measures (GRE scores, GPAs, etc.) and outcome measures (time-to-degree, publications, post-doctoral fellowship, etc.) While differences were found, there were no statistically significant differences between how these two groups (Historically Black Colleges and Universities (HBCUs) and Predominately White Institutions (PWIs)) of students performed over time as Ph.D. students. Graduates who scored lower on the verbal section of the GRE also had a higher final graduate school grade point average in graduates who received their undergraduate training from HBCUs. Of the graduates who received their undergraduate training from PWIs, graduates who scored lower on the quantitative section of the GRE had higher numbers of publications. These findings stimulate the need to 1) reduce reliance on the use of the GRE in admission committee decisions, 2) identify psychometrically valid indicators tailored to assess outcome variables that are relevant to the careers of biomedical scientists, and 3) ensure the effective use of the tools in making admission decisions.

"LIFE IN OUR LABS" Virtual Preview Days

The UAMS Graduate School hosts virtual "Preview Nights" to allow interested students to experience working on their degrees at UAMS. Preview Nights are titled, "A Documentary of Life in Our Labs", happen via The UAMS Graduate School's Facebook page on a quarterly basis. The Admissions' team and faculty will be available to answer questions through Facebook Chat. Potential students are able to:

- Get a sneak peek into how the UAMS Graduate School is improving the health of Arkansans, others in the region, nation and the world; representing some of the cutting-edge science being conducted around the world.
- Meet some of our students, faculty, and program directors.
- Hear about the many programs offered through the UAMS Graduate School.

Faculty and current students, can engage in the live chat via Facebook during each event by:

- Logging into Facebook from their Facebook page.
- Clicking on "Like" to follow The UAMS Graduate School's Facebook page.
- Asking and answering any questions related to your science, labs, and/or UAMS graduate programs.

The Healthcare Herald

The *Healthcare Herald* is a student-run, peer-reviewed journal that reinforces the initiative to create a platform where UAMS students can learn, advocate, and interact concerning healthcare delivery,

both historical and current, to underrepresented populations in Arkansas. Its mission is to enhance students' and practitioners' medical journeys through publication of articles, research, and personal narratives that impact lives and strengthen one's commitment to equality in healthcare. Students can explore issues pertinent both to the University of Arkansas for Medical Sciences and more broadly, with the goal that patient care in our state can continue to improve and flourish. The Healthcare Herald also aims to increase the number of individuals from currently underrepresented groups in healthcare in order to minimize the healthcare workforce shortage we are seeing across the nation and to ensure there is more diversity in our healthcare system and that our healthcare system is more representative of our population at large. The students who publish in this journal have remained faithful to the betterment of the field and are striving toward excellence in healthcare for all in Arkansas. This journal is supported by our editors, advisors, and advisory committee with the goal of creating a superb publication for our readers throughout the state, region, and nation.

The primary audience for The University of Arkansas for Medical Sciences Healthcare Herald are individuals, within the state of Arkansas and around the nation, who are students of, entering into, or already serving in the realm of healthcare and healthcare improvement. Our publication's aim is to reach both students and professionals within the broader healthcare community who develop and maintain programs in healthcare education, delivery, and improvement. These individuals will include regulatory professionals, researchers, practitioners, administrators, students, and any interested general public.

Additional Activities

The Graduate School strives to retain graduate students in the various programs by providing student development activities and recognizing student achievements at student/faculty receptions. Students who have completed their PhD qualifying exams are recognized each fall at the annual Research Induction Ceremony. The Graduate Student Association also provides a number of opportunities for students to interact through intramural sports, social events, community service projects, and professional development seminars. These efforts are supported by the Graduate School. Finally, each program works with their graduate students to assist them throughout their academic career.

Timeline, Budget, and Evaluation

All Graduate School recruitment and retention activities are evaluated annually for effectiveness. This year's goals for the five-year plan include the following:

1. Continue recruitment and retention activities needed to increase the number of UR applicants by 2024;
2. Modify the IMSD program as needed based on yearly program evaluations from participants;

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3. Continue UAMS SURP to Increase Diversity in Research and modify program activities based on yearly program evaluations from participants;

4. Identify additional funding mechanisms that partner the Graduate School with the Division for Diversity, Equity and Inclusion; and

5. Continue to support the UAMS Graduate Student Association.

There is no separate budget for minority recruitment and retention. Many of the retention efforts are supported by the NIH NIGMS IMSD and NHLBI SURP grants described above. In addition, the Graduate School spends approximately $4,000 per year on travel (this includes exhibit booth costs) to conferences that have a significant number of underrepresented minority undergraduate students. These efforts will continue and will be reevaluated annually.

MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT
The University of Arkansas at Pine Bluff

June 2022

Introduction

As a land-grant institution and the Flagship of the Delta, the University of Arkansas at Pine Bluff (UAPB) serves Arkansas and the nation with particular emphasis on the Arkansas Delta. UAPB has strong undergraduate and graduate programs consisting of in-class and out-of-class learning activities; broad-based educational support services for students (e.g., counseling, advising, mentoring, and residence halls); and specialized research, education and public service. UAPB offers associate, bachelor's, master's, and a Ph.D degree, and prepares a cadre of professionals who contribute to the diversity of the state, regional and national workforces while promoting global understanding. Commitment to diversity in its teaching, research and service is a long established and valued tradition at the University.

Because the University of Arkansas at Pine Bluff is an HBCU, racial minority is defined as non-African American. The University of Arkansas at Pine Bluff Five Year Minority Recruitment and Retention Plan 2017-2022 was designed to serve as a guide for increasing the number of minority students and staff/faculty/administration at the university by 10% (2% per year) over a five-year period. This plan will be updated in academic year 2022-23. This is a report of activities and outcomes for 2022.

Minority Student Enrollment
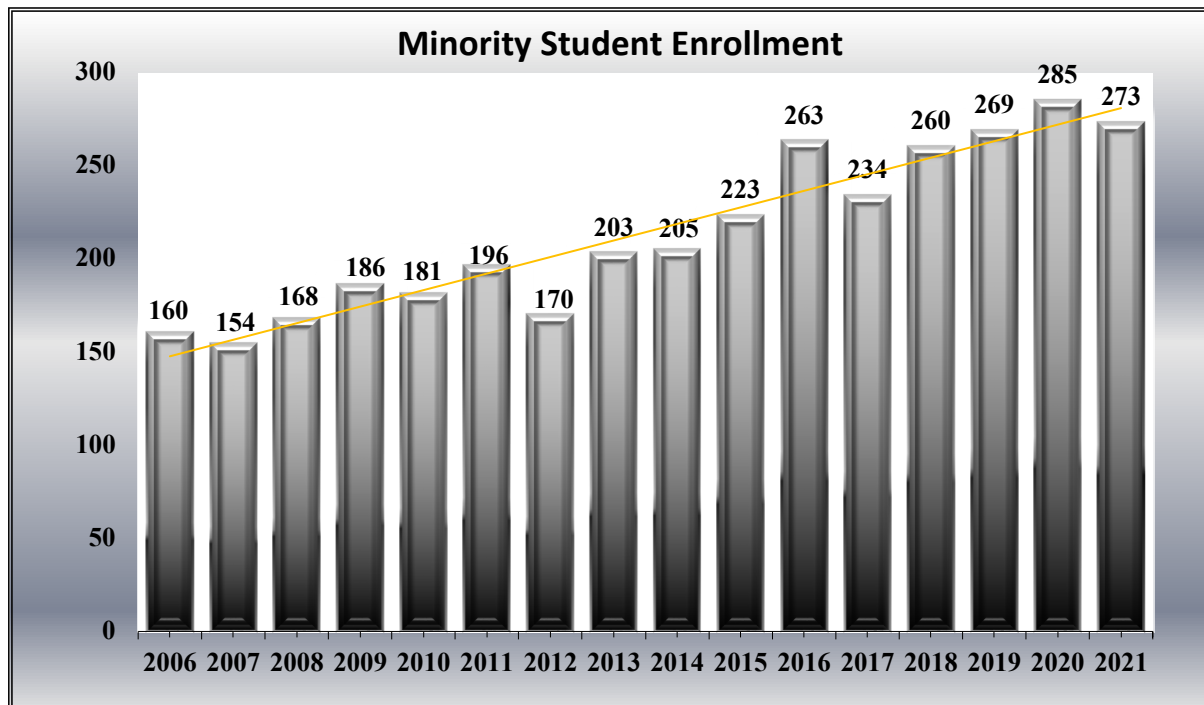
Student enrollment in fall 2021 was 2,670 of which 89.4 were Black and 10.2% were minority. Minority students by ethnic group are: 14 (5.1%) American Indian; 19 (7.0%) Asian; 25 (9.2%) African; 1 (0.4%) Native Hawaiian; 57 (20.9%) Hispanic; 99 (36.3%) White; and 58 (21.2%) Two or More races. The percentage of minorities to total enrollment for 2020 is 10.2%.

Minority Group at UAPB	Fall 2021	% of Minority Group	% of Total
American Indian	14	5.1%	0.5%
Asian	19	7.0%	0.7%
African	25	9.2%	0.9%
Native Hawaiian	1	0.4%	0.0%
Hispanic/Latino	57	20.9%	2.1%
White	99	36.3%	3.7%
Two or More Races	58	21.2%	2.2%
Total Minority	**273**	**100.0%**	**10.2%**
Non-Minority at UAPB			
Black	2,388	99.7%	89.4%
Unknown/Not Reported	9	0.3%	0.3%
Total Non-Minority	**2,397**	**100.0%**	**89.8%**
Total Enrollment	**2,670**		**100.0%**

- **Number and position title of minority faculty and staff who currently work at UAPB.**

Position Title	Number
Accountant II	1
Administrative Specialist II	1
Assistant Coach	3
Assistant Professor	23
Associate Professor	12
Coach	1
Department Chairperson	6
Education Counselor	1
Extension Associate	1
Extension Specialist I	1
Extension Specialist II	3
Extension Specialist III	1

Extension Specialist IV	1
Fiscal Support Manager	1
Head Coach	1
Institutional Printer	1
Institutional Services Assistant	1
Instructor	13
Multi-Media Specialist	1
Post-Doctoral Fellow	1
Professor	10
Project/Program Specialist	2
Research Associate	6
Research Specialist	1
Research Technician	1
Senior Research Assistant	1
Television Program Manager	1
Transfer Coordinator	1
University Professor	1
Vice Chancellor-Research, Innovation & Econ. Dev.	1
Warehouse Manager	1
Grand Total	**100**

The full-time faculty of 160 includes 45.6% minority and 54.4% Black. The staff/administration of 433 are 89.8% Black and 10.2% minority.

- **Number of minority, by minority group, full-time faculty who work at UAPB.**

Full-Time Faculty by Minority Group at UAPB	As of November 1, 2021	% of Group	% of Total
Asian	34	46.6%	21.3%
African	11	15.1%	6.9%
Native Hawaiian	1	1.4%	0.6%
Hispanic/Latino	1	1.4%	0.6%
White	25	34.2%	15.6%
Two or More Races	1	1.4%	0.6%
Total Minority	**73**	**100.0%**	**45.6%**
Non-Minority at UAPB			
Black	87	100.0%	54.4%
Total Non-Minority	**87**	**100.0%**	**54.4%**
Total	**160**		**100.0%**

- **Number of minority adjunct faculty who currently work for UAPB.**
  As of fall 2021, the University employed 12 minority adjunct faculty members, which presents 30% of all adjunct faculty.

Adjunct Faculty by Minority Group at UAPB	As of November 1, 2021	% of Group	% of Total
Asian	4	33.3%	10.0%
African	1	8.3%	2.5%
White	7	58.3%	17.5%
Total Minority	**12**	**100.0%**	**30.0%**
Non-Minority at UAPB			
Black	28	100.0%	70.0%
Total Non-Minority	**28**	**100.0%**	**70.0%**
Total	**40**		**100.0%**

- **Number and position title of minority faculty and staff who began working for UAPB this past year.**

Position Title	Number
Administrative Specialist II	1
Assistant Coach	2
Assistant Professor	3
Associate Professor	1
Coach	1
Instructor	2
Total	**10**

As indicated in the chart below, the number of minority students increased from 234 for fall 2017 to 273 for fall 2021. The percent of minority students to total enrollment has also increased from 9% for fall 2017 to 10% for fall 2021. The percentage of minority faculty decreased slightly from 48% in fall 2017 to 46% in fall 2021. Minority administrators and staff percentages to total employees are 12% for 2017 and 2018, and 11% for 2019, and 10% for 2020 and 2021. The percent of minority employees (faculty/staff/administrators) to total employees shows a slight decline, from 21% in 2017 to 20% in 2021.

Student, Faculty & Staff By Ethnicity, Fall Semesters 2017 - 2021

		Non-Minority	Minority	Total
Fall 2017	Students	2,378	234	2,612
	Percent of Total	91%	9%	100%
	Faculty	87	80	167
	Percent of Total	52%	48%	100%
	Administrators & Staff	422	56	478
	Percent of Total	88%	12%	100%
	Total Employees	509	136	645
	Percent of Total	79%	21%	100%

Fall 2018	Students	2,319	260	2,579
	Percent of Total	90%	10%	100%
	Faculty	79	75	154
	Percent of Total	51%	49%	100%
	Administrators & Staff	421	56	477
	Percent of Total	88%	12%	100%
	Total Employees	500	131	631
	Percent of Total	79%	21%	100%
Fall 2019	Students	2,229	269	2,498
	Percent of Total	89%	11%	100%
	Faculty	83	70	153
	Percent of Total	54%	46%	100%
	Administrators & Staff	414	51	465
	Percent of Total	89%	11%	100%
	Total Employees	497	121	618
	Percent of Total	80%	20%	100%
Fall 2020	Students	2,383	285	2,668
	Percent of Total	89%	11%	100%
	Faculty	84	71	155
	Percent of Total	54%	46%	100%
	Administrators & Staff	413	47	460
	Percent of Total	90%	10%	100%
	Total Employees	497	118	615
	Percent of Total	81%	19%	100%
Fall 2021	Students	2,397	273	2,670
	Percent of Total	90%	10%	100%
	Faculty	87	73	160
	Percent of Total	54%	46%	100%
	Administrators & Staff	389	44	433
	Percent of Total	90%	10%	100%
	Total Employees	476	117	593
	Percent of Total	80%	20%	100%

OBJECTIVE I: To increase the number of targeted potential minority student contacts.

Activity	Timeline	Performance
A. Develop and nurture new and current articulation agreement educational and service organizations.	Ongoing	2016 – new partnerships

Currently Active to Date

The University has partnership with several surrounding school districts, community colleges, other educational institutions, organizations, the Arkansas Department of Education, the Arkansas Department of Higher Education and the U.S. Department of Education:

- twenty-two schools and districts in east and southeast Arkansas;
- fourteen 2- and 4-year colleges in Arkansas, Missouri, and Texas;
- nine educational organizations;
- fifteen service agencies and organizations; and
- seven local businesses and industries.

Several articulation agreements are currently under review in the Office of Academic Affairs.

B. Establish a diverse community based Advisory Board to assist with planning for diversity	Ongoing	Advising Board established with guidelines for operating

The Advisory Board on Diversity was established in 2007. The board meets twice per school year.

Activity	Timeline	Performance Measure
C. Increase marketing targeted to diverse populations	Ongoing	Marketing strategies will reflect diverse segmentation

2020 – 2021
The University continues its marketing campaign using university initiated activities as well as its newly acquired agency of record, The Design Group. Campaigns in excess of $200,000 have been executed since the fall 2018 in advertising to minority communities.

- Placed television ads on targeted cable networks (e.g. ESPN, TNT, TBS, TMC, BET, HGTV, ASPIRE, TV ONE, USA, Comedy Central, Bravo, VH1, etc.)
- Place billboards using diverse student imagery in Little Rock, Pine Bluff, Memphis and Dallas.
- Placed billboards using diverse student imagery in Bill and Hillary Clinton National Airport
- Purchased targeted urban-formatted radio buys in Little Rock, Pine Bluff, Camden, Helena/West Helena
- Purchased print advertisement on an on-going bases in communities of Pine Bluff (SEA Life Magazine)
- Continued use of the official Facebook page (www.facebook.com/uapinebluff), Twitter page (www.twitter.com/uapbinfo), Instagram page (www.instagram.com/uapb), YouTube Channel (www.youtube.com/uapbtelevision) and News Blog (www.uapbnews.wordpress.com) to connect with constituents on several platforms.

Secondary advertising is done through the continued dissemination of the official university magazine, UAPB Magazine. The electronic version is available at www.uapb.edu/magazine.

OBJECTIVE II: To strengthen the infrastructure to enroll and retain minority students.

