

# STATE AGENCIES

**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: 6/24/2021**

**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. Extra-help employees are included in this report as of 6/12/2021.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	2	4	6	1%
<b>Asian Pacific Islander</b>	6	5	11	1.6%
<b>Black/Not Hispanic</b>	16	21	37	5%
<b>Hispanic</b>	3	3	6	1%
<b>White/Not Hispanic</b>	186	447	633	91.4%
<b>Total</b>	213	480	693	100%



# ARKANSAS DEPARTMENT OF AGRICULTURE

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## 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**Effective July 1, 2019.** This Policy supersedes earlier policies, which are hereby repealed.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 USERRA: 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:**

**Contact Name: Dawnetta Calhoun**

**Contact Phone: 501-682-2007**

**Contact Email: dawnetta.calhoun@arkansasag.gov**

**Date of Submission: 06/08/2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>		1	1	.62%
<b>Asian Pacific Islander</b>	1	1	2	1.24%
<b>Black/Not Hispanic</b>	20	7	27	16.77%
<b>Hispanic</b>	2	1	3	1.86%
<b>White/Not Hispanic</b>	71	57	128	79.50%
<b>Total</b>	94	67	161	100%

Policy No. 1001	<b>Arkansas Attorney General's Office Equal Employment Opportunity Policy Statement</b>
<b>Effective Date:</b> February 13, 2017	
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**

**Department / Agency / Institution Name: Arkansas Auditor of State**

**Contact Name: Melanie Wilson**

**Contact Phone: 501-371-2110**

**Contact Email: Melanie.Wilson@auditor.ar.gov**

**Date of Submission: 06/15/2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	0	0	0	0%
<b>Black/Not Hispanic</b>	5	1	6	26%
<b>Hispanic</b>	0	0	0	%
<b>White/Not Hispanic</b>	10	7	17	74%
<b>Total</b>	15	8	23	100%

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

**Department / Agency / Institution Name: Elected Officials and Deputy Prosecutors**

**Contact Name: Melanie Wilson**

**Contact Phone: 501-371-2110**

**Contact Email:melanie.wilson@auditor.ar.gov**

**Date of Submission: 08/19/2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>Unknown or Other</b>	0	1	1	0.1%
<b>Asian Pacific Islander</b>	0	0	0	0%
<b>Black/Not Hispanic</b>	21	21	42	7%
<b>Hispanic</b>	1	5	6	0.9%
<b>White/Not Hispanic</b>	180	406	586	92%
<b>Total</b>	202	433	635	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: Bureau of Legislative Research**

**Contact Name: Tony Robinson**

**Contact Phone: 501-537-9108**

**Contact Email: [robinsont@blr.arkansas.gov](mailto:robinsont@blr.arkansas.gov)**

**Date of Submission: May 26, 2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	3	0	3	2.48%
<b>Black/Not Hispanic</b>	21	1	22	18.18%
<b>Hispanic</b>	2	1	3	2.48%
<b>White/Not Hispanic</b>	60	33	93	76.86%
<b>Total</b>	86	35	121	100%



State of Arkansas  
Bureau of  
Legislative Research

Marty Garrity, Director  
Kevin Anderson, Assistant Director  
for Fiscal Services  
Tim Carlock, Assistant Director  
for Information Technology  
Matthew Miller, Assistant Director  
for Legal Services  
Estella Smith, Assistant Director  
for Research Services

May 26, 2021

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 AR 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:

	<b><u>June 15</u></b> <b><u>2016</u></b>	<b><u>June 23</u></b> <b><u>2017</u></b>	<b><u>June 25</u></b> <b><u>2018</u></b>	<b><u>June 25</u></b> <b><u>2019</u></b>	<b><u>May 11</u></b> <b><u>2020</u></b>	<b><u>May 26</u></b> <b><u>2021</u></b>
American Indian	0.88%	0.90%	0.00%	0.00%	0.00%	0.00%
Asian or Pacific Islander	2.63%	2.70%	2.73%	2.75%	2.68%	2.48%
Black/Not Hispanic	18.42%	21.62%	20.91%	22.2%	20.54%	18.18%
Hispanic	2.63%	2.70%	2.73%	2.75%	3.57%	2.48%
White/Not Hispanic	75.44%	72.07%	73.64%	72.48%	73.21%	76.86%

Sincerely,



Marty Garrity  
Director

MG:sla



**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:** 07/27/2021

*OK Kelly Boyd  
7-27-2021*

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	1	0	1	2.56%
<b>Black/Not Hispanic</b>	2	2	4	10.26%
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	23	11	34	87.18%
<b>Total</b>	26	13	39	100%

EQUAL EMPLOYMENT

OPPORTUNITY

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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**

**Department / Agency / Institution Name: Department of Commerce**

**Contact Name: Stephanie Lilly-Palmer**

**Contact Phone: 501-371-2815**

**Contact Email: [Stephanie.Lilly-Palmer@arkansas.gov](mailto:Stephanie.Lilly-Palmer@arkansas.gov)**

**Date of Submission: 08-30-2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	2	3	5	0.32%
<b>Asian Pacific Islander</b>	16	18	34	2.19%
<b>Black/Not Hispanic</b>	494	122	616	39.67%
<b>Hispanic</b>	13	9	22	1.42%
<b>White/Not Hispanic</b>	524	355	879	56.49%
<b>Total</b>	1049	507	1556	100.00%



Department of Transformation and Shared Services  
Office of Personnel Management

**Policy Title:** Equal Employment Practices

**Policy Number:** 17

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

**Revised:** March 16, 2020

State agencies shall not discriminate in hiring, promoting, administering disciplinary action, or in any other way against employees. Every agency must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the agency to a level that approximates the percentage of minorities in the state's population. Agencies shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Agencies should establish an investigation process for allegations of discrimination and/or harassment. Agencies shall include in their personnel manual a statement that discrimination by an officer or 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.

The following types of discrimination are prohibited by law:

**I. Age (Age Discrimination in Employment Act)**

The law protects employees who are at least forty (40) years of age or older. An agency 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 an agency 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 an agency 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;



## Department of Transformation and Shared Services Office of Personnel Management

**Policy Title:** Equal Employment Practices

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**Revised:** March 16, 2020

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 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)**

The Equal Pay Act requires that men and women in the same workplace be given equal pay for equal work. The jobs need not be identical, but they must be substantially equal.

### **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 (including pregnancy), national origin, age (40 or older), disability or genetic information. 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)**



Department of Transformation and Shared Services  
Office of Personnel Management

**Policy Title:** Equal Employment Practices

**Policy Number:** 17

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

**Revised:** March 16, 2020

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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.

**XI. Sexual harassment**



## Department of Transformation and Shared Services Office of Personnel Management

**Policy Title:** Equal Employment Practices

**Policy Number:** 17

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

**Revised:** March 16, 2020

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All state agencies must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the agency or institution of higher education policy shall 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 discriminate because the employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

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

Agencies shall include in their personnel manual a statement that discrimination by an officer or employee based upon race, creed, religion, national origin, age, sex, or gender is grounds for dismissal. When it is determined by any court of law that an employee of this state is guilty of discrimination based upon race, creed, religion, national origin, age, sex or gender, such determination is grounds for dismissal from employment.



Department of Transformation and Shared Services  
Office of Personnel Management

**Policy Title:** Equal Employment Practices

**Policy Number:** 17

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

**Revised:** March 16, 2020

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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: Nicholas Stewart**

**Contact Phone: 870-850-8523**

**Contact Email: Nicholas.Stewart2@arkansas.gov**

**Date of Submission: 6/30/2021**

**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? The DOC has not made any changes to policy regarding Equal Employment.**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	2	3	5	.001%
<b>Asian Pacific Islander</b>	8	6	14	.003%
<b>Black/Not Hispanic</b>	1,403	789	2,192	.482%
<b>Hispanic</b>	12	24	36	.008%
<b>White/Not Hispanic</b>	1,002	1,299	2,301	.506%
<b>Total</b>	2,427	2,121	4,548	100%



Office of the Secretary  
6814 Princeton Pike  
Pine Bluff, Arkansas 71602  
Phone: 870-267-6200  
Fax: 870-267-6244

## SECRETARIAL DIRECTIVE

**SUBJECT:** Equal Employment Opportunity

**NUMBER:** 2019-04

**SUPERSEDES:** N/A

**APPLICABILITY:** All Department of Corrections Employees

**REFERENCE:** Administrative Regulation 228, Ark. Code Ann.  
§§ 25-43-105, 25-43-108, and 25-43-403 **PAGE 1 of 3**

**ISSUED BY:** Wendy Kelley

**EFFECTIVE DATE:** 10/17/2019

### I. POLICY:

The Department of Corrections is an equal opportunity employer and does not discriminate against employees or job applicants based on age, race, sex, 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 shall constitute grounds for dismissal. Individuals are hired based on the 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.

### II. PURPOSE:

This directive seeks to ensure that the Department of Corrections, as an Equal Opportunity Employer, will comply with the non-discrimination provisions of all applicable State and Federal laws and regulations regarding equal opportunity employment.