Activity	Timeline	Performance Measure
A. Continue and strengthen collaboration with the Office of International Programs and Studies	On-going	International student increase and retention above previous year

The Division of Enrollment Management (EM) continues its collaboration with the Office of International Programs and Studies (OIPS) in order to improve international student enrollment and retention trends. The nature of this collaboration includes the shared roles by the Office of Admissions and OIPS in the international student application process whereby joint problem-solving occurs during the review of international student applications for purposes of issuing I-20 Forms. Staff in the Office of Admissions also serves as co-advisers to the International Students Association. OIPS continues to work closely with the Office of Recruitment to pilot new approaches to international student recruitment, involving increased engagement of faculty and staff in developing overseas relationships with universities, EducationUSA offices and other partners with the short or long term goal of increasing international student recruitment and enrollment efforts. Members of the enrollment management team participate in meetings and working sessions during campus visits by prospective international student recruitment partners.

In addition to these activities, formal and informal consultations between both units occur on an on-going basis.

Enhanced Engagement by Office of Academic Affairs and School of Agriculture, Fisheries and Human Sciences

What has been unique about the 2020-2021 experience has been the enhanced engagement of the Provost and Vice Chancellor of Academic Affairs in fostering, facilitating and promoting higher levels of international student enrollment, working in consultation with the Interim Dean/Director of the School of Agriculture, Fisheries and Human Sciences (SAFHS). The increased level of support and engagement by these two persons has strengthened momentum in seeing and acting upon increased international student enrollment as an institutional priority. For example, more conversations are taking place between the Provost and the Vice Chancellor of Enrollment Management. The Provost and Interim Dean made it possible for OIPS to hire an intern as part of a broader effort to strengthen and improve the use of technology to enhance unit productivity.   The Provost has played a key role in securing Horizons Software (Simplicity) to enhance the efficiency of the international student admissions and study abroad processes.

Continued Collaboration with Other Campus Units

OIPS continues to partner with several other divisions and offices to improve the development of meaningful experiences for international students. For example, OIPS interfaces regularly with the Office of Student Involvement and Leadership (OSIL) to support the activities of the International Students Association (ISA), scaling up the role, visibility and prominence of ISA on campus. The Office of Student Life works with OIPS to address and facilitate resolution of sensitive issues that impact international students, including the important initiative to coordinate ground transportation for F-1 visa international students to and from the Little Rock airport, bus and/or train stations at the beginning and end of each semester. Finally, OIPS is working with two (2) faculty members interested in increasing international student enrollment from China, India, Nigeria and South Korea.

Enrollment Trends: 2011 - 2021

During the 2020-2021 academic semester, enrollment trends barely held steady, hovering just below the target of 50 international students per semester. Nevertheless, overall numbers dropped lower than those prior to the 2019-2020 academic cycle (because of the global pandemic). The average enrollment for fall and spring semesters during 2011-2012 was 26 compared to 41 for 2020-2021. This still reflects a doubling of international student enrollment during the period in question.

The table below reflects enrollment trends for active status (non-OPT) students since 2011:

Academic Cycle	Fall Semester Enrollment	Spring Semester Enrollment
2011 – 2012	32	20
2012 – 2013	39	32
2013 – 2014	38	35
2014 – 2015	38	42
2015 – 2016	50	38
2016 - 2017	53	49
2017 -2018	47	48
2018-2019	49	46
2019-2020	52	50
2020-2021*	39	42

*International student enrollment was affected by the global pandemic.

Activity	Timeline	Performance Measures
B. Diversify Recruitment Staff	Ongoing	Staff (pd./volunteer) will reflect diversity

2021 - 2022
The Office of Recruitment strongly supports and understands the significance and impact of a diverse recruiting environment. Understanding that potential impact, the Recruitment Office has positive strides to our recruiter's physical presence, the new student applicant pool, student-prospect interests, school partnerships, schools targeted and visited by recruiters, schools visiting UAPB, and community partnerships, as a whole.

Recruitment's focus on diversity is demonstrated in recruitment initiatives and actions. Cecilia Kolesar, a minority recruiter, was recently promoted to scholarship coordinator to work with high school seniors awarded academic scholarships. Diversity in the recruitment staff has had a direct effect on an increase in minority enrollment. This effort to increase the diversity of the staff and thus the diversity of the student population has led greater diversity in campus organizations and clubs. There has also been greater interest among local businesses to partner with the university.

The percent of non-traditional applicants that have visited the campus and applied for admissions has increased significantly.

OBJECTIVE III: To expand availability of alternative delivery platforms, sites and time.

ACTIVITIES	TIMELINE	PERFORMANCE
A. Increase number of on-line, evening and weekend courses by 10% per year for next five years	2021 - 2022	Records will show a 40% increase in the number of courses offered and an 46% increase in the number of course enrollments over the previous year.*

*Increase due to change in instruction due to global pandemic

2021-2022

Currently, more than 95 faculty members have been trained to teach online classes. On-line courses are offered fall, spring and summer sessions. On-line courses:

Fall 2021 Web-based (totally web-based) numbers are: **189 course sections**; **531** credit hours; **4,394** course enrollment; **11,764** student semester credit hours (SSCH); and **102** unduplicated instructors/faculty.

Spring 2022 Web-based (totally web-based) numbers are: **148 course sections**; **409** credit hours; **3,113** course enrollment; **8,403** student semester credit hours (SSCH); and **95** unduplicated instructors/faculty.

Conclusion

The university continues to place a priority on increasing minority student enrollment while maintaining a diverse faculty/staff. UAPB's long history of providing educational access to all interested persons regardless of race, ethnic or culture has created an environment that is known for its inclusion of diverse populations of students, faculty, and staff.

This report of the goals and outcomes for minority recruitment and retention during the past school year showed that the University of Arkansas at Pine Bluff continues to make progress in meeting its objectives. UAPB had realized its historic and present commitment to ensure an educational environment that supports diversity, quality education, and continuous out-reach to the people of the Arkansas Delta and beyond.
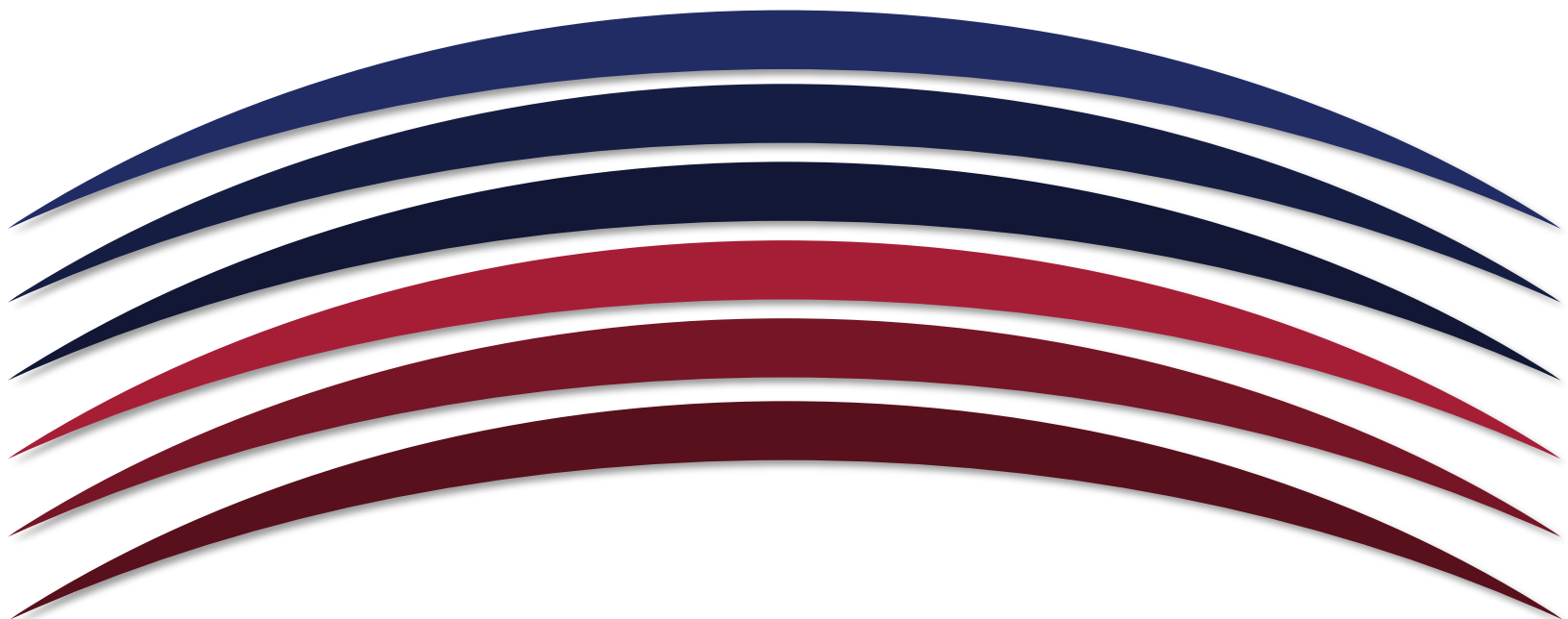
UNIVERSITY OF ARKANSAS
PULASKI TECH

2021-2022
Minority Recruitment and Retention
Annual Report

Table of Contents

Introduction and Background

ACT 1091 of 1999 requires all state-supported colleges and universities to establish a program for the recruitment and retention of minority students, faculty, and staff. A main provision of ACT 1091 requires each institution to prepare an annual progress report on the steps taken to reach the goals of the institution's Five-Year Minority Retention Plan.

UA-Pulaski Technical College (UA-PTC) is committed to enhancing the recruitment and retention of minority students, faculty, and staff. In compliance with Arkansas Act 1091 of 1999, the purpose of this document is to devise strategies, measures of effectiveness, and budgets for minority recruitment and retention. This plan represents an update to the ongoing process of minority recruitment and retention at UA-PTC.

Definitions

For purposes of this plan, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, Hawaiian/Pacific Islanders, and Native Americans. Throughout the plan, the names of racial groups have been truncated to black, Hispanic, Asian, Pacific Islanders, and Native American, and it is assumed that all members of these groups are Americans. Non-American students are referenced as "Non-Residents" and are not coded by racial category or included in the racial analysis discussed herein.

UA-PTC continues to implement the collection of new racial and ethnic codes based upon federal and state requirements for its student population on the Application for Admission of new, transfer, and readmitted students.

Responsibility for Implementation and Reporting

Responsibility for the Five-Year Plan implementation has been assigned to the Dean of Student Affairs and the Dean of Admissions and Financial Aid (for student recruitment and retention); the Director of Human Resources (for instructor and staff retention and recruitment), and the Director of Public Relations and Marketing (for all UA-PTC marketing and publications). The Office of Institutional Research will assemble the updates and submit the revisions to the Arkansas Department of Higher Education annually.

Goal 1: UA-PTC will continue marketing the College to various audiences via diverse media and methods in order to recruit new students.

Strategies: UA-PTC will continue our diverse marketing strategy. Built into all marketing initiatives is an effort to portray a broad range of constituencies in visual media. UA-PTC markets the College through a variety of methods, including television advertising, radio advertising, print media advertising, the internet and social marketing, and mass mailings. Advertising content is consistent in its depictions of diversity in visual mediums. In addition to running ads in major media outlets, the College also advertises in broadcast and print media that are geared toward African-American and Hispanic clientele such as El Latino and Power 92 Jams.

Indicators of Effectiveness: UA-PTC will continue to monitor demographic statistics pertinent to our enrollment and service area population in order to select the best avenues for advertising. The College will work with media outlets to select proper times and formats for such advertising. Where applicable, surveys may be done to research how new enrollees at UA-PTC first heard about the College.

Timeline: Ongoing.

Status Report: UA-PTC maintains a robust marketing strategy that includes digital marketing, social media marketing, traditional media such as radio and television, and outdoor billboard marketing. Mass market advertising is not necessarily geographical in nature but targeting (when available, such as in social media or digital ads) ensures broad coverage across central Arkansas, including in majority-minority areas, such as zip codes 72202, 72204, 72206, 72209, 72114, and 72118.

The college has run radio schedules on KIPR FM (Power 92), the station with the largest African American market share in central Arkansas, for six of the past 12 months. Print advertising has declined in frequency due to budgetary constraints but the college placed ads in both Flavor magazines published over the prescribed time period. This bilingual publication is specifically designed to provide access to nutrition and health information pertinent to African American and Latino audiences.

All forms of visual media are screened ensure they reflect the diversity of our student populations, thus African American, Latino, and female students are depicted in most ads with more than one student and in at least half of the ads with a single student. Likewise, printed recruitment materials are designed to be reflective of the demographics we serve.

No surveys were conducted during the last academic year. A request for proposal for marketing services is currently open of which the firm awarded the contract will be expected to work with UA-PTC in surveying students regarding brand awareness.

Goal 2: UA-PTC will provide effective and efficient admissions and enrollment services.

Strategies: UA-PTC will provide adequate professional support at all locations for the admissions and enrollment process and look for continuous ways to improve. Admissions and enrollment services staff will collaborate with other college faculty, staff, and programs to enhance student recruitment and retention efforts. As a comprehensive strategy, such professional support benefits the entire campus community that focuses on serving its minority student population. Additionally, the College offers a summer bridge program for minority high school students to introduce them to college life, build study strategies, and explore career options. UA-PTC staff, within the STEM Success and Career Coach programs, continue to work with participants in the senior year to provide a smooth and successful transition to full time college attendance.

Indicators of Effectiveness: The College administers the Noel Levitz Student Satisfaction Inventory at all locations every two years. Any areas of student dissatisfaction are reviewed and strategies for improvement are explored. When applicable, the College will conduct additional surveys to evaluate the effectiveness of services. The College will continue to monitor demographic data of applicants, students who follow through with enrollment, and the general service area populations. UA-PTC expects to maintain or increase minority application and enrollment at rates higher than the general population.

Timeline: Ongoing

Status Report:
As the COVID pandemic continued, UA-PTC continued to experience notable changes in the results of its student admissions applications and enrollment by race and ethnicity. The overall percentage of admissions applications submitted by Black or African Americans increased from 42% for Fall 2020 to 43% for Fall 2021, Hispanics of any race increased from 7% for Fall 2020 to 8% for Fall 2021, and the applications for Whites decreased from 39% to 38%. Additionally, the percentage of minority students (Black or African American, Hispanics of any race, two or more races, Asian, Nonresidents, American Indian or Alaska Native, & Native Hawaiian or Other Pacific Islander) making up UA-PTC's student body increased from 50.9% in Fall 2020 to 53.3% in Fall 2021. Additional analysis of the student enrollment begins on page 15.

To provide improved professional support at UA-PTC's South-site, the student service area was renovated with four offices and a welcome center are to create a more welcoming admissions, financial aid, and academic advising environment for students.

To assist applicants in following through with enrolling for classes, UA-PTC implemented large calling campaigns that focused on assisting students with admissions applications, completing the FAFSA, and registering for classes. As an example, in November of 2021, 875 students were called to complete an admissions application with 88 of those students (10%) indicating they were completing the admissions requirements and planning to enroll.

The Ruffalo Noel Levitz Student Satisfaction Inventory survey is given every two years and will be administered again in 2022.

Goal 3: UA-PTC will maintain and revise as needed student orientation services.

Strategies: UA-PTC will continue to expand and market services that support new student success. As a comprehensive strategy, such student services benefit the entire campus community as well as the growing minority student population. Important factors in minority student retention are ensuring that students are knowledgeable about the support services available to them and that they have good study habits. High quality orientation sessions must be delivered at the beginning of a student's college experience to provide initial information and awareness about the student's college career and institutional resources. The College's first-year experience course reinforces all new student orientation information and fills in any potential gaps that could impact student success. Toward that end, UA-PTC will continue to take the following actions:

(a) *New Student Orientation*: Orientation programs are commonly utilized by colleges and universities in order to familiarize new students with the following information: introduction to college life, campus policies and procedures, academic curriculum, financial aid, introduction to college staff, and a campus tour. UA-PTC recommends all first-time entering, degree seeking students attend an on-campus orientation prior to enrollment. UA-PTC currently offers new student orientation prior to the beginning of the fall and spring semesters. In addition, the institution offers both a self-paced online orientation and a live virtual orientation experience. The goal is to provide maximum access to orientation experiences and resources.

(b) *College Pathway (College Studies)*: This course is required of all students who are considered academically disadvantaged by placing into two or more developmental. The course is also recommended for all first-time entering, degree-seeking students. The course provides students with the following information: time management, discovering learning style, diversity, stress management, career planning, note-taking and study strategies, test-taking, computer skills, listening skills, and decision making (especially in reference to future educational planning).

(c) *Career Essentials (College Studies)*: Career Essentials may be taken by students seeking an Associate of Applied Science degree or a Technical Certificate. The course is designed to allow students to take a comprehensive approach to career planning. Utilizing career assessments and employment data, students are able to decide on a major, select a career, and develop a plan for achieving educational, financial, and career goals. The course focuses on refining pre-employment skills, reinforcing work ethics and values, exploring employment trends and issues, and developing writing and public-speaking skills. In addition, students explore learning styles and construct strategies for success in college and the world of work. Students learn how to manage time effectively; to utilize effective reading, note taking and test taking strategies; and to maintain personal health as a part of life-long learning. At the end of the semester, students are able to network with their division deans and administrators at the college-sponsored career reception. Throughout the semester, students work with the instructor to develop a theme and coordinate this culminating event.

Indicators of Effectiveness: Statistics regarding orientation completion and subsequent retention and College Pathway and Career Essentials enrollment, grades, and assessment of student learning outcomes will be continuously monitored. Student Course Evaluation results are provided to faculty and is reviewed and strategies for improvement are explored.
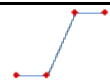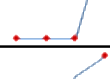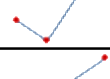
Timeline: Ongoing.

Status Report:

New Student Orientation hosted 8 events over the Fall, Spring, and Summer semesters of this past academic year. With the pandemic, and the limited face-to-face opportunities, these events were moved to 100% online. Attendance averaged 25 students for each virtual orientation. As we return to face-to-face events this upcoming year, we expect these numbers to increase, allowing us to reach more of our first-time entering students with the important tools needed for students to familiarize themselves with campus resources.

Each year graduating students take an exit survey with the following question: How satisfied were you with the following services? It then lists New Student Orientation as one of those services. In review of student responses, we have found that from 2021 to 2022 the Very Satisfied Rate increased from 36.9% to 58%, the Somewhat Satisfied decreased from 14.9% to 5.7%, the Neither Satisfied nor Dissatisfied decreased from 16.9% to 11.4%, Somewhat Dissatisfied decreased from 2.1% to .06%, the Very Dissatisfied decreased from 2.4% to 2.3%.

College Pathway: A Diversity Inclusion and Communication case study is assigned as part of the College Pathway class curriculum. The learning outcome for this assignment is to learn why it is important to appreciate diversity and understand the importance of physical and psychological balance. 256 students took this course in Fall 2020; 55% of students successfully completed the assignment and of the 116 students enrolled in College Pathways course in Spring 2021, 41% successfully completed the assignment.

The Course Pass Rate is determined by students who complete the course with the grade of D or higher. Spring 2022 had an average Pass Rate of 53% which is an increase of 13% over last Spring.

Student Course Evaluations are given the last week of class each semester. The following sample provides an upward trend of student satisfaction over the past four semesters.

	Evaluaiton Response Mean out of 5 points				
	Fall 2020	Spring 2021	Fall 2021	Spring 2022	
The instructor clearly stated the objectives and expectations for this course	4.6	4.6	4.8	4.8	
The instructor encourages students to participate in class discussions and to ask questions.	4.4	4.4	4.4	4.6	
The instructor is responsive and helpful to students.	4.6	4.5	4.7	4.8	
The instructor provides timely information concerning progress and grades.	4.6	4.5	4.7	4.8	

Goal 4: UA-PTC will maintain student counseling and academic advising services to aid in the retention of students.

Strategies: As funding becomes available, UA-PTC will continue to expand counseling and advising programs, especially to continuing students and revise placement scores in accordance with state law for developmental and college gatekeeper courses. Another important factor in minority student retention is students'

selection of the appropriate courses and programs in relation to their interests and educational preparation. Toward that end, UA-PTC will continue to take the following actions:

(a) *Placement Testing*: UA-PTC has a comprehensive placement testing program that enables the college to place students in the appropriate level of courses based upon their educational preparation. In accordance with Arkansas law, all students enrolling in college-level mathematics or English will be tested for placement purposes. Students failing to achieve designated scores on the various components of the ACT or ACCUPLACER tests will be required to complete developmental education courses with a passing grade. Placement testing is offered at both main campus and the Little Rock-South site.

(b) *Developmental Education*: UA-PTC has a comprehensive developmental (remedial) education program in reading, math, and writing that is designed to assist students in preparing for success in college-level courses. The college primarily uses a co-requisite model to ensure students are progressing through gateway courses as quickly as possible.

(c) *Career Services*: UA-PTC has a career counseling office that provides students with career orientation and exploration resources in order to assist them in selecting an educational program that is suited to their interests. Employment assistance is also provided through an annual job fair, daily job postings, on-campus recruiting, and information sessions. Employment readiness workshops are occasionally offered to assist students with resume writing, interview skills, and other aspects of the job search.

(d) *Academic Advising*: UA-PTC currently provides academic advising to assist all new and current enrollees with mentoring, degree planning, course selection, and career planning. The institution uses a case-management advising model to provide consistent access and mentoring to all students. New students are assigned to a full-time staff advisor, while current/continuing students are assigned to a faculty advisor, who is considered to be an expert in their chosen field of study.

(e) *Early Alert System:* UA-PTC has an Early Alert System to help identify at-risk students, provide support and improve retention and graduation rates. It is designed to assist students who may be experiencing academic or personal difficulties by providing the necessary tools and resources to help them succeed.

(f) *TRIO Student Support Services:* The UA-PTC TRIO Support Services program is a Student Support Services (SSS) program funded by the United States Department of Education. The goals of TRIO are to help participants have a successful college experience and achieve their academic and personal goals. The program serves 180 UA-PTC students who qualify for services; students must be first-generation college students (neither parent has a baccalaureate degree), meet income requirements based on family size, and/or have a documented disability. Services provided by the program include the following: mentoring, tutorial services both online and in a lab setting; academic, financial, and personal counseling; assistance in securing admission and financial aid for enrollment in four-year institutions; and access to cultural opportunities and trips.

(g) *Career Pathways:* The Career Pathways Initiative at UA-PTC is designed to provide support services and direct financial assistance to parents who are 250% below federal poverty level that want to increase their education and employability. The program is funded as part of the federal TANF (Temporary Assistance for Needy Families) program and is supported by Arkansas Division of Workforce Services

and the Arkansas Division of Higher Education. The Career Pathways program at UA-PTC serves approximately 150-200 students each year, based upon funding. Career Pathways participants will have access to the following: financial assistance with student support in the form of transportation, tuition, books, child care, funds for course related supplies; assistance finding jobs while in school and careers upon graduation; computer lab for doing homework and improving computer skills; laptop and calculator loan program; assistance navigating student portal and completion of FAFSA. Workshops are provided each semester on topics such as advising, financial aid, dress for success, money management, mental health, domestic violence, etc., to increase student success and retention. Staff is available to assist students with personal counseling and academic records review.

(h) *TRIO Veterans Upward Bound:* The UA-PTC TRIO Veterans Upward Bound Program (VUB) is a veteran support program funded by the United States Department of Education. The program is designed to help eligible U.S. military veterans refresh their academic skills so that they may successfully complete the postsecondary school of their choice. The program serves 130 low income, first generation, and/or disabled veterans who served at least 180 days on active duty and received an honorable discharge. The TRIO VUB staff work one-on-one with enrolled participants to assist them in reaching their academic goals by administering pre-and-post assessments to determine areas of strengths and weaknesses and helping participants plan by using tools such as free classes in remedial math and English. Veterans are also offered refresher courses in basic computer skills. The VUB staff offer academic advising, tutoring, personal counseling, career advising, assistance completing the financial aid application, assistance finding and completing scholarship applications, financial literacy, assistance completing college applications, and cultural trips.

(i) *STEM Success:* The UA-PTC STEM Success is a program funded by a Title III grant provided by the United States Department of Education. We promote opportunities and engage students by providing one-on-one coaching, academic support, career and personal development, and financial literary. The STEM Success program offers the following services: educational and career coaching, tutoring services, college transfer visits and access to a computer lab. The program also offers a variety of workshops to include: STEM Day, Women in STEM, Teaching in STEM and Financial Literacy workshops and a full day, 2-week summer enrichment STEM institute.

Indicators of Effectiveness: General Education courses are annually evaluated regarding student learning outcomes, and changes are implemented based upon findings. Other support services for academic and advising maintain tracking and survey evaluations to assess effectiveness.

Timeline: Ongoing.

Status Report:
Early Alert – Between July 1, 2021 and May 30, 2022 there were 2,207 Early Alerts initiated by faculty and staff which is a 41% decrease compared the previous reporting period. More than half of the Early Alert Concerns are for Grades and more than half of the Early Alerts were for our Black students.

Early Alert by Concern Type	Count
Academic - General Concern	509
Attendance	259
Documentation Only (No Action Required)	3
Grades	1416
Medical	2
Other	11
Social	7

Early Alert by Student Race/Ethnicity	Percentage
American Indian or Alaska Native	0.2%
Asian	2.1%
Black or African American	50.3%
Hispanics of any race	5.8%
Nonresident	0.6%
Race and Ethnicity Unknown	4.4%
Two or more races	5.4%
White	31.0%

Developmental Education – Pass rates are determined by students who completed the course with a grade of C or better.   Foundations of Literacy pass rates for all minority students increased from an average of 61% in 2020-2021 to 76% in 2021-2022. English Composition Review pass rates for all minority students increased from an average of 59% in 2020-2021 to 71% in 2021-2022. Mathematical Reasoning Support pass rate average for all minority students increased from 49% in 2020-2021 to 76% in 2021-2022. College Algebra Support pass rate average for all minority students increased from 67% in 2020-2021 to 75% in 2021-2022.

Academic Advising implemented the QLess online queue system in the Spring of 2020, which is a digital queue management system, designed to allow mobile queuing and flex appointments for students. The QLess system is designed to increase the efficiency of staff and shortens wait times for students by 97%. The advising center saw a 50% increase in the number of students utilizing the advising center in 2021-2022 with a total of 21, 938 visits.

This year, the Academic Advising Office hosted the following events and workshops: Undecided Major Workshop (12 students), The Skills You Bring – Virtual (15 students), Nursing Resume Writing Workshop (25 students), Transfer Fair (31 students), Career Fair (60 students).

TRIO Student Support Services provided 37 workshops, fieldtrips, and events to 180 students (46% of minority race) this year.   Those events included the following: Hot Springs Summer Cultural Event/Mountain Valley Museum/Wax Museum; Time Management Workshop, UAMS Transfer Trip, Painting Event, Money Management Workshop, UALR Transfer Trip, Applying for Scholarships Workshop, Student Leadership Workshop, What Employers Are Looking For Workshop, Baptist Health College Transfer Trip, Dealing with Depression Workshop, Escape Room Trip, Understanding Financial

Aid Workshop, Emotional Intelligence Workshop, Entrepreneurship Workshop, Yoga Class, Spending Money Wisely Workshop, Adjusting to a COVID World Workshop, University of Arkansas Fayetteville Transfer Trip, How to Deal with Stress Workshop, Understanding Banking, Borrowing, Budgeting Workshop, Baptist Health College Transfer Trip, Homeownership Workshop, University of Arkansas Conway Transfer Trip, Conflict Resolution Workshop, The Importance of Self-Care Workshop, The Wizard of Oz at the Argenta Theater, Learn How to Network Workshop, and CATS at the Robinson Theater

<u>Career Pathways</u>– This year we had a decrease in enrollment due to the pandemic; this posed a challenge with students pivoting from in person to online learning. We were still successful in offering various workshops such as Time Management, Class Success, Money Management, College Goals, Stress Management, Depression, Advising, Financial Aid, Anxiety, Spending Money Wisely, and How to Dress for Success, to help enhance student and life skills. We had a total of 51 students to complete the employability certificate. In Spring 2022 we served 106 African American students, 2 Hispanic students, and 16 white students. We look forward to a larger increase in enrollment because now we are able to assist non-custodial parents, and parents that take care of disabled dependents over the age of 21.

<u>TRIO Veterans Upward Bound</u> provided support to 130 students (60% of minority race) this year and provided the following special events: Art Exhibition Advancing Equality for Women at UA-PTC Wingate Gallery, Murry's Dinner Theater Play, UAPTC Veterans Day Celebration Event, Merry Christmas Charlie Brown Play, Branson Missouri Veterans Trip, Hamilton at Robinson Music Hall, Your Money Goals Workshop, Visit the William J. Clinton Presidential Library, Into the Woods at Arkansas Repertory Theater, Communication in the Modern World Workshop, and Veterans Upward Bound Graduation Celebration.

<u>STEM Success</u> had a decrease in enrolled students, which coincided with the decreased enrollment on campus. This year the program was able to serve 42 students; this smaller number of students did allow for more intensive one-on-one student coaching. The program was able to host several workshops in spite of COVID. In the Fall of 2021, we hosted the virtual Arkansas Summit on African American Males (Nov '21) and in Spring 2022, The Colorful Women Summit (Mar '22). These outreach events allowed us to engage both male and female students in hopes of building on those workshops to increase student success and retention.

Goal 5: UA-PTC will support the development of student life programs.

UA-PTC is primarily a commuter college with many part-time students and it is important for the College to promote student life activities in order for students to interact positively with other students, faculty, and staff in venues outside of the classroom and for students to further develop leadership abilities. The Associate Dean of Students coordinates College-sponsored student life events and oversees the approval process for college-recognized student organizations and advises the Student Government Association (SGA) and Student Ambassadors.

Strategies: UA-PTC will continue to offer college-sponsored events and involve the student community in planning, leadership, and implementation.

Indicators of Effectiveness: While it is difficult to get exact headcounts at open campus events, participation appears to be on target with college goals. Among student organizations, including SGA, participation statistics and committee minutes are easier to assess for access and effectiveness. The College will continue to monitor such efforts and assist where applicable according to College policies.

Timeline: Ongoing.

Status Report: All in-person events for Fall 2021 and most of Spring 2022 were canceled and some were moved to a virtual format where applicable due to the COVID-19 Emergency, state, and federal guidelines regarding safety considerations for events. For Fall 2022 the college plans to resume normal operations and offer in-person events.

In April of 2022, the campus resumed offering in-person activities, which included three events: Health Fair, Transfer Fair, and Career Fair in April of 2022. Events were well attended by both the community and students. We expect in-person and campus events to return to pre-pandemic numbers for the upcoming year.

UA-PTC added one student organization, the Rainbow Alliance which provides a safe, supportive community for LGBTQIA+ students and allies at UA-PTC.

Despite the hindrance of COVID, the college did have an increase in student organizations over the previous year. Student Life and Leadership currently offers 13 (thirteen) approved student organizations:

Amicus Curiae Paralegal Club – Paralegal Club introduces students to the field of legal studies and related subjects at UA-Pulaski Technical College. Members are offered an opportunity to expand their legal knowledge and develop a greater understanding of the legal field. The club regularly holds meetings and events in which Paralegal Club members may network with members of the legal field and other UA-PTC students, faculty, and staff. Any student who is currently enrolled at UA-PTC and has at least a 2.5 grade point average is eligible for membership.

Fine Arts Association – Fine Arts Association aims to promote, educate, and appreciate all avenues of the Fine Arts including, but not limited to: Visual Arts, Performing Arts, and Creative Writing.

Political Science and History Club – The purpose of the History Club is to promote and educate the campus community about history and how it influences everyday life. Club activities include visits to local historical sites and museums.

Metro Student Ministries – UA-PTC is a state-supported institution and therefore non-denominational. The purposes of Metro Student Ministries are to encourage student fellowship, to develop student leadership skills, to provide opportunities for the study of Bible and to practice its teachings, to organize students for service and ministry projects, to assist students in communicating the meaning of their faith in significant ways, and to offer guidance as students face crises and critical choices in life. Membership is open.

Phi Beta Lambda – Phi Beta Lambda is the college business professional organization and is the college component of Future Business Leaders of America. While the organization primarily emphasizes business and business-related topics, students of various programs of study may join the organization. Community activities may include various fundraisers and community service projects. Professional activities may include guest speakers, networking opportunities, and state and national competitive events.

Phi Theta Kappa – Phi Theta Kappa is an international honor society that promotes academic excellence. Phi Theta Kappa strives to create an intellectual climate that fosters academic excellence, protects academic integrity, and develops leadership. Each fall and spring semester invitation to membership is extended by the chapter to students who have completed a minimum of 18 credit hours at UA-PTC that are clearly applicable to an associate degree with a minimum 3.50 cumulative grade-point average. The minimum 18 credit hours must include at least three credit hours of general education courses applicable to the associate degree being pursued.

Psychology Society-The purpose of the Psychology Society is to educate the UA-PTC community about the field of psychology and its uses in everyday life to bring about awareness on issues related to the field of psychology and mental health. The Psychology Society's goal is to connect students to school, build a sense of community, and allow students to discover their passions and strengths for future education and careers. Members may network with professionals within the field of psychology during events and meetings and with fellow club members.

Building Cultural Connections – Building Cultural Connection encourages diversity and cultural understanding among members of the UA-PTC campus. BCC provides a social environment that allows students to experience in-depth interactions with their college, local, and state environments. The BCC experience is enhanced through conversation opportunities with students of various international and domestic backgrounds. Members are encouraged to participate in volunteer experiences.

Rainbow Alliance – The Rainbow Alliance is a safe, supportive community for LGBTQIA+ students and allies. This organization fosters an atmosphere of awareness and acceptance of all individuals.

Sigma Kappa Delta – The Society is a chapter of Sigma Kappa Delta, the National English Honors Society for Two-Year Colleges. Sigma Kappa Delta strives to create cultural stimulation, promote interest in literature and the English language, and exhibit high standards of academic excellence among its members. Each fall semester invitation to membership is extended by the chapter to students who have completed a minimum of one college course in English language or literature and who have also completed a minimum of 12 credit hours at UA-PTC. The candidate shall have no grade lower than a B in English and must have a 3.30 cumulative grade point average.