### III. PROCEDURES:

#### A. Information dissemination:

1. The above policy statement will be referenced in employee handbooks and annual reports.
2. Annually the Secretary will prepare an Equal Employment Opportunity Statement for dissemination to all divisions for posting.

3. "The Law" poster provided by the Equal Employment Opportunity Commission will be posted. The poster will be placed in a conspicuous location where notices to applicants and employees are customarily posted. The poster will be placed in a location that is accessible to applicants and employees with disabilities that limit mobility. Notices will be read to applicants and employees with disabilities that limit seeing or reading ability.
  4. The agency will maintain contact with businesses that are closing, educational and community organizations in an effort to recruit members of all protected classes.
  5. All employment advertisements and recruitment brochures will contain assurance of equal employment opportunity.
  6. As defined by the Uniform Classification and Compensation Act, classified positions will be posted in such places as employee bulletin boards, in locations where applicants apply for jobs, and on the Arkansas Government Jobs website. Employment applications will be accepted through Arkansas Government Jobs website.
  7. Management will ensure employees who are members of a protected class receive equal consideration whenever promotional or incentive opportunities occur.
- B. Minority Purchasing
- The agency will comply with the Minority Business Economic Development Act.
- C. Training
- All training programs supported or sponsored by the agency will continue to be open to all employees, as appropriate, based on qualifications, job relatedness and other non-discriminatory criteria.
- D. Hiring, Placement, Transfer, Promotion, Lay-Off, Recall, Retention, Termination
- The Agency recognizes that that all job opportunities must be made available to everyone, including members of protected classes.
- Employee discipline will be administered by supervisors in a consistent, objective, good faith and non-discriminatory manner.
- E. Compensation
- All employees will receive compensation in accordance with the same standards. Opportunities for earning increased compensation will be afforded equally to all qualified employees.

**F. Reporting**

To provide a system for reporting and monitoring agency status with regard to this policy, Central Human Resource will provide the Secretary, Directors, Deputy and Assistant Directors the following two reports:

- Quarterly report showing the composition of the security and non-security workforce by race and gender.
- Quarterly list of promotions by race and gender

**IV. IMPLEMENTATION AND EXCLUSIONS:**

1. The entities within the Department are directed to review their existing operational policies and ensure that those policies reflect the procedures contained within this Secretarial Directive.
2. The employees of the Correctional School District are governed by the personnel policies set by the Board of Corrections (when convened as the Board of Education for the Arkansas Correctional School System).

**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 14, 2021**

**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 FY2021.

**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 06/01/2021.

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	1	1	0.22%
<b>Asian Pacific Islander</b>	2	3	5	1.09%
<b>Black/Not Hispanic</b>	118	17	135	29.41%
<b>Hispanic</b>	8	3	11	2.40%
<b>White/Not Hispanic</b>	191	116	307	66.88%
<b>Total</b>	319	140	459	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 &/or externally, in addition to sending out an agency-wide email. On occasion, DDSSA will also use the Arkansas Democrat-Gazette 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.

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

**Department / Agency / Institution Name:** Dept. of Energy & Environment

**Contact Name:** Ometra Okuwoash

**Contact Phone:** 501-682-0977

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

**Date of Submission:** August 24, 2021

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	1	8	9	2.06%
<b>Black/Not Hispanic</b>	20	11	31	7.09%
<b>Hispanic</b>	3	2	5	1.14%
<b>White/Not Hispanic</b>	167	225	392	89.70%
<b>Total</b>	191	246	437	100%



## **SECTION 2: EMPLOYMENT STANDARDS**

### **2.1 Employment-at-Will**

Arkansas is an “Employment-at-Will” state. This means that an ADEQ employee may be dismissed for any reason or no reason at all, if the dismissal is not for an illegal reason. As an ADEQ employee, there is not an employment contract, expressed or implied, between the employee and ADEQ. 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 ADEQ creates either an expressed or implied right or expectation of continued employment or contract.

### **2.2 Equal Employment Opportunity**

ADEQ 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 law. 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 law shall constitute grounds for disciplinary action up to and including 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.

#### **2.2 (a) Americans with Disabilities Act and Reasonable Accommodation**

ADEQ 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 ADEQ employee who believes that he or she is being discriminated against is encouraged to follow the complaint procedures outlined below.

#### **2.2 (b) Age Discrimination in Employment**

ADEQ employees shall not fail or refuse to hire, discharge any individual, or discriminate against an individual with respect to compensation terms, conditions, or privileges of employment because of the individual’s age. Furthermore, ADEQ employees shall not 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. Any employee who believes that he or she is being discriminated against is encouraged to follow the complaint procedures outlined below.

#### **2.2 (c) Sexual Harassment**

ADEQ employees shall not sexually harass other employees. Sexual harassment is not tolerated at ADEQ. Sexual harassment includes sexual contact as defined in the Federal Page 12 of 35

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 Arkansas Code Annotated § 16-123-101. Sexual harassment can be physical, including unwelcome touching or gesturing. Sexual harassment can also be verbal, including unwelcome requests for a date or sexual favors, lewd remarks, or sounds. And, sexual harassment can be 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 Arkansas Code Annotated § 16-123-101.

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.

For more information, refer to the OPM Sexual Harassment policy.

When filing a discrimination or sexual harassment complaint, ADEQ employees should follow the guidelines set forth in ADEQ's Grievance and Dispute Resolution Rules and Procedures. For more information, refer to Section 3.20 of this Handbook or the ADEQ Grievance and Dispute Resolution Rules and Procedures Policy located on the G: Drive in the ADEQ Employee Handbook and Associated Policies folder.

For more information, refer to the OPM Equal Employment Practices policy.



# Arkansas Department of Education

## Division of Elementary and Secondary Education

Johnny Key, Secretary

Dr. Ivy Pfeiffer, Deputy Commissioner

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

**Department / Agency / Institution Name:** #9904/ Arkansas Department of Education (ADE)  
 #500/ Division of Elementary and Secondary Education (DESE) and  
 #590/ Division of Career and Technical Education (DCTE)

**Contact Name:** Clemetta Hood, HR Manager

**Contact Phone** (501) 682-2744

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

**Date of Submission:** July 9, 2021

**Equal Employment Policy Statement:** ADE, DESE and DCTE shall follow the spirit and intent of all federal, state and local employment law and are committed to equal employment opportunity. ADE, DESE and DCTE are 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, DESE and DCTE 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, Assistant Commissioner, Deputy Commissioner of Education, Chief Fiscal Officer, Chief Operating Officer and the Director of Human Resources.

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 White Employees	Total Employees	Percentage
American Indian	3	2	5	1.2 %
Asian Pacific Islander	1	1	2	0.5 %
Black/Not Hispanic	76	18	94	22.9 %
Hispanic	12	1	13	3.2%
White/Not Hispanic	210	87	297	72.2%
Total	302	109	411	100 %

  
 Johnny Key, Secretary of Education

7/9/21  
 Date



# Arkansas Department of Education

*Division of Elementary and Secondary Education*

Johnny Key, Secretary

Dr. Ivy Pfeffer, Deputy Commissioner

**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 and 9904

**Contact Name:** Clemetta Hood, HR Manager

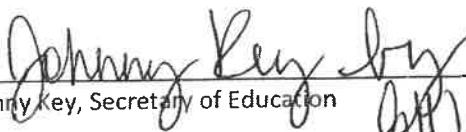
**Contact Phone:** (501) 682-2744

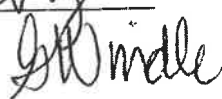
**Contact Email:** Clemetta.Hood@ade.arkansas.gov

**Date of Submission:** July 22, 2021

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	0.4 %
Asian Pacific Islander	8	4	12	1.6 %
Black/Not Hispanic	135	45	180	24.0%
Hispanic	17	2	19	2.5%
White/Not Hispanic	381	155	536	71.5%
<b>Total</b>	<b>542</b>	<b>207</b>	<b>749</b>	<b>100 %</b>

  
 Johnny Key, Secretary of Education



7-22-21  
 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 Americanswith 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;

- 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.

Count of Text Gen. Row Labels	Column Labels			Grand Total
	Female	Male	(blank)	
American Indian/Alaskan	7	3		10
Asian or Pacific Islander	9	15		24
Black/Not Hispanic origin	607	89		696
Hispanic	19	4		23
White/Not Hispanic origin	1092	408		1500
(blank)				
<b>Grand Total</b>	<b>1734</b>	<b>519</b>		<b>2253</b>

9906, 610, 611, 612, 613, 630, 631, 0634, 490, 261				
Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	7	3	10	0.44%
Asian Pacific Islander	9	15	24	1.07%
Black/Not Hispanic	607	89	696	30.89%
Hispanic	19	4	23	1.02%
White/Not Hispanic	1092	408	1500	66.58%
Total	1734	519	2253	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.



Pat Fitts  
Director

Chris Colclasure  
Deputy Director

Chris Racey  
Deputy Director

Roger Mangham  
Deputy Director

## Arkansas Game and Fish Commission

JULY 1, 2020 – JUNE 30, 2021  
AFFIRMATIVE ACTION REPORT  
(Act 1226 of 2001)

The Arkansas Game and Fish Commission makes conservation career presentations and attends 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 MINRC virtual activities sponsored by SEAFWA. The Arkansas Game and Fish Commission assists 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 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 distributes career brochures to enhance its recruitment efforts. The brochures are designed to encourage minorities and females to apply with our agency and to pursue a career in the natural resources field.