Student Ambassadors – The Office of Student Affairs coordinates the Student Ambassadors program which assigns Ambassadors to activities designed to promote the college and recruit students. Activities include both on-campus and off-campus activities, such as community festivals and fairs, business expos and community special events within the college's service area. Student Ambassadors also assist other campus offices with special events, many of which are geared toward minority students. For example, ambassadors work at CHARTS events and Gallery Openings. Membership in the UA-Pulaski Technical College Student Ambassadors organization is based on academic achievement, involvement in

extracurricular activities, leadership abilities and recommendation of faculty and professional staff. Student Ambassadors represent UA-Pulaski Technical College at various functions such as orientations, campus tours, school visits, speaking engagements, and other special events. Ambassadors participate in college activities and represent UA-Pulaski Tech both on and off campus.

Student Government Association – The membership of the Student Government Association (SGA) consists of elected positions and Recognized Student Organization representatives. Elections are held each fall for SGA At-Large Representatives. The Student Government Association's main objectives are to serve as student representatives and act as a liaison between administration/faculty/staff and students, campus activities, community service, fundraising, and advocacy. An advisor is appointed by the college administration. Student Ambassadors were made up of the following demographic of students: 7 African American, 1 Hispanic, 1 Multi-Racial, and 6 Caucasian.

Skills USA – Membership in Skills USA is open to students interested in the various career fields represented. The purpose of Skills USA is to help the student develop social and leadership skills. The clubs' members and advisors will conduct activities that enhance the development of these skills. The activities may include events between two-year institutions and between students, such as parliamentary procedure contests, troubleshooting contests for mechanics, nail tech, and many more contests.

Goal 6: UA-PTC will support cultural awareness activities among the student body.
Under the College's new shared governance structure, cultural diversity activities are now planned through a collaborative effort between the Cultural Diversity and Community Involvement Committee, Valuing Stakeholders Council, and the Charts Programming Advisory Board. The intended audience is for students and community stakeholders.

Strategies: Under the College's shared governance structure, cultural diversity activities are planned through a collaborative effort between the Cultural Diversity and Community Involvement Committee, Valuing Stakeholders Council, and the Charts Programming Advisory Board. The intended audience is for students and community stakeholders. The Cultural Diversity and Community Involvement Committee makes recommendations for cultural awareness activities to the Valuing Stakeholders Council where the Chair of the Cultural Diversity and Community Involvement Committee holds a seat.

Indicators of Effectiveness: Participation statistics and committee meeting minutes are kept for activities scheduled.

Timeline: Ongoing.

Status Report: The Cultural Diversity and Community Involvement Committee had 14 faculty and staff members and one student member in the academic year 2021-2022. The committee met monthly between September and May. Agenda items included DI&E Programing and Activities, Hispanic Heritage Month, MLK Day 2022 Event, Black History Month Events, Book Club selections based on the Cultural Diversity Calendar.

The following cultural events were promoted for students, employees, and the community. The Cultural Diversity and Community Involvement Committee was involved in the planning and promotion of the

events. All were marketed by various means, including email newsletter, website, social media, and traditional media outreach.

UA-PTC's Windgate Gallery
- Photographic exhibit, *Justice: Faces of the Human Rights Revolution* by Mariana Cook. July 1, - August 21, 2021.
- Multimedia exhibit, *One Half of the People: Advancing Equality for Women*, Sept. 1 – Oct. 20, 2021
- *Merry Christmas, Charlie Brown!* Windgate Gallery Nov. 1 – Dec. 22
- *Darkness to Light: Photographs Along the Underground Railroad* photographic exhibit by Jeanine Michna-Bales - Jan. 28 - March 16
- *The Annual Student Competitive* Alumnae Louise Mandumbwa, Competition Juror - April 15 - May 12, 2022.
- *Variations & Mutations*, an exhibition of the blown glass art of Ed Pennebaker, May 20 – June 30, 2022

UA-PTC CHARTS Theater concerts/shows
- Renée Elise Goldsberry Feb. 12, 2022
- Lea Salona April 25, 2022
- Larkin Poe - Friday, April 8, 2022
- Asleep at The Wheel May 5, 2022
- *Broadway's Next Hit Musical* May 7, 2022

UA-PTC's Chat & Chew Virtual Book Club Series
- *Poet Warrior* by Joy Harjo Dec. 3, 2021
- *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* by Heather McGhee
- *Beautiful Country: A Memoir* by Qian Julie Wang April 13

Other
Feb. 1 - March 1 - Black History Month – a different historically significant quote by a noteworthy African American figure was shared on college social media accounts each day.

MLK, Jr. Panel Discussion event hosted via Zoom Jan. 25, 2022. Topic: "Social Justice and Equity in the Pandemic." Panelists were Judge Tjuana Byrd, Professor Andre Cummings, and Judge Wendell Griffen. UA-PTC professor Mayo Johnson moderated the discussion and the Q&A session.

Student Data Analysis

UA-PTC experiences a high volume in minority admission applications and subsequent enrollment. Black or African American students continue to comprise the largest minority racial/ethnic demographic among our enrolled student population.

UA-PTC's reporting year begins July 1, 2021 and ends June 30, 2022 and as such historical reports are comprised of a total unduplicated headcount for that reporting year. However, with this report's submission due date of June 30, 2022 this report reflects student race and ethnicity enrollment numbers for Fall 2021 only.

In Fall 2021, UA-PTC experienced a 10 percent decrease in enrollment for Black or African American students over the 2020 Fall term. The number of Hispanics of any race increased by 44 percent from Fall to Fall. Additionally, the number students who identify as Two or More Races also increased by 7 percent. Enrollment for three years by race/ethnicity is located at Chart 1.

Chart 1
Three-year Minority Race & Ethnicity

Legend:
- Black or African American
- Hispanics of any race
- Race and Ethnicity Unknown
- Two or more races
- Asian
- Nonresident
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander
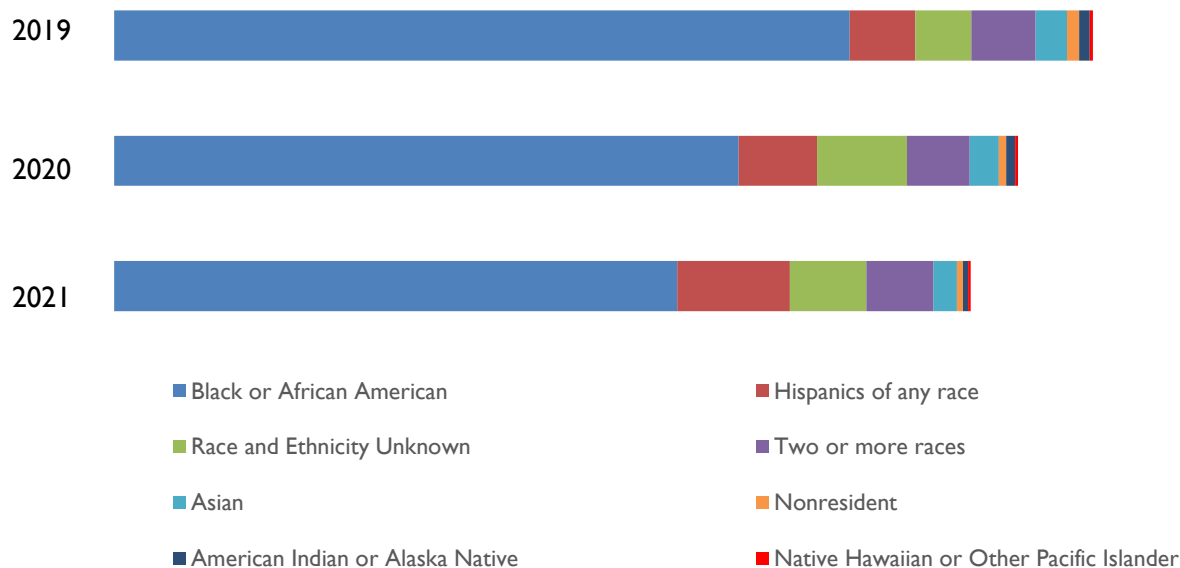
In the 2021 Fall term, minority students made up 58.4 percent of the student body, compared to 56.4 percent in the previous Fall. In Table 1 and Chart 2 the 2021 Fall student population is broken out by race/ethnicity.

Table 1 Fall 2021 Student Enrollment		
Race and Ethnicity	Headcount	Percentage of Total Population
American Indian or Alaska Native	16	0.4%
Asian	70	1.6%
Black or African American	1,698	38.4%
Hispanics of any race	339	7.7%
Native Hawaiian or Other Pacific Islander	7	0.2%
Nonresident	18	0.4%
Race and Ethnicity unknown	231	5.2%
Two or more races	203	4.6%
White	1,843	41.6%

Chart 2
Fall 2021 Fall Enrollment by Race & Ethnicity

Black or African American, 38.4%
White, 41.6%
Other, 20.0%
Hispanics of any race, 7.7%
Race and Ethnicity Unknown, 5.2%
Two or more races, 4.6%
Asian, 1.6%
Nonresident , 0.4%
American Indian or Alaska Native, 0.4%
Native Hawaiian or Other Pacific Islander, 0.2%
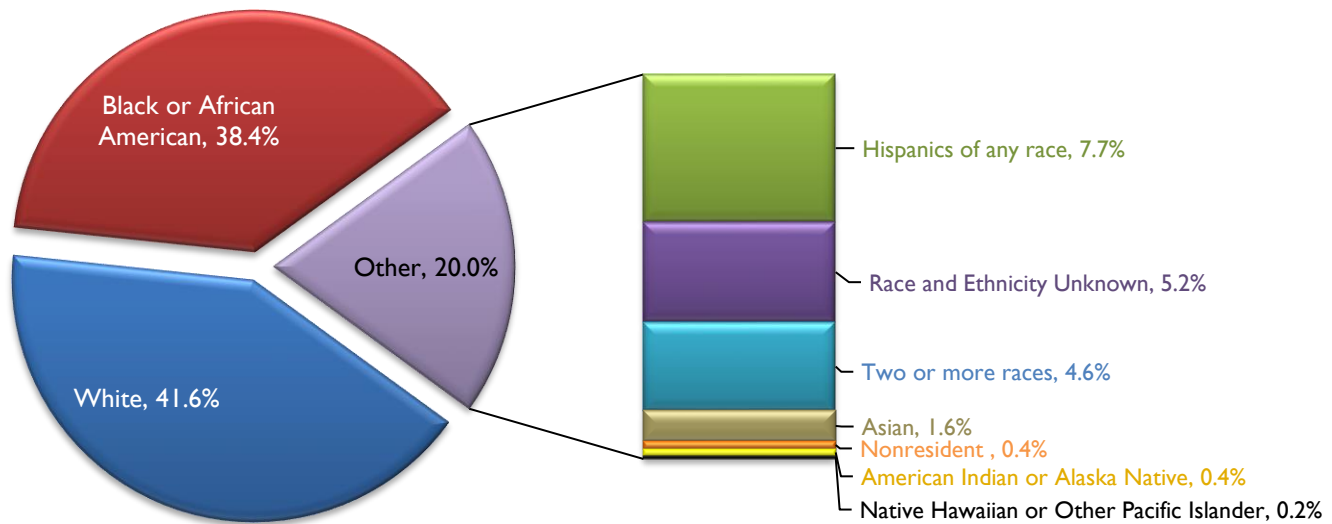
Goal 1: UA-PTC will provide exceptional human resources services in the areas of recruitment, employment, new employee orientation, employee relations, interpretation of policies and procedures, and the maintenance of personnel records.

The Office of Human Resources at UA-PTC actively recruits full-time and part-time faculty positions in conjunction with the academic divisions of the College. The office accepts applications for employment without regard to race, color, creed, religion, sex, age, national origin, or disability of qualified handicapped individuals. The Office of Human Resources also makes arrangements to seat interview committees whose membership is made up of a diverse and neutral cross-section of the campus community.

Strategies: UA-PTC will continue to support a fair and professional human resources process for recruiting and hiring full-time and adjunct faculty members as well as full-time and part-time staff.

Indicators of Effectiveness: On an annual basis, monitor employment selection data for year-to-year comparisons. Data includes the gender, race and ethnicity of individuals who hired. Monitor the racial, ethnic, and gender makeup of committees to ensure the inclusion of racial and ethnic minorities and/or other individuals with diversity competence

Timeline: Ongoing.

Status Report:

The Office of Human Resources at UAPTC moved to a new Human Capital Management (HCM) system called Workday in July of 2021. The Workday system is a cloud-based solution that is easily accessible to all employees at any time across desktop and mobile devices. This system has helped streamline the employee recruitment, and employee orientation process. Workday replaced Jenzabar EX for employee self-service, manager self-service, human capital management, and finance processes.

This year the college has conducted 56 search committees.

Goal 2: UA-PTC will provide opportunities for professional development.

Strategies: Each academic year, faculty and staff members are provided with numerous on-campus professional development opportunities that begin with convocation in August and with other off-campus opportunities throughout the year. Supervisors will work with their employees in determining appropriate professional development activities to attend in the upcoming year. Professional development opportunities for employees include College support for attendance at professional conferences and workshops, tuition waivers for UA-PTC courses, program development grants, information technology training, and in-service training. A full-time staff member in the Professional Development Institute has the responsibility for coordinating and improving on campus professional development for all employees.

Indicators of Effectiveness: Faculty and staff participation in professional development activities are reviewed at the end of each fiscal year. The College maintains demographic data on employees of UA-PTC and monitors trends in professional development.

Timeline: Ongoing

Status Report:
Participation in Diversity, Equity, & Inclusion specific sessions decreased 3% over last year along with the number of offerings from 17 to 12. The total number of full-time faculty who participated in Professional Development remained the same while there was a 2% increase in full-time staff participation.

Training types offered to all employees are: Training that offers a Certificate of Completion (Certificate), Special meeting with attendee tracking (Meeting), Instructor led training (Instructor), Training completed online (Online), and Webinars or recorded Training (Webinar). In instances where the training is instructor led but a Certificate of Completion is offered it is coded as Certificate. If the training is online but instructor led, it is coded as Instructor.

Table 2 provides all session participation from July 1, 2022 until now. Totals on this table are duplicated.

Table 2 AY 2021-2022 Session Participants			
Faculty	**Full-time**	**Part-Time**	**Total**
Certificate	350	196	546
Meeting	121	9	130
Instructor	1,321	80	1,401
Online	215	160	375
Webinar	1	0	1
Staff	**Full-time**	**Part-Time**	**Total**
Certificate	411	116	527
Meeting	129	4	133
Instructor	807	27	834
Online	340	140	480
Webinar	0	0	0
	3,695	732	4,427

This year the following Diversity, Equity, & Inclusion specific sessions were offered to all employees:

Session Title	Attendees
ACUE: Inclusive Teaching for Equitable Learning	15
Anti-Racism in the Class: Hopes, Theory, and Practice	20
Autism as Explained by Sheldon Cooper	19
Diversity Awareness	1
Diversity, Equity & Inclusion in Instructing	32
NFA - Student Services: Disability, Counseling, Library, & TRiO	1
NFA: Student Services (TRiO, Counseling, Disability, Library)	1
Preferred Name Policy	31
Student Accommodations Through Disability Services	30
What Culturally Responsive Teaching Techniques Can I Use to Improve Learning?	1
Why is Intercultural Competence Important and How Can it Improve my Teaching?	1

Table 3 provides unduplicated session participation.

Table 3 AY 2021-2022 Unduplicated Headcount			
Individuals	Full-time	Part-Time	Total
Faculty	181	87	268
Staff	203	56	259

ACUE prepares, credentials, and provides on-going support to faculty in the use of evidence-based teaching practices that promote student engagement, persistence to graduation, career readiness, and deeper levels of learning. Course outcomes were analyzed for the 15,580 non-unique enrollments of students taught by the first cohort of ACUE faculty and for the 12,994 non-unique enrollments of students taught by the second cohort of ACUE faculty. For the initial cohort, there was a significant effect of ACUE on students' likelihoods of passing courses and receiving D, F, or W grades. The predicted probability of earning a D, F, or W grade for Black students of ACUE faculty was 7 percentage points lower in the post time period than would have been otherwise. For the second cohort, there was a significant effect of ACUE on students' likelihood of receiving D, F, or W grades and average course grades; the effects were greater for Hispanic/Latino students. In follow-up analyses, results show that the impact of ACUE on students' course grades in the post time period was significantly greater for Hispanic/Latino students relative to White students, $p = .031$.

Goal 3: UA-PTC will foster opportunities for advancement.

Strategies: UA-PTC encourages faculty and staff to apply for new positions that become available at the College. UA-PTC applies affirmative action principles to all job searches.   In order to promote the goal of minority faculty and staff retention, UAPTC will post notices of all job openings internally in addition to external posting.

Indicators of Effectiveness: The College maintains demographic data on employees of UA-PTC and monitors trends in promotions.