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

  
Pat Fitts, Agency Director

6-17-2021  
Date

**Ark. Code Ann. § 21-3-101**  
**Equal Employment Hiring Program Reporting Template**

**Department / Agency / Institution Name:** Governor's Mansion

**Contact Name:** Jana Hiland

**Contact Phone:** 501.319.6555

**Contact Email:** jana.hiland@arkansas.gov

**Date of Submission:** 07/20/2021

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
American Indian	0	0	0	0.00%
Asian/Pacific Islander	0	0	0	0.00%
Black/Not Hispanic	0	1	1	11.11%
Hispanic	1	0	1	11.11%
White/Not Hispanic	5	2	7	77.78%
<b>Total</b>	<b>6</b>	<b>3</b>	<b>9</b>	<b>100.00%</b>

**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 that approximates the percentage of minorities in the state's population."

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

AGENCY NAME AND PAYROLL NUMBER: **Governor's Mansion 0314**

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

The Office of the Governor 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 ensure equality of employment opportunities for all persons regardless of:

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

Special emphasis has been placed on the improvement of conditions which cause under-utilization or under-representation of persons of the legally protected groups who experience inequalities in employment.

8/19/21  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chief of Staff, Office of the Governor



**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:** 501-280-4099

**Contact Email:** tracy.bradford@arkansas.gov

**Date of Submission:** August 31, 2021

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	2	1	3	.15%
<b>Asian Pacific Islander</b>	31	15	46	2.25%
<b>Black/Not Hispanic</b>	459	63	522	25.55%
<b>Hispanic</b>	38	9	47	2.30%
<b>White/Not Hispanic</b>	1,061	364	1,425	69.75%
<b>Total</b>	1,591	452	2,043	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: House of Representatives**

**Contact Name: Sherri Stacks**

**Contact Phone: 501-682-7771**

**Contact Email: sherri.stacks@arkansashouse.org**

**Date of Submission: 8-18-2021**

**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.**

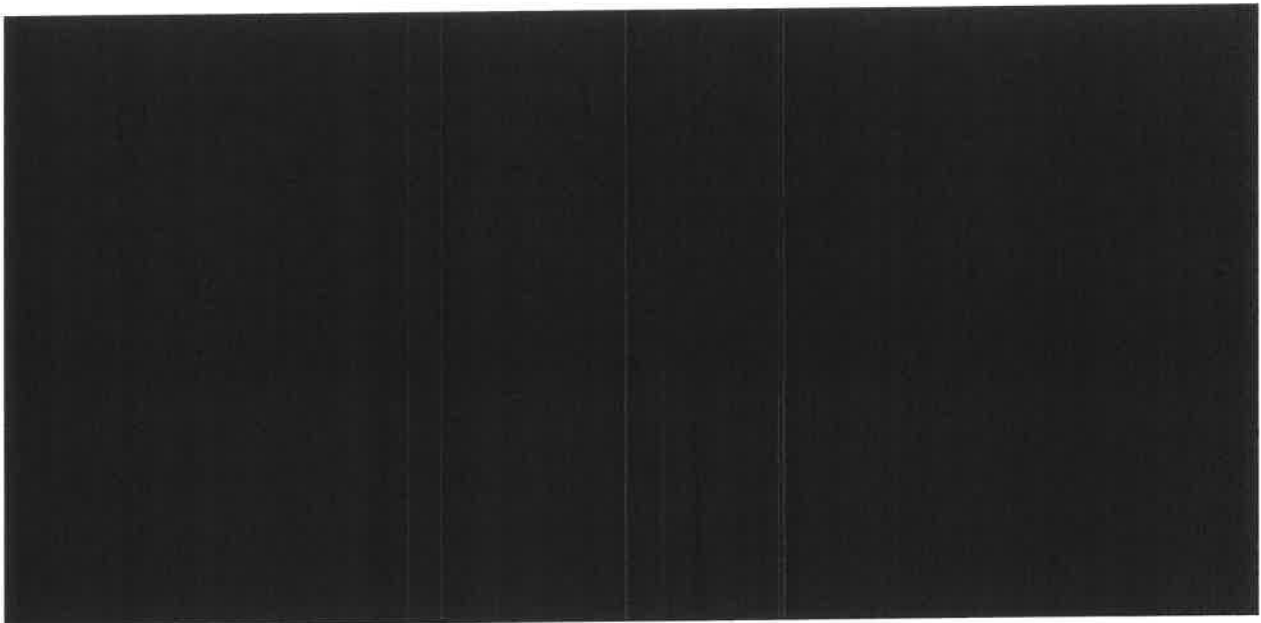
<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>				<b>%</b>
<b>Asian Pacific Islander</b>				<b>%</b>
<b>Black/Not Hispanic</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>23%</b>
<b>Hispanic</b>				<b>%</b>
<b>White/Not Hispanic</b>	<b>13</b>	<b>7</b>	<b>20</b>	<b>77%</b>
<b>Total</b>	<b>18</b>	<b>8</b>	<b>26</b>	<b>100%</b>

#### 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:** 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:** 05/05/2021

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	14	4	18	0.28%
<b>Asian Pacific Islander</b>	24	11	35	0.54%
<b>Black/Not Hispanic</b>	2144	441	2585	39.52%
<b>Hispanic</b>	41	15	56	0.86%
<b>White/Not Hispanic</b>	3039	808	3847	58.81%
<b>Total</b>	5262	1279	6541	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: Department of Inspector General**

**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. No changes have been made.**

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	2	0	2	5%
<b>Black/Not Hispanic</b>	11	0	11	30%
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	15	9	24	65%
<b>Total</b>	28	9	37	100%

Department of Finance and Administration  
Office of Personnel Management

Policy Title: **Equal Employment Practices**

Policy Number: 17

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

Revised: **May 14, 2019**

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State agencies shall not discriminate in hiring, promoting, administering disciplinary action, or in any other way against employees. Every agency must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the agency to a level that approximates the percentage of minorities in the state's population. Agencies shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Agencies shall include in their personnel manual a statement that discrimination by an officer or employee based upon race, creed, religion, national origin, age, sex, or gender 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.

The following types of discrimination are prohibited by law:

**I. Age (Age Discrimination in Employment Act)**

The law protects employees who are at least forty (40) years of age or older. An agency 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 an agency 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 an agency 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

# Department of Finance and Administration

## Office of Personnel Management

Policy Title: **Equal Employment Practices**

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Revised: **May 14, 2019**

---

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 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)**

The Equal Pay Act requires that men and women in the same workplace be given equal pay for equal work. The jobs need not be identical, but they must be substantially equal.

### **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 (including pregnancy), national origin, age (40 or older), disability or genetic information. 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

Department of Finance and Administration  
Office of Personnel Management

Policy Title: **Equal Employment Practices**

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Revised: **May 14, 2019**

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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.

**XI. Sexual harassment**

All state agencies must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the agency or institution of higher education policy shall be filed with the Office of Personnel Management (OPM).

Department of Finance and Administration  
Office of Personnel Management

Policy Title: **Equal Employment Practices**

Policy Number: **17**

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

Revised: **May 14, 2019**

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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 discriminate because the employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

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

Agencies shall include in their personnel manual a statement that discrimination by an officer or employee based upon race, creed, religion, national origin, age, sex, or gender is grounds for dismissal. When it is determined by any court of law that an employee of this state is guilty of discrimination based upon race, creed, religion, national origin, age, sex or gender, such determination is grounds for dismissal from employment.

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 Insurance Department**

**Contact Name: Tiffany Roy**

**Contact Phone: 501-371-2815**

**Contact Email: [Tiffany.Roy@arkansas.gov](mailto:Tiffany.Roy@arkansas.gov)**

**Date of Submission: 08-30-2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0.00%
<b>Asian Pacific Islander</b>	3	4	7	4.73%
<b>Black/Not Hispanic</b>	21	3	24	16.22%
<b>Hispanic</b>	0	0	0	0.00%
<b>White/Not Hispanic</b>	68	50	118	79.05%
<b>Total</b>	92	57	149	100.00%

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

**Division of Labor and Licensing**

**Contact Name(s): Elva Cromwell**

**Contact Phone: 501-682-4546**

**Contact Email: elva.cromwell@arkansas.gov**

**Date of Submission: August 26, 2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	1	1	2	<b>1.0%</b>
<b>Asian Pacific Islander</b>	3		3	<b>1.0%</b>
<b>Black/Not Hispanic</b>	45	13	58	<b>22%</b>
<b>Hispanic</b>	4		4	<b>2.0%</b>
<b>White/Not Hispanic</b>	85	110	195	<b>74%</b>
<b>Total</b>	138	124	262	<b>100%</b>





**Arkansas Department of Labor & Licensing**  
900 West Capitol, Suite 400  
Little Rock, Arkansas 72201  
[www.labor.arkansas.gov](http://www.labor.arkansas.gov)

**Asa Hutchinson**  
Governor

**Daryl E. Bassett**  
Secretary

## **Annual EEO Plan**

### **August 26, 2021**

The Arkansas Department of Labor and Licensing is committed to providing equal employment opportunity in all areas of employment, including recruitment, selection, hiring, training, transfers, promotions, discipline, discharge, compensation and benefits. The department does not discriminate in its employment decisions or practices based on race, color, religion, national origin, sex (including pregnancy, gender identity and sexual orientation), age, disability, genetic information, or military status.