Timeline: Ongoing.

Status Report: UA-PTC had 17 promotions this past year; 41% were of minority race. This is an increase of 1% over last year.

Goal 4: UA-PTC will support cultural awareness activities on campus and in the community.

Strategies: A factor in promoting minority faculty and staff retention is cultural awareness on the part of everyone on campus. The College will continue to promote cultural awareness in the campus and greater community by making use of following:

(a) *Cultural Diversity and Community Involvement Committee:* The Cultural Diversity and Community Involvement Committee is embedded into the institutions shared governance structure. The committee's charter is to provide guidance to the college administration and board through the Valuing Stakeholders Council on matters regarding diversity, equity, inclusion, and community involvement. The committee strives to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. The committee is composed of 15 members of the UA-PTC faculty and staff, and the group welcomes students who want to serve as members of the committee

(b) *Community Activities:* The Office of Public Relations and Marketing invites faculty and staff to participate in events that it cosponsors throughout the community with different government and community agencies.

Indicators of Effectiveness: Attendance at Committee events, Office of Public Relations and Marketing events, and professional development will be encouraged and tracked for participation.

Timeline: Ongoing.

Status Report:

The Cultural Diversity and Community Involvement Committee has 14 faculty and staff members and one student member in the academic year 2021-2022. The committee met monthly between September and May. Agenda items included DI&E Programing and Activities, Hispanic Heritage Month, MLK Day 2022 Event, Black History Month Events, Book Club selections based on the Cultural Diversity Calendar, and Poverty Simulation. In addition, the 2020-2021 Minority and Retention Annual Report was shared with the CDCIC.

The following cultural awareness events took place:
Justice: Faces of the Human Rights Revolution, a photographic exhibition by Mariana Cook, was on display from May 28 to August 21, 2021. Mariana Cook traveled the world from Johannesburg to Yangon to photograph and interview the prominent and little-known pioneers of the human rights movement who have risked their lives and livelihoods to pursue fairness and freedom. This exhibit

featured 60 portraits that were paired with short biographies and essays in the activists' own words describing what compels them to fight. This event was free and open to the public.

Through Darkness to Light: Photographs Along the Underground Railroad, a photographic exhibit by Jeanine Michna-Bales, was on display from January 31, 2022, to March 16, 2022. This exhibition features beautifully dramatic color photographs, ephemera, and narratives that together tell the story of the Underground Railroad. This event was free and open to the public.

One Half of the People: Advancing Equality for Women, a multimedia exhibition by the National Archives and Records Administration, Washington, DC, was on display from September 1, 2021 to October 20, 2021. The exhibit explored how a diverse group of suffragists – individuals who supported giving voting rights to women – fought more than 70 years using many different strategies and how women continued to seek equality after the 19th Amendment. The exhibit featured profiles on eleven women and – through the National Archives records- how they lived and worked, pushing boundaries of what was accepted and expected of women. The women featured were: Sarah Emma Edmonds Seelye, Harriet Tubman, Annie Oakley, Ida B. Wells-Barnett, Marie Louise Bottineau Baldwin, Willa Brown, Eleanor Roosevelt, Rosa Parks, Shirley Chisholm, Sandra Day O'Connor, and Ellen Ochoa. The event was free and open to the public.

Social Justice and Equity in the Pandemic: A Panel Discussion was held on January 25, 2022, at noon via Zoom. This annual event is held in honor of the life and legacy of the Rev. Martin Luther King, Jr. and also ushers in Black History month, which is observed throughout February.   Panelists include Judge Tjuana Byrd Manning, Professor Andre Cummings, and Judge Wendell Griffen. UA-PTC Assistant Professor Mayo Johnson served as the Moderator. The event was free and open to the public. It had approximately 100 attendees and since that time there have been 58 additional views on YouTube.

Actress and Singer Renee Elise Goldsberry performed on February 12, 2022. Renee Goldsberry is a multi-hyphenated actress and singer who has delivered award-winning performances both on Broadway and the screen. Best known for her role as Angelica Schuyler in the musical phenomenon HAMILTON, which received rave reviews across the board and has become a cultural touchstone for the ages. Tickets were $50 to $75 with reduced price tickets for students. This was open to the public with paid admission.

Poet Warrior by Joy Harjo – Fall 2021. Joy Harjo, the first Native American to serve as U.S. poet laureate, invites us to travel along the heartaches, losses, and humble realizations of her "poet-warrior" road. A musical, kaleidoscopic, and wise follow-up to Crazy Brave, Poet Warrior reveals how Harjo came to write poetry of compassion and healing, poetry with the power to unearth the truth and demand justice. The event was free and open to the public.

The Sum of US: What Racism Costs Everyone and How We Can Prosper Together by Heather McGhee – Spring 2022. From the financial crisis of 2008 to rising student debt to collapsing public infrastructure, she found a root problem: racism in our politics and policymaking. But not just in the most obvious indignities for people of color. Racism has costs for white people, too. It is the common denominator of our most vexing public problems, the core dysfunction of our democracy and constitutive of the spiritual and moral crises that grip us all. The event was free and open to the public.

Beautiful Country by Qian Julie Wang – Spring 2022 Beautiful Country is the moving story of an undocumented child living in poverty in the richest country in the world—an incandescent debut from an astonishing new talent. In Chinese, the word for America, Mei Guo, translates directly to "beautiful country." Yet when seven-year-old Qian arrives in New York City in 1994 full of curiosity, she is overwhelmed by crushing fear and scarcity. In China, Qian's parents were professors; in America, her family is "illegal" and it will require all the determination and small joys they can muster to survive. The event was free and open to the public.

Faculty and Staff Data Analysis

UA-PTC employees on the payroll as of November 1, 2021 totaled 531 individuals; a 7% decrease over last year. Minority and Unknown Race/Ethnicity made up 29% of the employee population, counting both full and part-time employees, which is an increase of 2% over last year.

In accordance with ACT 1091 of 1999 and the Arkansas Department of Higher Education, the following graphics (Tables 4 – 9 and Chart 3) provide data points of all employees of UA-PTC as of November 1, 2021 by job position and minority group.

The number of minority faculty increased in total by 16% over last year; 13% in full-time minority faculty and 18% in part-time minority faculty.

Table 4 Full-time Faculty by Minority Group	
American Indian or Alaska Native	0
Asian	3
Black or African American	15
Hispanics of any race	4
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity unknown	1
Two or more races	2

Table 5 Part-time Faculty by Minority Group	
American Indian or Alaska Native	1
Asian	2
Black or African American	33
Hispanics of any race	1
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity unknown	10
Two or more races	0

The number of minority staff increased in total by 3% over last year; a 4% increase in full-time minority staff and a 5% decrease in part-time minority staff.

Table 6 Full-time Staff by Minority Group	
American Indian or Alaska Native	0
Asian	0
Black or African American	51
Hispanics of any race	5
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity unknown	2
Two or more races	1

Table 7 Part-time Staff by Minority Group	
American Indian or Alaska Native	0
Asian	1
Black or African American	14
Hispanics of any race	1
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity unknown	4
Two or more races	1

Chart 3
Three-year Miority Race & Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanics of any race
- Native Hawaiian or Other Pacific Islander
- Nonresident
- Race and Ethnicity Unknown
- Two or more races
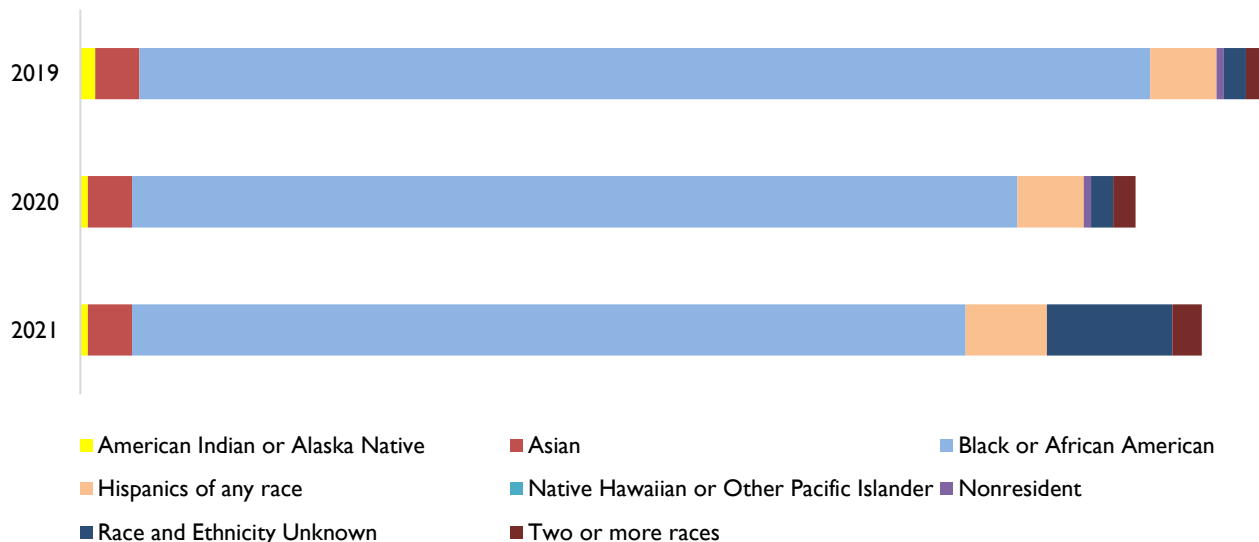
| Table 8 | |
| Minority Employees by Position Title | |
Title	Number of Employees
Academic Advisor	3
Accountant I	1
Accounting Coordinator	1
Administrative Specialist II	3
Administrative Specialist III	3
Administrative Support Supervisor	1
Administrator Grants and Contracts	1
Admissions Counselor	2
Assistant Controller	1
Assistant Director of TRIO Student Support Services	1
Assistant Director of Veteran's Upward Bound	1
Associate Dean	1
Associate Librarian	1
Associate Provost	1
Benefits Analyst	1
Career Coach	3
CPI Case Manager	1
Day Care Teacher	2
Dean Math, Natural Sciences, & Allied Health	1
Director of Admissions	1
Director of Advising and Career Services	1
Director of Clinical Education & Respiratory	1
Director of Human Resources	1
Director of STEM Success	1
Director Saline County Adult Education	1
Education Specialist	1
Faculty	32
Financial Aid Advisor	2
Fiscal Support Specialist	1
Food Preparation Manager	1
Full-time Faculty	1
Human Resources Generalist	1
Lead Baking Instructor	1
Learning Assistance Lab Coordinator	1
Library Technician	1
Mental Health Counselor	1
Paraprofessional/GED Proctor	1
Part-time Extra Help	20
Part-time Faculty	34
Payroll Coordinator	1
Proctor	1
Program Director CAHMI-3D	1
Program Director of Surgical Technology	1
Project Specialist	2
Project/Program Manager	1
Public Safety Officer I	1
Recruitment Coordinator	1
Reference Librarian	1
Skilled Tradesman	3
STEM Success Coach	4
TANF Career Coach	1
Veteran's Services Coordinator	1

Table 9	
Minority Employees by Position – New Hires Only	
Title	Number of Employees
Academic Advisor	2
Accountant I	1
Administrative Specialist III	1
Admissions Counselor	1
Faculty	3
Financial Aid Advisor	1
Fiscal Support Specialist	1
Food Preparation Manager	1
Human Resources Generalist	1
Library Technician	1
Project/Program Specialist	1
Recruitment Coordinator	1
Skilled Tradesman	2

New Strategies and Activities for Minority Recruitment and Retention

In 2022, UA-PTC became a partnering institution with Complete College America (CCA) and its Predominantly Black and Historically Black Community Colleges initiative. This project is centered on engaging institutional leadership in appropriately identifying and responding to the needs of their adult students of color. CCA uses a three-part approach to shift policy, perspective, and practice to ensure lasting change that produces more equitable outcomes for students. The focus of the program is to emphasize institutional accountability with the establishment of baseline data for individual and collective student outcomes that will allow UA-PTC to measure institutional progress toward eliminating different educational outcomes by race and age. This data collected will be used to aid UA-PTC in making decisions to build clearer and more supportive pathways to graduation for minority students.

Indicators of Effectiveness: Student learning outcome data will be collected and reviewed to determine progress toward eliminating different educational outcomes by race and age. In addition, culturally relevant strategic interventions will be developed and implemented to meet the identified needs.

Timeline: Partnership began Spring 2022 with launch of project scheduled for Fall 2022

Budget for Minority Recruitment and Retention

Comprehensive services that benefit all students regardless of race are funded as regular items in the UA-PTC budget. In fiscal year 2022, UA- PTC budgeted over $3 million in comprehensive student services such as admissions, counseling, advising, financial aid advising, student records, and testing services.

Comprehensive services that benefit all faculty and staff regardless of race are funded as regular items in the UA-PTC human resources and professional development budget. In the fiscal year 2022, the budgeted amount totals over $300,000.

UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

June 30, 2022

I. BY THE NUMBERS

A. Number of minority students, by minority group, who currently attend the institution

Reporting term: Fall 2021

Race	Number	Percent
Total enrollment	10,105	
American Indian	32	0.32%
Asian	221	2.19%
Black	1,498	14.82%
Hispanic	589	5.83%
Native Hawaiian/Pacific Islander	9	0.09%
Two or more races	433	4.29%

B. Number and position title of minority faculty and staff who currently work for the institution

Reporting term: Fall 2021

Race / Position	Faculty	Archivists/Curators/Museum Techs	Librarians	Library Techs	Educational Services Occupations (Academic, Affairs, Student, Other)	Management Occupations	Business/Financial Operations Occupations	Computer/Engineering/Science Occupations	Community Service/Legal/Arts/Media	Healthcare Practitioners/Technical Operations	Service Occupations	Sales/Related Occupations	Office/Administrative Support Occupations	Natural Resources/Construction/Maintenance Occupations	Production/Transportation/Material Moving Occupations	Total number in minority group
American Indian	2			2		1			1							6
Asian	34				1	2	1		1		1		3			43
Native Hawaiian/Pacific Islander	2							1	1							4
Black	36			4	8	7	16	10	20	1	24		17	2	2	147
Hispanic	9				1	1		1	2		14		4	2		34
Two or more races	10				2	2		2	2		3		6	2		29
Minority employees in category	93			6	12	13	17	14	27	1	42		30	6	2	263
Total employees in category	684			22	85	103	79	74	118	11	149		165	69	13	1,580

C. Number of minority full-time faculty, by minority group, who currently work for the institution

Reporting term: Fall 2021

Race	FT Faculty
American Indian	0
Asian	31
Native Hawaiian/Pacific Islander	1
Black	25
Hispanic	8
Two or more races	10
Total minority full-time faculty	75
Total full-time faculty	532

D. Number of minority adjunct (part-time) faculty who currently work for the institution

Reporting term: Fall 2021

Race	PT Faculty
American Indian	2
Asian	3
Native Hawaiian/Pacific Islander	1
Black	11
Hispanic	1
Two or more races	0
Total minority part-time faculty	18
Total part-time faculty	152

E. Number and position title of minority faculty and staff who began working at the institution in the past year

Reporting term: FY 2021

Category	Count
Faculty	9
Library/Student/Academic Affairs/Other Education Services Occupations	2
Management Occupations	0
Business/Financial Operations Occupations	3
Computer/Engineering/Science Occupations	1
Community Service/Legal/Arts/Media	7

Category	Count
Healthcare Practitioners/Technical Occupations	0
Service Occupations	7
Sales/Related Occupations	0
Office & Administrative Support Occupations	9
Natural Resources, Construction, & Maintenance Occupations	0
Production, Transportation, & Material Moving Occupations	0

F. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff

The following goals were established by the university in its current Minority Retention and Recruitment Plan.

GOAL 1 – Recruitment and Retention: We actively pursue and seek to retain a diverse student body, faculty, and staff.

    a.   Increase recruitment and retention efforts to seek and retain a diversified student body.

    b.   Increase recruitment and retention efforts to seek and retain a diversified staff.

    c.   Increase recruitment and retention efforts to seek and retain a diversified faculty.

GOAL 2 – Support: We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.

    a.   Increase support promoting innovative and responsive programmatic offerings that serve historically underserved members of the student body.

    b.   Increase support promoting innovative and responsive programmatic offerings that serve historically underserved staff members in each division, college, and department.

    c.   Increase support promoting innovative and responsive programmatic offerings that serve historically underserved faculty members in each division, college, and department.

    d.   Increase support of diversity in the greater UCA communities.

GOAL 3 – Knowledge: We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

    a.   Increase participation in learning opportunities that enhance interaction and understanding among diverse groups within the student body.

    b.   Increase participation in learning opportunities that enhance interaction and understanding among diverse groups of staff.

    c.   Increase participation in learning opportunities that enhance interaction and understanding among diverse groups of faculty.

Minority Enrollment (Goal 1)

Numbers in the following tables exclude non-resident aliens and students whose race/ethnicity is unknown.

Reporting terms: Fall 2016, Fall 2021

UCA Entering Freshmen (FT + PT)				
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Grand total	1,776		1,813	
Black	328	18.47%	338	18.64%
Other minority	237	13.34%	270	14.89%
White	1,211	68.19%	1,205	66.46%

UCA Undergraduate (FT + PT)				
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Grand total	8,996		7,893	
Black	1,606	17.85%	1,328	16.83%
Other minority	1,078	11.98%	1,109	14.05%
White	6,312	70.16	5,456	69.12%

UCA Graduate (FT+PT)				
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Grand total	1,786		1,782	
Black	182	10.19%	170	9.54%
Other minority	115	6.44%	175	9.82%
White	1,489	83.37%	1,438	80.64%

UCA Total Enrollment				
	Fall 2016		Fall 2021	
	Number	**Percent**	**Number**	**Percent**
Grand total	10,782		9,675	
Black	1,788	16.58%	1,498	15.48%
Other minority	1,193	11.06%	1,284	13.27%
White	7,801	72.35%	6,893	71.25%

As indicated by changes in the proportion of minority to white enrollees from Fall 2016 to Fall 2021, the student body is generally diversifying, particularly notable in increased proportions of non-black minority students.

Graduation and Retention Rates (Goal 1)

One-Year Retention Rate

	2011 Cohort			**2015 Cohort**		
	Cohort	**Number**	**Percent**	**Cohort**	**Number**	**Percent**
Total Cohort	1,940	1,361	70.2%	1,986	1,447	72.9%
White	1,274	909	71.4%	1,329	973	73.2%
Black	363	235	64.7%	333	238	71.5%
Other minorities	190	132	69.5%	271	191	70.5%
All minorities	553	367	66.4%	604	429	71.0%

Graduation Rate – 150% Time

	2011 Cohort			**2015 Cohort**		
	Cohort	**Number**	**Percent**	**Cohort**	**Number**	**Percent**
Total Cohort	1,940	800	41.2%	1,986	981	49.4%
White	1,274	574	45.1%	1,329	704	53.0%
Black	363	93	25.6%	333	121	36.3%
Other minorities	190	79	41.6%	271	122	45.0%
All minorities	553	172	31.1%	604	243	40.2%

One-year retention rates for these cohorts show gains for every group. Graduation rates show significant gains in each group, but troubling gaps between the groups remain.

Minority Faculty (Goal 1)

Reporting terms: As indicated

As the following table shows, the proportions of full-time white faculty and full-time minority faculty have changed very little between Fall 2016 and Fall 2021.

	UCA Full-Time Faculty			
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Total	545		532	
White	457	83.85%	438	82.33%
Black	25	4.59%	25	4.70%
Other minorities	54	9.91%	50	9.40%
All minorities	79	14.50%	75	14.10%

Minority Staff (Goal 1)

Reporting terms: As indicated

The IPEDS employment categories relevant to this goal are these:

Management Occupations
Business and Financial Operation Occupations
Librarians, Curators, and Archivists
Student and Academic Affairs and Other Educational Services Occupations
Computer, Engineering and Science Occupations
Community Service, Legal, Arts, and Media Occupations
Healthcare Practitioners and Technical Occupations

	Administration/Professional Staff			
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Total	457		470	
White	363	79.43%	378	80.43%
Black	65	14.22%	62	13.19%
Other minorities	23	5.03	22	4.68%
All minorities	88	19.26%	84	17.87%

Reporting terms: As indicated

IPEDS employment categories relevant to this goal are these:

> Service Occupations
> Sales & Related Occupations
> Office & Administrative Support Occupations
> Natural Resources, Construction, & Maintenance Occupations
> Production, Transportation, & Material Moving Occupations

Secretarial/Clerical				
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Total	529		396	
White	413	78.07%	316	79.80%
Black	78	14.74%	45	11.36%
Other minorities	32	6.05%	35	8.84%
All minorities	110	20.79%	80	20.20%

G. Strategies or activities that have been added for the coming year and the indicators/ benchmarks that will be used to determine success in meeting any new objectives.

See on the following pages UCA's annual Diversity Report, which presents "a snapshot … through the administrative scope of the Office of Institutional Diversity and Inclusion (IDI), the Office of Diversity and Community (ODC), and the Office of University Training (UT) [and] highlights cross-campus initiatives and collaborations that help to make a collective, positive impact on diversity, belonging, inclusion, and equity. A few events are cross listed due to partnerships."

H. Timeline, budget, and methods used to assess and monitor progress

See item G.

II: DIVERSITY REPORT: ACADEMIC YEAR 2021–2022

The University of Central Arkansas (UCA) holds intellectual excellence, community, diversity, and integrity as core values. UCA's commitment extends to all levels to foster a climate of inclusive excellence. These tenets include the recruitment and retention of individuals from historically underrepresented groups in higher education as students, staff, and faculty.

UCA seeks to foster an environment where everyone feels visible, valued, and validated in an inclusive academic, professional, and social setting that affords goal attainment and University affinity. To fulfill these aspirations, UCA has adopted an expanded outlook for embracing difference that includes the tenets of diversity, belonging, inclusion, and equity (DBIE). A description of these principles follows:

> **DIVERSITY**: UCA gives attention to representation as measured quantitatively and qualitatively.

> **BELONGING**: It is the aim of UCA for all individuals to feel welcome across commonalities and differences.

> **INCLUSION**: UCA aspires to include diverse communities and perspectives in decision-making that impacts UCA policies, procedures, practices, and experiences.

> **EQUITY**: The UCA community collaborates to examine systems and structures to identify and/or address predictability in representation, outcomes, and experiences.

This report provides a portrait of the 2021/2022 programs of the Office of Institutional Diversity and Inclusion (IDI), the Office of Diversity and Community (ODC), and the Office of University Training (UT) in addition to some cross-campus initiatives and collaborations that make a collective, positive impact on diversity, belonging, inclusion, and equity. Some initiatives may be cross listed due to partnerships.

A. General Campus Initiatives

Affirmative Action Statement and Process: The University of Central Arkansas is an affirmative action/equal opportunity institution dedicated to attracting and supporting a diverse student, faculty and staff population through enhanced multicultural learning environments and opportunities. In keeping with its nondiscrimination policy in employment, admissions and other functions and programs, the university considers employees and students on the basis of individual merit and will not discriminate against a person on the basis of gender, race or color, ethnicity, religion, spiritual beliefs, national origin, age, familial status, socioeconomic background, sexual orientation, disability, political beliefs, intellectual perspective, genetic information, military status, or other factors irrelevant to participation in its programs. The Office of the General Counsel monitors this commitment by reviewing applicant pools and approving candidates for interview.

Bear Essentials Food Pantry: Any current UCA employee or student may come to the Food Pantry for their household needs. The pantry seeks to alleviate food insecurity by providing complimentary staples such as peanut butter, jelly, pasta sauce, spaghetti, soup, fruit, macaroni and cheese, and ramen (style) noodles. Items such as canned vegetables, personal hygiene items, and other food items may also be available.

Center for Excellence in Teaching and Academic Leadership (CETAL): This center has a strong relationship with IDI and offers professional development opportunities that engage faculty in the science of learning, inclusive pedagogies, and other facilitation practices to serve a diverse student body. The following sessions enrolled over 89 registrants during this academic year although attendance was not recorded for all sessions:

Event Title	Sponsor(s)
Book Group: Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom	CETAL
Building Antiracist White Educators (BARWE) - 2 Events	CETAL
Considering the Implications of SCARF in Our Diversity and Inclusion Work	CETAL/IDI
Fulfilling Your Legacy as an Educator with ALL of Your Students	CETAL/IDI
Lived Experiences Panel: LGBTQ+ Student Populations	CETAL
Using Reflection Strategies to Foster Inclusive Learning	CETAL
Women in Academic Leadership Learning Community (WALL-C)	CETAL

<u>Center for Global Learning and Engagement (CGLE)</u>: This office coordinates the International Student and Scholars Program, the Intensive English Program, the Study Abroad Program, and the UCA Center for Chinese Language and Culture. CGLE has also launched a Global Learning Institute to prepare faculty fellows to collaborate between nations through a Collaborative Online International Learning (COIL) consortium. Through this program, students and professors come together across cultures to learn, discuss, and collaborate as part of their classroom experience.

<u>Centering Excellence Series and Conference</u>: The College of Education hosts programming to engage participants in individual and collective action for explicit social change implemented into one's personal and professional life, as well as within organizational structures.

<u>College Level Diversity</u>: Each college engages in DBIE activities. Colleges maintain goals that are consistent with UCA's Diversity Strategic Plan.

<u>Conway Conversations</u>: The mission is to provide a space for members of the UCA campus and Conway communities to come together and engage in conversation about social issues affecting a cross section of community members. The first event featured UCA faculty and staff panelists whose perspectives ignited interactive small-group dialogue on the topic of revisiting broken systems. The second event discussed the Ukraine crisis and how we got here, what the conflict is about, how or when it will end, and how we can support those most affected. These sessions enrolled over 151 registrants during this academic year. Their initiatives are included below:

Event	Sponsor
National Day of Racial Healing 2022	Outreach and Community Engagement / UCA Division of Student Services
Crisis in Ukraine	Outreach and Community Engagement / UCA Division of Student Services

<u>Counseling Center</u>: This center offers a wide range of mental health services, including consultations to currently enrolled UCA students, to meet the needs of UCA's vibrant, diverse community. The center provides a wide variety of training including Safe Zone, Sexual Assault Awareness, and Coping with Loss. Other services include the facilitation of identity-based focused groups.

Curriculum: UCA offers a variety of undergraduate and graduate level diversity courses and programs that help students understand and interact with a host of individuals that have different lived experiences. As an example, UCA offers a residential college—MUSE@Short/Denney—that helps students use interdisciplinary curricula to become dynamic and passionate, global citizens.

Department of Student Transitions: This department assists students in making a successful transition into college life by providing intentional support that helps them develop academic and personal confidence.

Diversity Statement: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. The focus areas of diversity are recruitment and retention, knowledge, and support.

Gender Inclusive Restrooms: Situated throughout campus, these facilities serve individuals and families as they are not gender-based.

Human Library: Operational on five continents, this concept is a library of human beings, each representing a group in the community that is somehow exposed to stigma, prejudice, and/or discrimination. The Human Library aims to establish a safe conversational space where difficult questions are expected, appreciated and hopefully answered by the Human Book (volunteer from a stigmatized group) on loan.

It was developed to challenge societal prejudices wherever and for whatever reasons they occur, and to help people form a better understanding of those with whom they share their communities.

Human Resources: UCA places position announcements on the Human Resources website. To uphold its proud tradition of teaching excellence, contributions in research, scholarship, and creative activities, UCA seeks to attract students and employees that are dedicated to building a culture of diversity, belonging, inclusion, and equity. The Office of Human Resources is also working to redesign its website to highlight UCA's commitment to inclusive hiring.

Lactation Suites: There are currently six convenient, private, sanitary, and comfortable spaces located in the historic center as well as in the outlying areas of campus. Nursing mothers may express, collect, and/or temporarily store breast milk. There is no fee for the use of any UCA Lactation Suites.

Racial Equity Summit: The Center for Community and Economic Development hosted its second conference with the mission to be more intentional in designing content and moving the needle on equity and justice in Arkansas. This year, the topic included: the history of race/justice in Arkansas, sharing Black stories, best practices for diversity, equity, and inclusion in organizations and communities, and ways to create action at the local level.

Residential Colleges: The department offers a unique living & learning community experience specially designed for making memories, making friends, and making the grades. During this academic year, Residential Colleges facilitated a course to African American male students who participated in the Project X Early Arrival Program. This year, a student associate was assigned to live with and serve Project X in a residential college.

Schedler Honors College: Honors education empowers exceptional students to transform themselves and their world through a variety of program options. This year, the following programs were available to Honors students:

Event	Sponsor
Black History Month Mentor Programs	Honors College
Challenge Week	Honors College
Diversity Training For Faculty	Honors College
Honors College Freshman Identity, Diversity, and Inclusion Fall Retreat Program	Honors College
Tough Talks	Honors College
Town Hall Meeting	Honors College
Virtual Honors Preview Sessions (3)	Honors College
Women's History Month	Honors College

Student Services: This division coordinates approximately 200 Registered Student Organizations (RSOs) that range from academics/honors and religious to service and special interests. Quite a few are cultural and/or multicultural. Included in UCA's robust Greek community are seven traditional African American fraternities and a Latina sorority. The Student Government Association also provides social, cultural, and educational activities for students, advocates on behalf of all students, and allocates student activity funds to meet the diverse needs of the student organizations.

UCA Core: The UCA Core is a cohesive course of study carried throughout the student's entire undergraduate experience that builds core competencies around four knowledge and skill areas: (1) critical inquiry; (2) effective communication; (3) responsible living; and (4) diversity. In UCA courses, diversity is described as the ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief systems as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

UCA Women's Leadership Network (WLN): This network primarily serves to elevate, empower, and embrace women from various backgrounds, in Conway and in surrounding areas, through professional development, hands-on experiences, and community service. This year, WLN launched its Women's Leadership Academy, a six-month program to equip future women leaders for excellence in the workforce.

Women in Academic Leadership Learning Community: This is an open community that primarily serves as a forum for women, in Academic Affairs and beyond, to gather and develop as leaders.

B. Institutional Diversity and Inclusion (IDI)

The Office of Institutional Diversity and Inclusion (IDI) serves to lead and coalesce campus efforts to enhance diversity, belonging, inclusion, and equity (DBIE). The office also develops and implements initiatives that foster a diverse and inclusive campus climate where all individuals feel visible, valued, and validated. Guests and audiences of IDI initiatives and events are encouraged to provide feedback to ensure that programs meet the stated objectives, help the office make necessary modifications, and offer ideas for the future. Overall, survey results offer positive feedback on IDI's initiatives and events. This academic year, IDI engaged in the following wide range of activities.

IDI Initiatives

The Academic Bridge Connection (ABC) Center and Program offers presentations and a quiet place to study and learn. The center offers computers, printing and copy services, mobile charging stations, and books. This year, a campus guest spoke at a Check-In for Asian American and Pacific Islander (AAPI) students. The ABC Center also secured additional externally funding for the Community and Race Oral History Project, which afforded two undergraduate students the rich opportunity to become project interns and interview an intergenerational, cross-section of African American community leaders who shared their lived experiences of Conway, Arkansas. The interns worked with UCA faculty to complete the project.

Affinity/Resource Groups: IDI coordinates opportunities to cultivate community, offer professional development, and informal mentorship for historically underrepresented faculty and staff.

Black Graduate Student Association (BGSA): These sessions provide community and professional development to graduate students from the African diaspora.

Campus Climate Survey: IDI administers a survey to gain information that helps UCA realize its aspiration of attracting and supporting a diverse student, faculty and staff community, participate in enhanced multicultural learning opportunities as well as provide support and knowledge for diversity, belonging, inclusion, and equity. The survey asks questions from several factors: perception of the institution; visibility; personal attitudes and behaviors; co-curricular environment; perceptions of peers, faculty, and administrations; policies; campus accessibility; campus safety; sexual assault awareness and education; learning and classroom experiences; and overall satisfaction.

Coaching Circle: Offers connective and collective learning opportunities for leadership development and practice.

Diversity Advisory Committee: Sanctioned by UCA's Board of Trustees, the Diversity Advisory Committee (DAC) is comprised of faculty from each academic college, staff from each Division, and representatives from the Student Government Association (SGA), the Faculty Senate, and the Staff Senate. DAC also has representation from the Board of Trustees, alumni, and the community. The charge of this committee is to make recommendations and to promote inclusive excellence that aligns with the University's core value of diversity. The DAC adds and deletes subcommittees based on campus needs. DAC committee members and other campus experts participated in the following subcommittees this academic year:

- Belonging Among Commuter, Nontraditional, and Online Students
- Black Men's Experience at UCA
- Campus Climate Survey
- Community Policing
- Diversity, Belonging, Inclusion, & Equity Award
- Diversity Key Performance Indicators
- Diversity Strategic Plan
- Immigrant Experience at UCA
- Institutional Diversity and Inclusion Grant Program
- Institutional Diversity and Inclusion Website Subcommittee

- Lactation Suites
- Land Acknowledgement Ad Hoc Committee
- LGBTQ+ Advisory
- Policy / Program / Office Review Working Group
- Strategies for Targeting Academic Representation

Diversity After Hours: Such events alleviate isolation, promote fellowship, and cultivate community.

Diversity Awards: The Diversity and Inclusive Excellence Award: In 2021, UCA recognized an individual who demonstrated a commitment to diversity and inclusive excellence on and/or off campus. This individual has made a significant impact related to the university's core value of diversity. The Outstanding Diversity Outreach by a Student Award: In collaboration with Student Life, UCA also recognized a student whose commitment to diversity and inclusive excellence on campus and/or off campus has made a significant impact in a positive way.

DBIE Consultation: Collaborate with programs, departments, colleges and divisions for solutions and advancement on matters of diversity, belonging, inclusion, and equity.