The most recent U.S Census data reflects the Arkansas population is 51% female and 49% male. The ethnic diversity of the state's population is 76.7% Caucasian or white; 15.3% African American or black; 7.8% Hispanic or Latino; 1.5% Asian; 0.6% American Indian or Native Hawaiian,

The diversity of the department is outlined in the attached Equal Employment Hiring Program Reporting Template. The department has 262 employees. The current diversity of the department is closely aligned with the demographics of the State of Arkansas. The department's gender diversity is 52% female and 48% male. The overall racial breakdown corresponds to that of the state, but the agency has identified the need to increase the recruitment of Hispanic, Asian, and American Indian workers.

The Department of Labor and Licensing will continue to promote equal employment opportunities in the 2022 fiscal year by taking the following actions:

- The Human Resources (HR) staff will continue to assist hiring managers by creating applicant pools of diverse qualified candidates through networking, attending job fairs, and outreach to universities, colleges, schools and other sources.
- The HR staff will target recruitment efforts to sources for underrepresented minority applicants. Specifically, the HR staff will rely on the collaboration and outreach activities already established by the Labor Standards Section with the Hispanic community.
- The agency will continue the second language pay differential where appropriate in order to increase the incentive for Hispanic applicants to accept employment offers.
- The HR staff will partner with Arkansas Rehabilitative Services to advance the hiring of persons with disabilities.

**Prepared by Elva Cromwell, Assistant Personnel Manager**

Business	Business Areas Description	Total Employees	Black	Hispanic	Indian	Asian	White	Female Black	Female Hispanic	Female Indian	Female Asian	Female White	Male Black	Male Hispanic	Male Indian	Male Asian	Male White
0203	STATE BOARD OF ACCOUNTANCY	8	0	0	0	0	8	0	0	0	0	3	0	0	0	0	5
0205	AR APPRAISER LIC AND CERT BD	5	0	0	0	0	5	0	0	0	0	2	0	0	0	0	3
0206	AR BD ARCHITECT LAND INT DSN	3	3	0	0	0	0	3	0	0	0	0	0	0	0	0	0
0209	STATE ATHLETIC COMMISSION	5	1	0	0	0	4	1	0	0	0	1	0	0	0	0	3
0210	AUCTIONEER'S LICENSING BOARD	2	0	0	0	0	2	0	0	0	0	2	0	0	0	0	0
0211	PROF BAIL BONDSMAN LICENSING	6	0	0	0	0	6	0	0	0	0	1	0	0	0	0	5
0212	STATE BD OF BARBER EXAMINERS	4	1	0	0	0	3	0	0	0	0	1	1	0	0	0	2
0221	STATE BD - COLLECTION AGENCIES	3	0	0	0	0	3	0	0	0	0	1	0	0	0	0	2
0224	CONTRACTOR'S LICENSING BD	17	1	0	1	1	14	1	0	0	1	5	0	0	1	0	9
0236	STATE BD PROF ENG & PROF SURV	8	3	1	0	0	4	2	1	0	0	2	1	0	0	0	2
0248	AR REAL ESTATE COMMISSION	16	8	0	0	0	8	7	0	0	0	8	1	0	0	0	0
0255	AR HOME INSPECTOR REG BOARD	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0
0258	AR TOWING AND RECOVERY BOAR	6	0	0	0	0	6	0	0	0	0	1	0	0	0	0	5
0263	FIRE PROTECTION LICENSING BD	6	0	0	0	0	6	0	0	0	0	2	0	0	0	0	4
0305	AR MANUFACTURED HOME COMM	3	0	0	0	0	3	0	0	0	0	1	0	0	0	0	2
0320	ARKANSAS MOTOR VEHICLE COMM	6	0	0	0	0	6	0	0	0	0	1	0	0	0	0	5
0390	WORKERS' COMPENSATION COMM	78	22	0	1	0	55	19	0	1	0	31	3	0	0	0	24
0800	DEPARTMENT OF LABOR	54	11	3	0	1	39	8	3	0	1	15	3	0	0	0	24
9910	DEPT OF LABOR AND LICENSING	31	7	0	0	1	23	3	0	0	1	8	4	0	0	0	15
		262	58	4	2	3	195	45	4	1	3	85	13	0	1	0	110
			22.1%	1.5%	0.8%	1.1%	74.4%	17.2%	1.5%	0.4%	1.1%	32.4%	5.0%	0	0.4%	0	42.0%

**Arkansas Legislative Audit  
 Equal Employment Hiring Program  
 Gender and Ethnic Makeup  
 as of June 30, 2021**

<b>Ethnic Origin</b>	<b>Female Employees</b>	<b>Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
American Indian/Alaskan		1	1	0.38%
Asian or Pacific Islander	1	1	2	0.75%
Black/Not Hispanic origin	8	3	11	4.15%
Hispanic		2	2	0.75%
White/Not Hispanic origin	142	107	249	93.96%
<b>Total</b>	<b>151</b>	<b>114</b>	<b>265</b>	

**Arkansas Legislative Audit**  
**Equal Employment Opportunity in Hiring**  
**June 30, 2021**

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, <http://www.arklegaudit.gov/about-us/employment-opportunities/default.aspx>, that can be completed by anyone from across the state. 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.

## **Agency Utilization**

Statistical information for the State of Arkansas has been retrieved from the U.S. Census Bureau, 2019 American Community Survey 1-Year Estimates (most recent available data). Agency employment data utilized for this report is current as of May 24, 2021 with a total of 453 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)**

<b>Race/Origin</b>	<b>State Estimate</b>	<b>Agency Utilization</b>	<b>Variance</b>
American Indian	0.6%	0.67%	<b>0</b>
Asian/Pacific Islander	1.9%	0.21%	<b>(1.69%)</b>
Black/Non-Hispanic	15.5%	18.1%	<b>2.6%</b>
Hispanic	7.7%	0.67%	<b>(7.03%)</b>
White/Non-Hispanic	76.7%	80%	<b>3.3%</b>

# **Equal Employment Opportunity (EEO) Hiring Program**

## **Department of the Military**

**June 2021**

**Contact Name: Michelle Young-Hobbs**

**Contact Phone: 501 212-5380**

**Contact Email: [michelle.younghobbs@arkansas.gov](mailto:michelle.younghobbs@arkansas.gov)**

**Date of Submission: June 22, 2021**

### **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 policies 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 Employee Demographics by Primary Work Location

### Department of the Military – Camp Robinson & LRAFB

<b>Ethnic Origin</b>	<b>Female Employees</b>	<b>Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
American Indian	0	2	2	0.67%
Asian/Pacific Islander	1	0	1	0.3%
Black/Non-Hispanic	43	35	78	25.9%
Hispanic	1	2	3	1%
White/Non-Hispanic	67	150	217	72.9%
<b>Total</b>	<b>112</b>	<b>189</b>	<b>301</b>	<b>100%</b>

### Department of the Military – Fort Chaffee & Ebbing ANG Base

<b>Ethnic Origin</b>	<b>Female Employees</b>	<b>Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
American Indian	0	1	1	0.7%
Asian/Pacific Islander	0	0	0	0.0%
Black/Non-Hispanic	2	2	4	2.6%
Hispanic	0	0	0	0.0%
White/Non-Hispanic	20	127	147	96.7%
<b>Total</b>	<b>22</b>	<b>130</b>	<b>152</b>	<b>100%</b>

## Utilization Analysis

Areas of greatest underrepresentation continue to be in the Asian/Pacific Islander, Hispanic, and American Indian demographics. The Department of the Military has had nearly identical demographic reporting statistics from these subsets for the past three fiscal years. This trend should be investigated to determine and remove barriers to employment where possible.

Additionally, comparison of representation by other state agencies would show if this is a situation unique to Department of the Military and if so, it would be prudent for our human resources department to determine any specific recruiting efforts taken by those agencies so that we may follow suit.

Over the past year, job openings have been 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.

## Hiring Objectives and Steps

Recruiting efforts for the upcoming fiscal year remain on the Hispanic population. Of the three inadequately represented groups in our agency, this population has been the lowest aggregate number of employees for the past few years.

Efforts to be taken by human resources staff in order to increase this percentage 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



**Ark. Code Ann. § 21-3-101**

**Equal Employment Hiring Program Reporting Template**

**Department / Agency / Institution Name:** Office of the Governor

**Contact Name:** Jana Hiland

**Contact Phone:** 501.319.6555

**Contact Email:** jana.hiland@arkansas.gov

**Date of Submission:** 07/20/2021

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.

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>Asian/Pacific Islander</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>Black/Not Hispanic</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>20.41%</b>
<b>Hispanic</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4.08%</b>
<b>White/Not Hispanic</b>	<b>22</b>	<b>15</b>	<b>37</b>	<b>75.51%</b>
<b>Total</b>	<b>26</b>	<b>23</b>	<b>49</b>	<b>100.00%</b>

**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 that approximates the percentage of minorities in the state's population."