Diversity, Equity, Civility Concern: This process allows for any student, faculty, staff, or campus guest to report acts of discrimination, inequities, or incivility occurring in the UCA community.

Diversity Strategic Plan: This is the reporting process for documenting the University's efforts in DBIE. During the 2020-2021 academic year, 48 different departments/units/programs reported 173 activities, initiatives, or actions that are consistent with UCA's diversity, belonging, inclusion, and equity ideals. For the first, the report also indicates campus efforts in alignment with Diversity Key Performance Indicators.

Diversity Website: IDI updates the diversity website (https://uca.edu/diversity/) as needed as it serves as a center point for DBIE initiatives and opportunities. The website is under construction so that it may better serve as an instrument and hub for DBIE. The revised website will go live during Summer 2022.

Faculty Recruitment: IDI participates in activities to attract a more diverse body of faculty. Efforts include participation in the Compact for Faculty Diversity and the Academic Network.

Inclusive Hiring Series: This series provides an array of professional development designed to attract, affirm, and advance a diverse body of faculty, staff, and student employees. Learners are encouraged to consider the hiring process holistically - before, during, and after by writing inclusive position descriptions, extending the net beyond traditional avenues, engaging in inclusive interviewing processes, onboarding, and retaining high-performing employees.

Institutional Diversity and Inclusion Grant Program: This initiative offers mini grants to faculty, staff, administrators, students, departments, colleges, divisions, and Registered Student Organizations in support of initiatives that actualize diversity, belonging, inclusion, and equity. This academic year, IDI funded eleven grants: six faculty, three departments, and two students.

Minority Faculty Mentoring Initiative: IDI coordinates a program to match senior members of faculty with junior members of faculty for mentor/protégé activities that promote a sense of belonging and socialization into the academic community and provide guidance in the critical components of faculty success.

IDI Events and Initiatives

IDI events and initiatives for the academic year were as follows:

Events / Initiatives	Sponsor
Asian American and Pacific Islander (AAPI) Faculty, Staff & Student Check-In	IDI
BGSA: Welcome Session	IDI
BGSA: Individual Development Plans: Mapping Out Your Path to Success	IDI
BGSA: Mentor Networks: The Value of Having Multiple Mentors	IDI
BGSA: Self-Reflection for Realization: Recognizing the Power of Reflection	IDI
BGSA: You're Not an Imposter! Fighting Feelings of Imposter Syndrome	IDI
Campus Climate Survey Administration	IDI/Office of the President
Classroom Diversity Panel	Office of Student Success/IDI
Coaching Circle	IDI
Cross Cultural Connection	IDI
Deeper Dive into Gateways to Completion (G2C) Data	IDI/Office of the Provost
Defusing Conflict in the Classroom and Office: Conversations and Strategies	Counseling Center/Dean Of Students/IDI/UCA PD
Inclusive Hiring Series: Crafting a Position Description to Increase and Diversity Your Applicant Pool	EEOC / HR / IDI / Office of the Provost
Inclusive Hiring Series: The Inclusive Interview Process	EEOC / HR / IDI / Office of the Provost
Inclusive Hiring Series: Recruitment Process	EEOC / HR / IDI / Office of the Provost
Inclusive Hiring Series: Retention of Employees Who Identify as Black, Indigenous, or People of Color	EEOC / HR / IDI / Office of the Provost
International Faculty & Staff Check-In	IDI
LGBTQ+ Affinity-Resource Group Welcome	IDI/DAC
Minority Faculty Mentoring Initiative: Invitation Meeting	IDI
Minority Faculty Mentoring Initiative: Match Day	IDI
Minority Faculty Mentoring Initiative: Mentor Meeting	IDI
Minority Faculty Mentoring Initiative: Protégé Meeting	IDI
What Everybody Wants	Alpha Sigma Alpha/IDI

Community Outreach

Amigo Fest: Roughly 250 individuals from Central Arkansas were on the UCA campus for this event that showcases and celebrates the Latinx community.

Arkansas Black Hall of Fame: UCA supports this annual event that celebrates native African American Arkansans who have reached the pinnacle of their respective professions.

League of United Latin American Citizens (LULAC): UCA continued to support LULAC's annual gala. Several UCA Latinx students received scholarships at this event; parents and UCA staff were present to honor students at the gala.

Minority Vendor Partnership Initiative (MVPI): The University of Central Arkansas honors Arkansas Act 1080 of 2017, entitled Minority and Women-Owned Business Economic Development Act, to include the participation of organizations owned and controlled by service-disabled veterans, certified women-owned, and all other minority businesses, in the purchase of goods and services. The law states that 15% of the total amount expended in state-funded and state-directed public construction programs and in the purchase of goods and services for state agencies each fiscal year is paid to minority businesses. UCA was recognized this year by *Insight Into Diversity* for its history of engagement with minority and women-owned businesses.

In addition to conducting business with said communities, the following events represent UCA's work in this arena:

Event	Sponsor
Amigo Fest	ODC/IDI
Building Sustainable Business Relationships	MVPI/Outreach & Community Engagement
Financiando Tu Negocio (Financing Your Business)	MVPI/Outreach & Community Engagement
From Wantrepreneur to Entrepreneur	MVPI/Outreach & Community Engagement
How to Conduct Business with UCA	MVPI/Office of Procurement, Construction, Travel & Card Services/Outreach & Community Engagement
The Importance of an Online Presence for Small Businesses	MVPI/Outreach & Community Engagement
The Power of Hope	MVPI/Outreach & Community Engagement

C. Office of Diversity and Community (ODC)

The mission of ODC is to provide multiple support services to enhance the academic success of students from historically underrepresented minority communities. Its mission is to create an inclusive community that promotes student success through retention-focused programs such as mentoring, leadership development, and life-skills enrichment. ODC serves to *educate, engage, and empower*. ODC invites student feedback for their Signature Programs to ensure that ODC is meeting the needs of the students.

Key initiatives include the Black Male Achievement Challenge (B-MAC), Latinx/Hispanic Outreach Initiative, Minority Mentorship Program (MMP), Project X: Early Arrival Program, and Women of Excellence (WOE).

For assessment purposes, the following information is important to note:

- UCA tracks retention rates by Full-Time, First-Time Degree-Seeking Undergraduates. Retention rates for fall 2021 to fall 2022 were not available at the time of this report. Fall 2021 to spring 2022 rates have been provided.

- UCA applies the Satisfactory Academic Performance (SAP) metric to determine student progress towards the degree. SAP is defined as earning 67% of hours attempted with a minimum undergraduate cumulative GPA of 2.0 or earning an undergraduate degree.

- The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student. Some data cannot be published in this report due to this law's protection against identifying certain student outcomes for small groups of students.

- ODC identified select initiatives as Signature Programs based on their impact on sense of belonging and community, leadership development, career outcomes, and a focus on academic success. Programs and events identified as Signature Programs were assessed for behavioral outcomes at the end of the semester with follow-up data (obtained through student support offices or through follow-up surveys focused on behavioral objectives).

In addition to the information shown below for each key initiative, you will find an additional list of program activities, honors received by the professional staff members, and speaking engagements facilitated by those staff members. As an office, our goals are to not only serve UCA's underrepresented minority communities but have an impact in other areas on campus and within surrounding communities.

Black Male Achievement Challenge (B-MAC)

The Black Male Achievement Challenge is open to all and began during the academic year 2013/2014. It provides targeted intervention, critical socialization, bridge services, and enriching educational experiences for historically marginalized men of color. At UCA, black men have, historically, graduated at a rate lower than any other student community, demographically. During the 2021/2022 academic year, students experienced programs that focused on student success, inside and outside the classroom and served as diversity ambassadors for the department. The variety of social, cultural, and educational events in which the young men actively participated are listed below:

2021-2022 B-MAC Activities & Honors

- Amigo Fest Volunteers
- Arkansas Insurance Banquet Volunteers
- B-MAC Kick-Off: Breaking down the Black/Brown Male Achievement Challenge
- Barbershop Talk Series
- Black History Month Movie Night: Selma
- Book Scholarship Giveaway
- Bridging the Gap 7: A Night of Cultural Exchange Participants
- College Day '21: Do It for The Culture (True Holiness) participant
- Conway Area Chamber of Commerce Annual Meeting Volunteers
- Conway Daze RSO Fair Tabling Participant
- "Drip for Success" Dress for Success program
- End of Year Block Party Award Recipients
- Gentlemen's Brunch

- "Who's Got Game?" 7 on 7 flag football tournament
- Live Museum of Notable Figures in Black History Actors
- Love Fest Tabling Participants
- MLK Silent March Participants
- Monthly Mass Meetings
- Networking with a Pro: Designer Edition Attendees
- RSO Presidents' Dinner & Conversation with President Davis
- Student Involvement Awards' Emerging Leader Nominee
- Student Involvement Awards' Student Leader for the Year Winner
- UCA C.L.A.W.S. Award Recipients (2 members)
- UCA Day of Giving Video Participants
- Women's Spring Tea Volunteers

Program Impact and Student Evaluations of B-MAC

B-MAC Cohort	# of Students	Retention Fall 2021 to Spring 2022	SAP Fall 2021
2021	17 (Retention) 31 (SAP)	Higher than comparison group*	Higher than comparison group*
Black Males - 2021 (Comparative Group)	113 (Retention) 472 (SAP)	86.7%	64.6%

These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program show that B-MAC participants had higher retention and SAP rates than the non-participating Black Males across the academic year. Participants rated the Signature Program focused on professional appearance and career readiness as a positive experience with ratings of 4.57 out of 5 (1 = Poor to 5 = Excellent). Ninety percent of BMAC participants also engaged the Career Services office; for instance, 10 participants attended at least one Career Services event or workshop, three participants made appointments with Career Services staff, and one planned to visit the World of Work (WOW) closet for interview clothing.

Latinx/Hispanic Outreach Initiative

This initiative is open to all and started during the academic year 2013/2014. It primarily focuses on assisting the Latino Student Association (LSA) and the Beta Kappa Chapter of Hermandad de Sigma Iota Alpha, Inc. (SIA). As part of ODC, the initiative includes providing assistance to the organization and implementation of various departmental events; joining events with Career Services; leadership for the Diversity Advisory Committee's Immigrant Experience subcommittee and the social media working group for Student Services; collaborative programming efforts with the UCA Center for Global Learning and Engagement; and engagement with the community through Paloma Community Services. UCA's Latinx student community had opportunities to lead and actively participate in a variety of social, cultural, and educational events. Please see the list of events below:

2021-2022 LSA Activities and Honors

- Amigo Fest

- Arkansas Insurance Banquet Volunteers
- Ballet Folklorico de Mexico Attendees
- Battle of the X's Attendees
- BMAC Black History Movie Night Attendees
- Collaborated with Iota Pi Chapter of Phi Beta Sigma Fraternity, Inc. for Salsa Night
- Conway Area Chamber of Commerce Annual Meeting Volunteers
- Conway Daze Participants
- Cross-Cultural Connections Attendees
- Día de los Muertos Sugar Skull Decorating
- Día de los Muertos Alter Creation & Display
- Fall Canvas Painting
- Fitness Day at the HPER
- Game Night
- Gary and Diana Roberts DACA Scholarships
- Gentlemen's Brunch Attendees
- Global Expo Participants
- Graduate School: What Does It Take? Discussion
- Homecoming Block Party Attendees
- Homecoming Tailgate with SIA
- Hugo Gonzalez Landeros: A Road Trip Through the RV Industry
- Latin American Music Fest co-host with SIA
- Latinx Graduation Celebration
- Life After College: Latinx Professionals' Discussion Panel
- LSA Book Scholarship Giveaway
- Love Fest Table Hosts
- Meet & Greet with Cintas Representatives
- MLK Silent March Participants
- Monthly Social Media Posts to announce member birthdays
- Move-In Day Volunteers
- Pachuquismo Attendees
- Pulseras y Paletas
- Relay for Life Volunteers
- RSO Fair Participants
- RSO Presidents' Dinner & Conversation with President Davis
- Salsa Dance Night for International Education Week

- SIA and SGA Diversity Committee Carne Asada Attendees
- Spanish Campus Tour Volunteers
- Student Involvement Awards' RSO President of the Year Winner
- Student Involvement Awards' RSO of the Year Nominees
- UCA Day of Giving Video Participant
- Virtual LULAC Scholarship Gala
- Women's Spring Tea Attendees and Volunteers
- What's Your Plan After High School? Volunteers

Program Impact and Student Evaluations of LSA

LSA Cohort	# of Students	Retention Fall 2021 to Spring 2022	SAP Fall 2021
2021	16 (Retention) / 52 (SAP)	Higher than comparison group*	Higher than comparison group*
Comparative Group: Hispanic Students	132 (Retention) / 491 (SAP)	88.6%	77.6%

* These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program reveal that LSA participants had higher retention and SAP rates than their Latinx/Hispanic counterparts within the last academic year. LSA participants enjoyed and appreciated the 2021 fall Signature Program that focused on career preparation and readiness as evidenced by ratings of 4.67 out of 5 (1 = Poor to 5 = Excellent). Participants made the following comments as the most memorable and helpful things about the Signature Program:

- Everything the panelists said, they helped me a lot
- I loved the transparency of all the speakers. They also were right on target with suggestions for students with regard to utilizing resources and networking.
- It reassured me that I wasn't alone with my undergraduate experiences. One of the speakers and I were roommates and we've gone through the same thing basically. However, hearing the other two panelists gave me reassurance that I wasn't alone in how I was feeling or what I was going through as a first gen college Latinx college student.
- It was inspiring when one of the guest speakers was talking about her experience being homeless, and how UCA helped her to overcome her situation.
- I really enjoyed the speaker. I resonate a lot with her college experience of having to work to pay for my tuition, seeing how far along she has come was really motivational for me!

Minority Mentorship Program

The Minority Mentorship Program (MMP) was initiated in 1991 and is open to all students. MMP puts forth pointed efforts to increase the freshmen retention rates of historically underrepresented students by fostering a culture that supports the holistic development of both mentee (incoming) and mentor (upper classification) students. This program provides connections to academic resources as well as introductions to other students, faculty, and staff. The program also engages students in social and service learning/volunteer opportunities outside of the classroom. These offerings educate students on successful campus living and cultivate a sense of belonging, a necessary element of retention. During the 2021/2022

academic year, mentees and mentors actively participated in a variety of social, cultural, and educational events as listed below:

2021-2022 MMP Activities & Honors

- Amigo Fest Volunteers
- Arkansas Insurance Banquet Volunteers
- Bridging the Gap 7: A Night of Cultural Exchange Participants
- Bringing the Party to Torreyson Library Study Sessions
- College Day '21: Do It for the Culture (True Holiness) Attendees
- Conway Area Chamber of Commerce Annual Meeting Volunteers
- Conway Daze RSO Fair Tabling Participants
- End of Year Block Party Award Recipients
- Exam Jam – Collaboration with UCA Housing
- Executive Board Spring Training
- Fall Mentor Training
- In2Deep Karaoke Night
- Jeopardy: ice-SCREAM Edition
- Live Museum of Notable Figures in Black History Actors
- Love Fest Tabling Participants
- MLK Silent March Participants
- MMP Executive Board and Mentor Recruitment
- Monthly Executive and Mentor Meetings
- New Mentor Spring Roundup
- Networking with a Pro: Designer Edition & Music Edition Attendees
- RSO Presidents' Dinner & Conversation with President Davis
- Single, Taken, It's Complicated – Let's Talk About Relationships
- Sponsored two executive members for Homecoming Queen and King Court
- Student Involvement Awards Nominees and Winners
- Transitions Week
    - 201 & Donaghey "Versus" Event & RSO Info Session
    - Cascade Y2K Skate Night & Mentee-Mentor Pairing
    - Party Like It's Y2K Mentor Mayhem & Cookout
    - Motivational Monday and Multicultural Freshman Dinner with the Provost
- UCA Day of Giving Video Participant
- Wheel of Friendship – What Makes a Good Friend?

- Wild 'n Out with MMP

- Zumba Fitness with MMP

Program Impact and Student Evaluations of MMP

MMP Cohort	# of Students	Retention Fall 2021 to Spring 2022	SAP Fall 2021
2021	125 (Retention) / 203 (SAP)	Higher than comparison groups except Asian students*	83.7%
Comparative groups: Asian Students Black Students Hispanic Students Two or more races	37(Retention) / 168 (SAP) 338(Retention) / 1,277 (SAP) 132 (Retention) / 491 (SAP) 97 (Retention) / 361 (SAP)	94.6% 86.4% 88.6% 80.4%	86.9% 69.1% 77.6% 77.3%

These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program show that MMP participants had higher retention rates than their Black, Hispanic, and multiracial non-participating counterparts and an exceptional SAP rate within the last academic year. Participants enjoyed and appreciated the Fall 2021 Signature Program focused on helping first-year students transition to the UCA campus and finding community within campus organizations as evidenced by ratings of 4.31 out of 5 (1 = Strongly Disagree to 5 = Strongly Agree) when asked if the program motivated them to get involved in student organizations at UCA. Select comments provided by attendees are listed below:

- I believe that this program is very beneficial to getting new students involved on campus. This should definitely continue in the future.