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

AGENCY NAME AND PAYROLL NUMBER: **Office of the Governor 0034**

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

The Office of the Governor 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 ensure equality of employment opportunities for all persons regardless of:

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

Special emphasis has been placed on the improvement of conditions which cause under-utilization or under-representation of persons of the legally protected groups who experience inequalities in employment.

Date

8/19/21

  
Chief of Staff, Office of the Governor

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

**Department / Agency / Institution Name: Office of Lt. Governor Tim Griffin**

**Contact Name: Carl Vogelpohl**

**Contact Phone: 501-682-2144**

**Contact Email: carl.vogelpohl@arkansas.gov**

**Date of Submission: 6-15-2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>				<b>%</b>
<b>Asian Pacific Islander</b>				<b>%</b>
<b>Black/Not Hispanic</b>				<b>%</b>
<b>Hispanic</b>				<b>%</b>
<b>White/Not Hispanic</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>100%</b>
<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>100%</b>

## **GENERAL**

**NOTE:** Below are some general office policies. The below policies are not all-encompassing. If there is a question regarding a policy that is not outlined below, please see the Chief of Staff.

### **ANTI-DISCRIMINATION**

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

### **CONFLICTS OF INTEREST**

Employees and interns 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. If for any reason an employee or intern has questions about whether a course of conduct would comply with applicable laws and ethical guidelines, such questions should be directed to the Chief of Staff.

### **DISCLOSURE OF INFORMATION/FOIA MATTERS**

The materials, products, plans, ideas, and data of this office are the property of the Office of Lieutenant Governor and should never be given to an outside firm or individual except through normal channels and with appropriate authorization. Any improper transfer of material or disclosure of information, even though it is not apparent that an employee has received personal gain through such action, constitutes unacceptable conduct. Any employee who discloses confidential information will be subject to disciplinary action including possible termination of employment.

The Office of Lieutenant Governor may have a legal duty to disclose or allow inspection of certain records under the Arkansas Freedom of Information Act (FOIA). Any employee who receives a request for records or information (whether by mail, fax, phone, or email) under the FOIA must IMMEDIATELY forward the request to the Chief of Staff for an appropriate response.

Remember, all records are subject to the FOIA, so it is of the utmost importance that employees and interns use discretion in all of their communications. If you

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

**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:9/7/2021**

**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.** The Department has been working on creating a new department-wide Employee Handbook and this policy was revised during that process. Policy is attached.

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	6	1	7	0.96%
<b>Asian Pacific Islander</b>	1	4	5	0.68%
<b>Black/Not Hispanic</b>	32	18	50	6.86%
<b>Hispanic</b>	2	3	5	0.68%
<b>White/Not Hispanic</b>	302	360	662	90.82%
<b>Total</b>	343	386	729	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:

- Termination
- Demotion
- Denial of promotion
- Unjustified negative evaluations
- Harassment
- 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 / Agency / Institution Name: Office of the Prosecutor Coordinator**

**Contact Name: Terri Isaac**

**Contact Phone: 501-682-3682 or 501-952-1001 cell**

**Contact Email: Terri.isaac@arkansas.gov**

**Date of Submission: 8/19/21**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>			<b>0</b>	<b>0%</b>
<b>Asian Pacific Islander</b>			<b>0</b>	<b>0%</b>
<b>Black/Not Hispanic</b>			<b>0</b>	<b>0%</b>
<b>Hispanic</b>			<b>0</b>	<b>0%</b>
<b>White/Not Hispanic</b>	<b>8</b>	<b>5</b>	<b>13</b>	<b>100%</b>
<b>Total</b>	<b>8</b>	<b>5</b>	<b>13</b>	<b>100%</b>

# Office of the Prosecutor Coordinator

## Prosecution Coordination Commission

### Equal Employment Hiring Policy

- I. **APPLICABILITY.** This policy applies to the Prosecutor Coordinator's Office (PCO) and the Prosecution Coordination Commission (PCC) employees.
- II. **POLICY.** The PCO and PCC are equal opportunity employers providing equal employment opportunities without regard to race, color, gender, 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 PCO/PCC-sponsored employee activities and programs. The PCO and PCC desire to employ individuals who are dependable, sincerely interested in serving the agency mission, and who can handle agency matters in a professional manner. PCO and PCC will comply with the non-discrimination provision of all applicable State and Federal regulations and all personnel actions will be carried out on a non-discriminatory basis. The following types of discrimination are prohibited by law: age, disability, equal pay/compensation, genetic information, harassment, national origin, pregnancy, race/color, religion, retaliation, sex, and sexual harassment.
- III. **GUIDELINES.**
  - 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. Following are some ways in which the PCO and PCC Equal Employment Opportunity (EEO) policy statement will be communicated:
    1. The policy statement will be referenced in all issues of employment handbook.
    2. Job openings will be posted on the Arkansas Government Jobs web site, and PCO's social media sites when deemed appropriate.
  - B. Additional information about federal employment law is summarized on the posters titled: "Equal Employment Opportunity is the Law", "Your Rights" at the PCO office.
  - C. Implementing and administering the EEO Program/Affirmative Action Plan.
    1. PCO supervisors must monitor employment trends.
    2. PCO supervisors will confer to understand and meet EEO/Affirmative Action Program responsibilities.
    3. 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.



4. Increased emphasis will be given to seeking and encouraging applicants from minority groups where such applicants with the necessary qualification or potentials are available.
  5. Supervisors are encouraged to employ qualified minority group individuals in available positions.
  6. Supervisors will ensure minority group employees receive equal consideration whenever promotional or incentive opportunities occur.
- D. Hiring, Placement, Promotions, Lay-off, Recall, Retention, Termination. The PCO and PCC recognizes that to accomplish the long-range objectives of this EEO/Affirmative Action Program, action must be taken to ensure that job opportunities of all kinds are made available to members of minority groups and communities and that qualified members of minority groups should be offered positions on the same basis as all other applicants or employees. To assure achievement, employment practices will be reviewed periodically.
- E. Compensation. All employees will receive compensation in accordance with the same standards. Opportunities for performing overtime work or otherwise earning increased compensation, when available, will be afforded to all qualified employees.

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

**Department / Agency / Institution Name: Arkansas PBS/ 0516**

**Contact Name: Kim Finne**

**Contact Phone: 501-682-0316**

**Contact Email: kfinne@myarkansaspbs.org**

**Date of Submission: 6/1/21**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	1	0	1	1%
<b>Asian Pacific Islander</b>	3	0	3	3.1%
<b>Black/Not Hispanic</b>	9	6	15	15.3%
<b>Hispanic</b>	1	1	2	2%
<b>White/Not Hispanic</b>	33	44	77	78.6%
<b>Total</b>	47	51	98	100%

**ARKANSAS PBS  
ADMINISTRATIVE GUIDE**

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**REVISION:** 2/27/20

**DATE:** 9/14/2011

**PAGE:** 1 of 1

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**SECTION:** HUMAN RESOURCES

**AREA:** ADMINISTRATION

**SUBJECT:** DIVERSITY

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**PURPOSE**

Arkansas PBS is committed to creating a working environment that values, respects, and utilizes the contribution of our staff from diverse backgrounds and experiences.

**SCOPE**

All Employees

**DEFINITIONS**

“Diversity” encompasses a broad range of characteristics, including but not limited to gender, race, ethnicity, religion, national origin and economic status.

**POLICY**

The Public Broadcasting Act of 1967 was implemented to serve all segments of our diverse national society. Arkansas PBS furthers that goal by enhancing public access to a full range of ideas and viewpoints for Arkansans to stay informed about the issues of our time. In controversial matters Arkansas PBS assures fairness by offering different points of view and diverse group representation, including women, minorities and the underserved.

Arkansas PBS fosters a diverse workforce by recruiting and hiring diverse candidates, welcoming suggestions from all employees on better ways to reach Arkansas PBS’s objectives and encouraging teamwork to maximize the contributions of every segment of our employee population. We value each member of Arkansas PBS’s team and offer an environment in which everyone can achieve his or her full potential. Diversity makes us stronger and better able to serve the state’s population. In addition, it helps make Arkansas PBS a great place to work.

Arkansas PBS diversity recognizes all of us and our individual talents. This includes all aspects of life -- race, gender, background, interest, preferences -- and relates to how we treat each other. At Arkansas PBS we are committed to civil behavior, respect, and team participation available to all.

Arkansas PBS management regularly reviews and reports to the Arkansas PBS Commission on applicant and employee statistics. We strive to reach all sections of the state population we serve and mirror that population as much as possible in our workforce. Reports are also posted on Arkansas PBS’s internal bulletin board and web page for external viewers. Our goals include reflecting the state’s workforce diversity in our employees, management and Commission.

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

**Department /Agency / Institution Name: DPS**

**Contact Name: Phillip Warriner**

**Contact Phone: 618-8193**

**Contact Email: Phillip.warriner@asp.arkansas.gov**

**Date of Submission: 09/07/2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	3	2	5	.37%
<b>Asian Pacific Islander</b>	4	5	9	.67%
<b>Black/Not Hispanic</b>	110	87	197	14.75%
<b>Hispanic</b>	11	13	24	1.80%
<b>White/Not Hispanic</b>	424	677	1101	82.41%
<b>Total</b>	552	784	1336	100%

# ARKANSAS DEPARTMENT OF PUBLIC SAFETY



## Section 100 – Administrative/Personnel

### POLICY NO. 101 – EQUAL EMPLOYMENT OPPORTUNITY

<b>Effective Date:</b> 6/19/2020	<b>Distribution:</b> All DPS employees	
<b>Revision Effective Date:</b> 6/19/2020	<b>Replaces:</b> <ul style="list-style-type: none"> <li>• ACIC Personnel Policy – Section 1, Hiring and Employment Practices, Equal Opportunity Employment paragraph (pg. 1)</li> <li>• ADEM EEO/AA Policy</li> <li>• ASCL Personnel Handbook 1 – Introduction (second paragraph on pg. 4), 2.1.1 Discrimination (pg. 5)</li> <li>• ASP GEN SEC 7 – Equal Employment Rights</li> <li>• CLEST Policy 011 – Equal Employment</li> <li>• Any division policy or procedure that conflicts with this policy</li> </ul>	
<b>Applicable Federal Statutes/Guidelines:</b> <ul style="list-style-type: none"> <li>• Title VII of the Civil Rights Act of 1964</li> <li>• Age Discrimination in Employment Act of 1967</li> <li>• Americans with Disabilities Act</li> <li>• Equal Pay Act</li> <li>• Genetic Information Nondiscrimination Act of 2008</li> <li>• Immigration Reform and Control Act of 1986</li> <li>• The Pregnancy Discrimination Act</li> </ul>		<b>Applicable State Statutes/Guidelines:</b> <ul style="list-style-type: none"> <li>• A.C.A. §§ 21-3-203 and 21-12-103</li> </ul>
<b>Approved By:</b> Jami L. Cook, Secretary		<b>Date Approved:</b> 6/19/2020

#### I. Purpose

The purpose of this policy is to promote and maintain equal employment of minority and protected classes within the Department.

#### II. Policy

- A. It is the policy of the Department to recruit, select, hire, train, transfer, upgrade/promote, and discipline without regard to race, color, religion, national origin, age, sex, disability, genetic information, or any other non-merit-based factor.
- B. The Department will work to continually improve recruitment, employment, career development, and promotional opportunities for all employees, with the intent of increasing the percentage of minority employees to a level that approximates the percentages within the state's population.
- C. The identification, qualification, evaluation, or selection of candidates for promotions within the Department will be based solely on job-related criteria.

- D.** Discrimination by any Department employee based upon race, color, religion, national origin, age, sex, disability, genetic information, or any other factor not related to the employee's job duties and responsibilities will result in disciplinary action and is grounds for dismissal.
- E.** When it is determined by any court of law that a Department employee is guilty of discrimination, such determination is grounds for dismissal.
- F.** The Department will comply with all State and Federal law regarding equal employment, including, but not limited to:
- 1. The Age Discrimination in Employment Act of 1967 (ADEA);**  
Under the ADEA, it is unlawful to discriminate against a person because of his or her age.
  - 2. The American with Disabilities Act (ADA);**  
Under the ADA, it is unlawful to discriminate against a person based on disability or relationship with an individual with disabilities.
  - 3. The Equal Pay Act (EPA);**  
The EPA requires that men and women in the same workplace be given equal pay for equal work. The jobs need not be identical, but they must be substantially equal.
  - 4. The Genetic Information Nondiscrimination Act of 2008 (GINA);**  
Under the GINA, it is unlawful to discriminate against employees or applicants because of genetic information.
  - 5. The Civil Rights Act of 1964;**  
Under the Civil Rights Act, it is unlawful to discriminate against a person based on their race, color, religion, sex, or sexual orientation.
  - 6. The Immigration Reform and Control Act of 1986 (IRCA); and**  
Under the IRCA, it is unlawful to treat a person unfavorably because they are, or are married to, a person 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.)
  - 7. The Pregnancy Discrimination Act (PDA).**  
Under the PDA, it is unlawful to treat a woman unfavorably based on pregnancy when it comes to any aspect of employment, including hiring, firing, pay, job assignment, promotion, layoff, training, fringe benefits, or any other term or condition of employment.



- G. It is illegal to discriminate against an employee because the employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.
- H. The Department's Human Resources Section will operate as the Department's EEO officer and will coordinate and maintain an EEO plan to ensure equality in all employment matters.
- I. Supervisors and Human Resources personnel will complete all Office of Personnel Management training related to Equal Employment.
- J. Reporting Discrimination**
  - 1. Employees should contact their supervisor or the Department's Human Resources section for technical questions, problems, or complaints about this policy.
  - 2. Employees who believe they have been the victim of discrimination should immediately report the incident(s) to their supervisor so that steps can be taken to protect the employee from further discrimination. When it is not practical for the employee to report discrimination to their immediate supervisor, the report should immediately be made to another supervisor in the employee's chain of command.
  - 3. Supervisors will document all allegations of discrimination and file a complaint.
  - 4. Discrimination complaints will be investigated pursuant to the Department's Disciplinary Matters Policy (DPS 112).
  - 5. No employee will be retaliated against for filing a complaint of discrimination or for assisting, testifying, or participating in the investigation of such a complaint.
  - 6. Appeals will be handled pursuant to the Department's Grievance Process Policy (DPS 113).
- K. Nothing in this policy prevents an employee from pursuing legal or other action outside of the Department.



**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: 682-1335**

**Contact Email: Vikki.moore@arkansas.gov**

**Date of Submission: 6/1/2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	1	1	2	2.0%
<b>Black/Not Hispanic</b>	18	2	20	21.0%
<b>Hispanic</b>	0	1	1	1.0%
<b>White/Not Hispanic</b>	35	39	74	76.0%
<b>Total</b>	54	43	97	100.0%



## **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.

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

**Department / Agency / Institution Name:**

**Contact Name:** *Ann Cornwell - Tamara Lewis*

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

**Contact Email:** *Ann.cornwell@senate.ar.gov Tamara.Lewis@senate.ar.gov*

**Date of Submission:** *June 9, 2021*

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>				%
<b>Asian Pacific Islander</b>				%
<b>Black/Not Hispanic</b>	<i>4</i>	<i>1</i>	<i>5</i>	<i>38.46 %</i>
<b>Hispanic</b>				%
<b>White/Not Hispanic</b>	<i>6</i>	<i>2</i>	<i>8</i>	<i>61.54 %</i>
<b>Total</b>	<i>10</i>	<i>3</i>	<i>13</i>	<i>100 %</i>

# **STAFF EMPLOYMENT**

## **Nature of Employment – Employment at Will**

Employment with the Arkansas Senate is voluntarily entered into, and the employee is free to terminate the employment relationship at anytime, with or without notice or cause and for any reason or no reason at all. Employment with the Arkansas Senate is employment-at-will. The Arkansas Senate may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law. This manual is not intended to create a contract and should not be construed to constitute a contractual obligation of any kind or a contract of employment between the Senate and any of its employees. No employee, supervisor or Senate representative is authorized to represent to any employee that he or she is employed by the Senate on any other basis than as an at-will employee. No employee should ever interpret any person's remarks or anything contained in this manual as a guarantee of continued employment or that the person is employed on any basis other than as an at-will employee. The provisions of this manual may be amended or canceled at any time at the Director of the Senate-Secretary of the Senate's sole discretion.

## **Equal Employment Opportunity**

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

Any employee with questions or concerns about this specific policy or any type of discrimination in the workplace is encouraged to bring these issues to the attention of their immediate supervisor and/or the Director of the Senate-Secretary of the Senate.

The Senate 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 §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, color, religion, sex, gender, national origin, age, disability or genetic information constitutes grounds for dismissal.

## **Nonpartisan Employment**

The Arkansas Senate is a nonpartisan staff organization and therefore in hiring new employees, the Arkansas Senate will select the best nonpartisan applicant for each position.

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

**Commerce / AR State Bank Department / Institution Name:**

**Contact Name: Jessica Wallace**

**Contact Phone: 501-683-3214**

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

**Date of Submission: August 24, 2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>			0	0%
<b>Asian Pacific Islander</b>		3	3	4%
<b>Black/Not Hispanic</b>	2	2	4	6%
<b>Hispanic</b>				%
<b>White/Not Hispanic</b>	16	49	65	90%
<b>Total</b>	18	54	72	100%

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

**State Board of Election Commissioners**

**Contact Name: Daniel Shults**

**Contact Phone: 501-682-1013**

**Contact Email: Daniel.shults@arkansas.gov**

**Date of Submission: June 30, 2021**

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

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	0	0	0	0%
<b>Black/Not Hispanic</b>	1	0	1	14.3%
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	3	3	6	85.7%
<b>Total</b>	4	3	7	100%

**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:** 6/7/2021

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>				%
<b>Asian Pacific Islander</b>				%
<b>Black/Not Hispanic</b>	2	2		40%
<b>Hispanic</b>	1			10%
<b>White/Not Hispanic</b>	3	2		50%
<b>Total</b>				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.