- I really enjoyed this part of Transitions Week. It was super fun and I can't wait to become a Mentor myself!

- No feedback I really had a wonderful time and it makes a huge difference having MMP and having groups with people that look like you!

- LOVE IT! Best Program at UCA!

- This was a well-informed program and provided a lot of information about organizations.

Additionally, at the end of the Fall 2021 semester, 20% of students reported joining or attending a registered student organization interest meeting because of their participation in the signature program.

Project X: Early Arrival Program

This program was launched in August 2016 and is open to all students. Project X is under the auspices of the Black Male Achievement Challenge (B-MAC) to give historically underrepresented male students of color a targeted introduction to their UCA academic journey. Project X aims to impact student success through building community and increasing sense of belonging. Project X makes students aware of campus resources in addition to optimal academic and social behavior to attain success in college. The program fosters unity among these new students and connects them to faculty, staff, and current students who can assist in their transition to UCA and their continued development. Project X includes academic success workshops, brotherhood/bonding, faculty and staff presentations, leadership development, peer mentoring, program materials, a student services luncheon, and team building.

In addition to the Project X: Early Arrival Program experiences, the young men participated in a variety of social, cultural, and educational events during the academic year. During the 2021/2022 academic year, Project X men participated in the events below:

2021-2022 Project X Activities

- Academic Workshops
- Ambassador Training
- Arkansas Travelers Baseball Game Outing
- Battle of the X's Project X Cohort Check In
- Brotherhood Bonding and Team Building
- Collaborations with the MUSE Residential College
- College Day '21: Do It for the Culture (True Holiness) Attendees
- Community Service – Pleasant Branch School Supply Setup
- MLK Silent March Participants
- Project X First Year Seminar Attendees
- Social Media Campaign featuring Instagram Live Conversations with X-Men Alumni

Program Impact and Student Evaluations of Project X

Project X Cohort	# of Students	Retention Fall 2021 to Spring 2022	SAP Fall 2021
2021	19 (Retention) / 22 (SAP)	Higher than both comparative groups*	Higher than first comparative group*
Comparative Groups: Black Males – 2021 Hispanic Males - 2021	113 (Retention)/472 (SAP) 46 (Retention)/187 (SAP)	86.7% 87.0%	64.6% 77.0%

These data are protected by Federal Law (FERPA) from release to the public.

Retention data for the program indicate that Project X participants had higher retention rates than their non-participating peers within the last academic year. Performance data reveal that Project X participants outperformed non-participating African American males and comparatively with non-participating Hispanic males. Additionally, participants, overwhelmingly, rated the Early Arrival Program as a positive experience with ratings of 4.91 out of 5 (1 = Poor to 5 = Excellent) during fall 2021 and with comments such as these:

- Project X gave me a chance to become familiarized with the campus and provided me with information that is helping me succeed in the classroom.
- Able to meet people and make some connections before school actually got underway
- It has made finding my classes and finding my way around classes easier.
- Project X has been a great experience and boost for the start of college life.
- Gave me a couple more people I could talk to that I wouldn't have known if not for this project.

- It made meeting new friends easier. I got comfortable with the campus and learned about my resources.

- It helped me get more accustomed to being in college and it gave me information that I would have not known if it wasn't for Project X, it also helped me make new friends I probably wouldn't have made if it wasn't for Project X.

Additionally, the program achieved its objectives across the reporting year as evidenced by the ten most repeated themes/topics identified by participants:

- Campus Life
- Campus Resources
- Success at UCA
- Networking
- Life Skills
- Community Outreach
- Career Success
- Academic Success
- Mentorship
- Leadership

Women Of Excellence

Women of Excellence (WOE) is open to all and commenced in August 2016 to offer enriching experiences such as conversations and activities that address self-esteem and academics as well as leadership, social, and personal development. The ultimate goal of WOE is to help reduce the overall gap between African American female and Caucasian female achievement, retention, and graduation rates. During the 2021/2022 academic year, students experienced programs that focused on living purposefully, awareness, appearance, personal safety, goal setting, and esteem. In addition to these topics, the young women had opportunities to actively participate in a variety of social, cultural, and educational events as follows:

2021-2022 Women of Excellence Activities & Honors

- Amigo Fest Volunteers
- Arkansas Insurance Banquet Volunteers
- Breast Cancer Awareness Program with Dr. Yara Robertson
- Bridging the Gap 7: A Night of Cultural Exchange Participants
- College Day '21 (True Holiness Saints Center) Attendees & Individual Award Winner
- Conway Area Chamber of Commerce Annual Meeting Volunteers
- Conway Daze Back to School Table Hosts
- Curly and Confident Natural Hair Talk with Candace Reese
- Double Good Popcorn Fundraising
- End of Year Block Party Award Recipients

- Facilitated a Back to School Membership Fee Giveaway

- For the Girls Event with Life Coach Deana Williams

- MLK Silent March Participants

- Monthly Executive Board Meetings

- Networking with a Pro: Women's Music Edition Attendees

- Protecting Me, Myself and I Self- Defense Program with UCAPD

- RSO Presidents' Dinner & Conversation with President Davis

- Sponsored a member for Homecoming Court

- Student Involvement Awards' RSO President of the Year Nominee

- Student Involvement Awards' New RSO of the Year Nominee

- UCA Day of Giving Video Participants

- Valentine's Day Goodie Bag Handout

- Vision Board Party '22

- Live Museum of Notable Figures in Black History Actors

- Women's Canvas Paint and Sip

- Women's Tea and Philanthropy Event for Central Arkansas Women's Shelter

Program Impact and Student Evaluations of WOE

WOE	# of Students	Retention Rate Fall 2021 to Spring 2022	SAP Rate Fall 2021
2021 Cohort	31 (Retention) / 99 (SAP)	Higher than comparison groups*	Higher than comparison groups*
Comparative Groups: Black Women Hispanic Women	225 (Retention) / 805 (SAP) 86 (Retention) / 310 (SAP)	86.2% 85.9%	71.8% 78.0%

* These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program reveal that WOE participants had higher retention and SAP rates than their non-participating peers within the last academic year. Participants rated the Signature Program as a positive experience with ratings of 4.85 out of 5 (1 = Poor to 5 = Excellent) during fall 2021 with comments such as the following:

- It was a great program and very informational. Thank you.

- Loved the fact that the speaker was a minority!

- Thank you for this AMAZING informational program.

2021-2022 Office of Diversity and Community Activities & Honors

- Amigo Fest Volunteers

- Advisory Duties for Black Male Achievement Challenge, Latino Student Association, Minority Mentorship Program, Project X: Early Arrival Program, Students for the Propagation of Black Culture, and Women of Excellence

- Arkansas Insurance Banquet Volunteer Coordinator

- Arkansas Council for Women in Higher Education Executive Board Officers – Angela Jackson, Maria Negrete Padron, and Sadeja Harper

- Bridging the Gap 7 Collaboration with the Center for Global Learning and Engagement

- Bunny and Carol Adcock UCA Scholarship Coordinator – Maria Negrete Padron

- Committee Work – Angela Jackson, Maria Negrete Padron and Tajaro Hudson

- Conway Area Chamber of Commerce Volunteer Coordinator

- Conway Area Leadership Institute Class of 2022 Graduate – Maria Negrete Padron

- End of Year Block Party, Yard Show, and Awards Ceremony Sponsor

- "Get Out the Box" Presentation – Center for Global Learning and Education Summer Orientation – Tajaro Hudson and Maria Negrete Padron

- Greek God Pageant Judge – Maria Negrete Padron

- Homecoming Departmental Contest Winner

- Homecoming Greek Show Co-Sponsor and Coordinator

- Homecoming Week Event Committee

    - Banner Competition Coordinator
    - Bingo Game Night Coordinator
    - Stuff the Pantry Coordinator

- Honors' College "Pizza, Pie, and Powerful Women Panelists – Maria Negrete Padron and Angela Jackson

- Live Museum of Notable Figures in Black History Collaboration with Students for the Propagation of Black Culture

- Love is Patient Education Award Recipient – Angela Jackson

- Love Fest Tabling Participant

- LGBTQ+

    - Welcome Week Cookout Co-Sponsor
    - History Month Button Sponsor
    - Drag Show Co-Sponsor
    - Pride Walk Sponsor
    - Lavender Graduation Banquet Sponsor

- LGBTQ+ Prism Inaugural Luminary Award Recipient – Angela Jackson

- LULAC Scholarship Gala?

- Latinx Graduation Banquet Sponsor

- Minority Academic Achiever Banquet Sponsor

- Minority Graduation Banquet Sponsor (Fall and Spring)

- Minority Mentorship Transitions' Week Co-Sponsor

- Miss Essence Scholarship Pageant Co-Sponsor and Coordinator

- MLK Prayer Breakfast

- MLK Silent March Participants

- National Student Exchange Conference Attendee – Maria Negrete Padron

- Networking with a Pro Series Sponsor
    - Designer Edition
    - Music Edition

- Networking with a Pro Feature article in the UCA Magazine

- Paloma Community Services Committee Member – Maria Negrete Padron

- Philanthropic Donation to the Central Arkansas Women's Shelter

- Project X Presentation at SACRAO 2022 – Tajaro Hudson & Maria Negrete Padron

- Scholarship Program Speaker Alpha Kappa Alpha Sorority, Incorporated Chi Eta Omega Chapter – Tajaro Hudson

- Simmons Bank and Career Services Future Internship Opportunities Discussion Attendee – Maria Negrete Padron

- Spring Orientation Tabling

- Staff Senate Member – Angela Jackson

- Summer Orientation, Advising, & Registration (SOAR) Tabling Participants

- Student Involvement Awards' RSO Advisor of the Year Winner – Tajaro Hudson

- Student Involvement Awards' Cultural Program of the Year Winner

- "Tailoring your Tour" Admissions' Ambassador Presentation – Tajaro Hudson, Maria Negrete Padron, and Angela Jackson

- Spanish Interpretation Services – Maria Negrete Padron
    - UCA Financial Aid Office
    - UCA Admissions Office

- Spanish Translations Services - Maria Negrete Padron
    - Spanish Campus Tour – UCA Admissions Office
    - Ballet Folkorico de Mexico – Reynolds Performance Hall
    - Pachuquismo – Reynolds Performance Hall

- UCA/Acxiom International Student Discussion Attendee – Maria Negrete Padron

- UCA Day of Giving Featured Fund

- Women of Integrity Speaker for Omega Psi Fraternity Beta Delta Chapter – Angela Jackson

- Women's Leadership Network Board Member – Maria Negrete Padron

- Women's Spring Tea Sponsorship Collaboration with Women of Excellence

D. The Office of University Training

The Office of University Training (UT) supports the University by providing educational seminars for faculty, staff, students, and the community. Offered throughout the year, educational seminars cover topics such as Diversity, Workplace Harassment, Service Excellence, Supervisory Skills, and Professional Development. UT also invites each audience to provide feedback to ensure that the seminar aligned with seminar objectives, participant needs, and the high standards of UT. Overall, survey results offer positive feedback on the events.

The Office of University Training objectives include the following:

1. To deliver educational seminars that are applicable to the campus environment and its diverse populations.

2. To allow for avenues of communication and participation among the participants.

3. To deliver seminars of the highest standards with the goal of increasing the participant's knowledge and understanding of that subject matter; and

4. To help the campus develop, motivate, and keep an excellent and inclusive workforce.

Vision: To contribute to and have a positive impact on the professional growth of UCA employees by providing educational seminars which are relevant to the campus culture and of top quality.

Mission: This Office is committed to assisting the University in realizing its full potential by providing quality-learning opportunities that *educate, equip, and encourage* UCA employees as they develop professionally and personally.

Core Values: Community, Service, Learning, Quality

It has been the practice of UCA that all employees (faculty and staff) plus graduate assistants, and student workers attend diversity enrichment/training each year. Since 2004, topics have included ethnicity, spirituality, race, class, sexual orientation, age, disabilities, gender, privilege, and the military in an educational setting. UT helps students, faculty, and staff to navigate within an inclusive community. The following information represents the diversity-related enrichment seminars, while it also provides corresponding attendance and monetary investments.

This academic year (2021-22) a training policy was written and approved by the Administration. The policy provides the rationale for employee education and the expectation of course completion in a timely manner. The policy is as follows:

University of Central Arkansas
Policy on Employee Training (Spring 2022)

This policy applies to all UCA employees: Full-time and part-time faculty and staff, graduate students, student workers, and anyone else on the UCA payroll. Training requirements for employees are determined by a UCA administration team and individual campus units. Divisions, departments, or academic units may identify courses that are tailored to the activities of their specific areas, in addition to the required campus-wide courses. The training year follows the academic year – August through May- and occurs on an annual basis.

Policy

Employees are the university's most valuable resource. Educational training plays a key role in affirming the institution's values - Intellectual Excellence, Community, Diversity, and Integrity. In addition, the provided educational training clarifies expectations and responsibilities; minimizes the legal, financial, and physical risks for employees and the university; and further develops the employee professionally.

Roles and Responsibilities

The university is responsible for identifying, creating, and providing opportunities for training in support of the university's mission and values.

Supervisors are responsible for assessing and communicating the training requirements of employees in their specific area. Role-specific training may be required in addition to the campus-wide courses. Supervisors share responsibility for ensuring that employees complete their training requirements within the specified time period. Supervisors must take appropriate action to ensure compliance among employees that they supervise.

Employees are responsible for understanding their obligations under this policy and ensuring that they are compliant with the policy.

*Newly hired employees are responsible for completion of training within ninety (90) calendar days from their date of hire. Supervisors are responsible for ensuring that they do so.

Training Non-Compliance

Training participation and completion shall be considered part of an employee's performance. Employees that consistently and willfully fail to follow this policy are subject to a range of disciplinary action.

Responsible Office(s): University Compliance, Human Resources, Office of University Training

Diversity – Faculty / Staff / Student / Department/Athletics

Annual On-Site Campus-Wide Diversity Seminars: These seminars educate employees on an important topic related to diversity. The 2021-22 topic was ***Freedom of Speech, Diversity & Inclusion, Cancel Culture***. Content included personal reflection exercises as well as several group activities. Topics ranged from privilege, cultural identities/filters, and difficult conversations. Listed below are the Diversity seminars presented on campus and in the community:

Event	Sponsor
Bear in Mind Session(s): Disabilities: Education and Resources (10 attendees) Difficult Conversations (6 attendees)	University Training
Campus-Wide Freedom of Speech: 8 Sessions (83 attendees)	University Training
Honors College Faculty Leadership (8 attendees)	University Training
Provost: Council of Deans (11 attendees)	University Training
Staff/Faculty Book Club (33 attendees)	University Training, SGA

Event	Sponsor
SOS Team Leaders/Directors/Staff (83 attendees)	University Training
LGBTQ+ Safe Zone (38 attendees)	University Training
OT Faculty and First Year Students (55 attendees)	University Training
President/Senior Cabinet (12 attendees)	
PT Students & Faculty (51 attendees)	University Training
IDEAL Leadership (40 attendees)	University Training
Women in Leadership (26 attendees)	University Training
CDI (75 attendees)	University Training
College Health Behavioral Sciences (12 attendees)	University Training
Total 503 On-Site Attendees	

Online Diversity

In 2009, UCA began offering online education seminars for employees. UCA employees' completion numbers for the academic year 2021-22 are provided below. The online courses are provided by Vector Solutions Inc. and the title course this year was ***Sensitivity Awareness***.

Mandatory Diversity course and policy for ALL UCA employees (Available online or onsite)

		Completed Online	Completed Onsite	Not Completed	Percent Compliant
Course: Sensitivity Awareness					
	Student Worker	689	2	234	74.70%
	Staff	726	67	115	87.33%
	Faculty	577	37	124	83.20%

E. External Diversity Awards

UCA is honored with national and state recognition for its accomplishments in the work of diversity, belonging, inclusion, and equity. Current external awards are as follows:

- 2022-2023: UCA earned the Military Friendly® School designation. Military Friendly® is owned and operated by Viqtory, a service-disabled, veteran-owned small business.

- 2022: UCA received the INSIGHT Into Diversity *Jesse L. Moore Supplier Diversity Award*.

- 2021: The League of United Latin American Citizens (LULAC) Council 750 Little Rock, Arkansas selected UCA as a *Latino Destination Campus*. Over the years, UCA has received several awards from LULAC.

F. Budget

DBIE efforts occur throughout the campus. Some units forge partnerships. Other departments receive external grants and foundation funds to support the work of DBIE. All the same, dedicated funds are provided to the Office of Institutional Diversity and Inclusion, the Office of Diversity & Community, and the Office of University Training for departmental, campus-wide, and community programming as well

as for salaries and fringe benefits. The Diversity Strategic Plan report also captured investments in DBIE from units that report activities.

Centralized DBIE Efforts $701,999
Reported Decentralized DBIE Efforts $915,692
Community Efforts.. $4,500

Total... $1,622,192