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

**Department / Agency / Institution Name: ADE / 0519 / Arkansas State Library**

**Contact Name: Trish Luckadue**

**Contact Phone: 501-682-2853**

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

**Date of Submission: 07/20/2021**

**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.**

<b>Arkansas State Library – Regular Full Time Employees Fiscal Year 2021 - June 30, 2021</b>				
<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>				<b>0%</b>
<b>Asian Pacific Islander</b>	<b>1</b>		<b>1</b>	<b>2%</b>
<b>Black/Not Hispanic</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>9%</b>
<b>Hispanic</b>				<b>0%</b>
<b>White/Not Hispanic</b>	<b>25</b>	<b>6</b>	<b>31</b>	<b>89%</b>
<b>Total</b>	<b>28</b>	<b>7</b>	<b>35</b>	<b>100%</b>



**Arkansas State Library – Extra Help Employees  
Fiscal Year 21 - June 30, 2021**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>				<b>%</b>
<b>Asian Pacific Islander</b>				<b>%</b>
<b>Black/Not Hispanic</b>		<b>2</b>	<b>2</b>	<b>50%</b>
<b>Hispanic</b>				<b>%</b>
<b>White/Not Hispanic</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>50%</b>
<b>Total</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>100%</b>



# Arkansas State Library

900 West Capitol, Suite 100 - Little Rock, Arkansas 72201

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, sex, 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.

Carolyn Ashcraft  
State Librarian  
Arkansas State Library

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

**Department / Agency / Institution Name: Arkansas Teacher Retirement System**

**Contact Name: Vicky Fowler**

**Contact Phone: (501) 682-2391**

**Contact Email: vickyf@artrs.gov**

**Date of Submission: 07/14/2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	1	1	2	3%
<b>Black/Not Hispanic</b>	7	4	11	15%
<b>Hispanic</b>	1	0	1	1%
<b>White/Not Hispanic</b>	38	21	59	81%
<b>Total</b>	47	26	73	100%

# Arkansas Teacher Retirement System

## **Policy Title: ATRS Equal Employment Opportunity Policy**

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### **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 has 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.

**Ark. Code Ann. § 21-3-101**

**Equal Employment Hiring Program Reporting Template**

**Department / Agency / Institution Name:** Transformation & Shared Services

**Contact Name:** Jana Hiland

**Contact Phone:** 501.319.6555

**Contact Email:** jana.hiland@arkansas.gov

**Date of Submission:** 07/20/2021

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	0.00%
Asian/Pacific Islander	0	0	0	0.00%
Black/Not Hispanic	1	0	1	5.88%
Hispanic	0	0	0	0%
White/Not Hispanic	12	4	16	94.12%
Total	13	4	17	100.00%



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

**Department / Agency / Institution Name: Building Authority**

**Contact Name: Jana Hiland**

**Contact Phone: 501.319.6555**

**Contact Email: jana.hiland@arkansas.gov**

**Date of Submission: 7/20/2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	2	0	2	3.64
<b>Black/Not Hispanic</b>	2	5	7	12.73
<b>Hispanic</b>	0	0	0	0.00
<b>White/Not Hispanic</b>	9	37	46	83.63
<b>Total</b>	13	42	55	100.00%

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

**Department / Agency / Institution Name:** Information Systems

**Contact Name:** Jana Hiland

**Contact Phone:** 501.319.6555

**Contact Email:** jana.hiland@arkansas.gov

**Date of Submission:** 7/20/2021

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.

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	4	3	7	4.49
<b>Black/Not Hispanic</b>	8	13	21	13.46
<b>Hispanic</b>	0	0	0	0.00
<b>White/Not Hispanic</b>	34	94	128	82.05
<b>Total</b>	46	110	156	100.00%

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

**Department / Agency / Institution Name: Geographical Information Systems**

**Contact Name: Jana Hiland**

**Contact Phone: 501.319.6555**

**Contact Email: jana.hiland@arkansas.gov**

**Date of Submission: 7/20/2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	0	0	0	0.00
<b>Black/Not Hispanic</b>	0	0	0	0.00
<b>Hispanic</b>	0	0	0	0.00
<b>White/Not Hispanic</b>	5	6	11	100.00
<b>Total</b>	5	6	11	100.00%

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

**Department / Agency / Institution Name:** Statewide Shared Services

**Contact Name:** Jana Hiland

**Contact Phone:** 501.319.6555

**Contact Email:** jana.hiland@arkansas.gov

**Date of Submission:** 7/20/2021

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.

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	1	0	1	0.94
<b>Black/Not Hispanic</b>	22	6	28	26.42
<b>Hispanic</b>	1	2	3	2.83
<b>White/Not Hispanic</b>	50	24	74	69.81
<b>Total</b>	74	32	106	100.00%

## 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 30<sup>th</sup> 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.

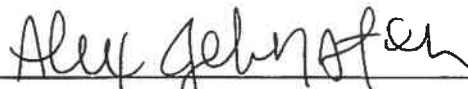
The primary objective of this plan is to assure equity of employment opportunity for all persons regardless of:

- 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.

8/17/21

Date



Chief of Staff, Transformation & Shared Services

**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:** June 29, 2021

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	10	56	66	1.80%
<b>Asian Pacific Islander</b>	6	29	35	0.96%
<b>Black/Not Hispanic</b>	120	418	538	14.70%
<b>Hispanic</b>	11	64	75	2.05%
<b>White/Not Hispanic</b>	538	2383	2921	79.83%
<b>Two or More</b>	8	16	24	0.65%
<b>Total</b>	693	2966	3659	



ARKANSAS DEPARTMENT OF TRANSPORTATION

ArDOT.gov | IDriveArkansas.com | Lorie H. Tudor, P.E., Director

EEO/DBE SECTION

10324 Interstate 30 | P.O. Box 2261 | Little Rock, AR 72203-2261 | Phone: 501.569.2298 | Fax: 501.569.2965

June 29, 2021

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

Dear Mr. Robinson:

Enclosed for your review and approval is the employee count for the Arkansas Department of Transportation as of December 31, 2020 and our EEO Policy Statement and Affirmative Action Commitment.

If you have any questions or need additional information, please feel free to contact me via phone at (501) 569-2298 or via email at [Joanna.McFadden@ardot.gov](mailto:Joanna.McFadden@ardot.gov).

Sincerely,

A handwritten signature in black ink that reads 'Joanna P. McFadden'. The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

Joanna P. McFadden  
EEO/DBE Officer

Enclosure

c: Director  
Deputy Director and Chief Operating Officer

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**

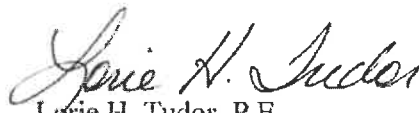
The Arkansas Department of Transportation executed a Certificate of Assurance with regard to our Equal Employment Opportunity (EEO) Program and is therefore legally obligated to ensure equal employment opportunities for all persons regardless of race, color, religion, sex, national origin, age, disability, 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: Treasurer of State's Office**

**Contact Name: Grant Wallace**

**Contact Phone: 501-682-5734**

**Contact Email: [grant.wallace@artreasury.gov](mailto:grant.wallace@artreasury.gov)**

**Date of Submission: 06/10/2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>				<b>%</b>
<b>Asian Pacific Islander</b>				<b>%</b>
<b>Black/Not Hispanic</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>11%</b>
<b>Hispanic</b>	<b>1</b>		<b>1</b>	<b>3%</b>
<b>White/Not Hispanic</b>	<b>19</b>	<b>12</b>	<b>31</b>	<b>86%</b>
<b>Total</b>	<b>23</b>	<b>13</b>	<b>36</b>	<b>100%</b>

### **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.<sup>6</sup>

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 or his designee will determine if the complaint was substantiated.

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

**Department / Agency / Institution Name: AR Department of Veterans Affairs**

**Contact Name: Veronica Alexander**

**Contact Phone: 501-683-4935**

**Contact Email: veronica.w.alexander@arkansas.gov**

**Date of Submission: 06/24/21**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	2	0	2	.92%
<b>Black/Not Hispanic</b>	81	9	90	41.28%
<b>Hispanic</b>	9	3	12	5.50%
<b>White/Not Hispanic</b>	76	38	114	52.30%
<b>Total</b>	168	50	218	100%



**Arkansas Department of Veterans Affairs**  
501 Woodlane Drive Suite 230C  
Little Rock, AR 72201  
(501) 683-1386 or fax (501) 682-4833



## **General Employment Information**

### **Equal Employment Opportunity and Affirmative Action Statement**

ADVA strives to employ individuals who are dependable, professional, of good character, and sincerely interested in serving the mission of the agency.

The Arkansas Department of Veterans Affairs prohibits discrimination against its employees, job applicants, contractors, residents, and customers because of race, color, religion, sex, age, national origin, political beliefs, or disability as defined in the Americans with Disabilities Act.

Employees, job applicants, contractors, residents, and customers of ADVA are assured that the services, work environment, and conditions of employment shall be afforded on an Equal Opportunity basis.

Complaints of unlawful discrimination or harassment should be reported to your supervisor, the Division Chief, or Human Resources at the following address and phone number:

**ADVA Human Resources**  
501 Woodlane Drive, Suite 401N  
Little Rock, AR 72201  
Fax – (501) 682-4833

Witnesses to discrimination or harassment may use the same reporting procedure.

If unlawful discrimination or harassment has occurred, corrective action will be taken promptly. Disciplinary action, when appropriate, will be administered in accordance with ADVA policy 2-1: Disciplinary Policies, Rules and Procedures.

### **At-Will-Employer**

ADVA is an at-will employer. Nothing contained in ADVA policies, handbooks, 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 ADVA for either employment or the provision of benefits. ADVA 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 ADVA or the employee.

**INSTITUTIONS OF  
HIGHER  
EDUCATION**



**Annual Report**  
**on**  
**Minority Recruitment and Retention**

**2020-2021**

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

Asian	10
Black or African American	278
Hispanic or Latino	63
American Indian	1
White	854
Two or more races	15
Native Hawaiian	1
Unknown/Not Reported	0
<b>Total Enrollment for Spring 2021</b>	<b>1,222</b>

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

There were 34 minority faculty and staff at ANC in AY 2020-2021. They represented 21.94% 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 2020 who was a minority – Hispanic/Latino.

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

ANC had one minority adjunct faculty member in AY 2020-2021 – African American.

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

Four faculty/staff were employed (fulltime) during the reporting period – 4 African American.

**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**

<b>Full Name</b>	<b>Official Title</b>
Alvoid, Lonzetta	Administrative Specialist I/Adult Ed
Anderson, Takindra	Administrative Specialist I/Faculty
Anderson, Trina	Academic Services Coordinator, SSS
Blankenship, Candace	Higher Education Institution Program Coord., TRIO SSS
Bogard, Denese	Education Advisor, EOC
Bowens, Pacey	Associate Vice President for Finance
Butler, Tachmonite	Director of Academic Technology Services
Campbell, Isabella	Pathways Counselor
Carr, Darrel	Advising Specialist
Cashman, Teresita	Maintenance Assistant
Chambers, Alton	Maintenance Assistant
Clark, Stacey	Education Advisor, EOC
Dillard, Destinee	Education Advisor, ETS
Frias, Matt	Instructor, Welding
Gaston, Mary	Career Coach
Hall, Maria	Institutional Services Assistant
Howard, Betty	Institutional Services Assistant
Hunt, Blanche	Vice President for Community Relations
Jones, KeTierra	Financial Aid Advisor
Key, Robilyn	Career Coach
Kuykendall, India	Education Advisor
Lewis, Leslie	Retention Coordinator, SSS
McGhee, Lisa	Program Director, SSS
Munn, Chaarity	Coordinator of Testing & Academic Success
Scott, Susie	Career Coach
Smith, Michael	WORKS Coordinator
Thomas, Kimberly	Administrative Specialist I
Thomas, Mary	ADWORC Case Manager
Turner, Catalina	Institutional Services Assistant
Turner, Leanna	Administrative Specialist I/Faculty
Williams, Willie	Success Navigator
Wilson, LaTanya	Administrative Specialist I/Faculty
Winford, Regina	Fiscal Support Specialist
Woods, Jernal	Administrative Specialist I, TRIO EOC

**Full-time Total: 34**

***Part-time Minority Employees***

<b>Full Name</b>	<b>Official Title</b>
Burgess, Roriana	Academic Coach
Watson, Crystal	Adjunct
Aldridge, Joann	Bus Driver
Harris, Robert	Bus Driver
Cook, Bobby	Clerical
Nettles, Tiffany	Clerical
Tabi, Rebecca	Clerical
Garcia, Leticia	Custodian
Allen, Andrea	Kitchen Asst
Leaks, Brice	Kitchen Asst
Wimbly, Princell	Kitchen Asst
Range, Stephan	Lab Assistant
Williams, Felice	Literacy Coach
Young, Daryl	Mentor
Washington, Patrick	Public Safety Security
Boyd, Gloria	Supplemental Instructor
Chambers, Devin	Supplemental Instructor
Diamond, Bobbie	Supplemental Instructor
Johnson, Adrienna	Supplemental Instructor
Arreola, Baudel	Translator
Valdez, Humberto	Wellness Ctr Asst

**Part-time Total: 21**



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 the academic year 2020-2021 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. 16 employees applied for and were awarded professional development funds in the 2020-2021 year, an increase of 45% from 2019-2020.  Six minority employees applied for and received funding which was 39.24% of the total faculty and staff who applied. This is an increase of 200% from 2019-2020.	On-going	Budgeted Tuition/Support: \$20,000  Expended Tuition/Support: \$14,298.09  Of the \$14,298.09 expended, \$9,344.92 (65%) was expended on minority need.  An additional \$500.68 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 55 minority employees or 24.7% of all employees (222) reflected on the Fall 2020 IPEDS Report. Included in this number are 155 full-time faculty, staff, and administration. 21.9% of all full-time employees are minority which is a decrease of 1.18% from Fall 2019.	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.	44% of incoming first-time freshmen students in Fall 2020 were minority. This is an increase over the past year of 1%.  ANC awarded \$424,803 in scholarships in fall/spring 2020-2021, \$124,429 was awarded to minorities. This amount represents an increase of \$29,505 from 2019-2020. Minority representation was 29% of all those who received some type of scholarship, which is an increase of 5% 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 59 students in Fall 2020 with 53% of those students being minority. The total awarded for fall 2020 was \$12,200.
	Minority students will receive the Early College Scholarships to encourage participation in the Early College Concurrent Credit Program.	Approximately 397 students participated in the Early College Program in fall/spring 2020-2021. Minority students received 19% of the total waivers awarded totaling \$19,318.	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
	<p>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.</p>	<p>Approximately 74 students participated in the Nucor Diploma Squared Program in fall/spring 2020-2021, 27% were minority. Minority students received 28% of the total waivers awarded totaling \$6,555.</p>	<p>On-going</p>	<p>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.</p>
<p>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</p>	<p>To reduce the number of preparatory classes. To redesign courses giving access to underprepared students to credit-bearing classes encouraging success/completion rates and time to degree for at-risk students.</p>	<p>The college continues to redesign preparatory courses and re-evaluate placement options, including chronic and acute placement measures, promoting accessibility and equity in course placement. The math pathway has been redesigned to direct placement to credit-bearing courses, such as college algebra or program-specific technical math, with a co-requisite lab for underperforming students reducing the number of college preparatory hours taken and maintaining appropriate time to degree.</p> <p>ANC has made substantial efforts to improve student success over many years. These efforts have resulted in the College being able to continue closing the Achievement Gap between White and Non-White students during this reporting period.</p> <p>The 2017 cohort group of all first-time/full-time freshman students who graduated within 3-years was 27.1% which was a 54% increase over the graduation rate for the 2009 cohort year group of first-time/full-time freshman students. Comparatively, the</p>	<p>On-going</p>	



Objective	Strategy	Indicators of success	Time Frame	Budget
		<p>graduation rate increase for this cohort group of white students was 22.4% greater than those of the 2009 cohort, while the cohort group of non-white students had a graduation rate increase of 176% compared to the 2009 non-white cohort group.</p> <p>The first-time/full-time graduation rate increase between the 2015 non-white cohort and the 2017 non-white cohort was 58.5%. The percentage rate increase between these students for the 2016 cohort and the 2017 cohort was only 3.3%. This percentage increase was in spite of a year plagued by the COVID changes and precautions implemented by the College.</p> <p>In the academic year 2019-2020, minority students comprised 55.6% of students in college preparatory courses. The success rate for minority students in college preparatory courses was 69%, a 9% increase from the previous academic year. Compared to a total cohort success rate of 68%.</p> <p>In the academic year 2018-2019, 50 students graduated on time to degree. Of that number, 10 were minority students, comprising 20% of the cohort. In the same academic year, 107 students graduated in three years. Of that number, 21 were minority students, comprising 19.6% of the cohort.</p>		



Objective	Strategy	Indicators of success	Time Frame	Budget
		In the academic year 2019-2020, 38 students graduated on time to degree. Of that number, 11 were minority students, comprising 36.7% of the cohort. In the same academic year, 85 students graduated in three years. Of that number, 28 were minority students, comprising 32.9% of the cohort.		
3. Providing tutoring, mentoring, and appreciative academic advising to increase the success and retention of all students including those students at special risk. The College will focus on the first-year experience of all students.	<p>The A.C.E. Advising Center focuses on student retention and success. Three full-time Academic Advisors Specialists focusing in one of our three Academic Divisions, Transfer, Career and Technical, and Nursing and Allied Health. These advisors see every new, stop-out returning, and many academically challenged students.</p> <p>Students are assigned to a program-specific Academic Advisor who in collaboration with the student determines academic/vocational interests and evaluates student's aptitude using placement scores and transcripts for class selection.</p>	<p>In the Academic Year 2018-2019, the Advising Center served approximately 670 students who enrolled, 29.3% being a minority.</p> <p>In the Academic Year 2019-2020, the Advising Center served approximately 680 students who enrolled, 35.7% were minority students.</p>	On-going	The College employs three full-time Academic Advising Specialists to assist new and academically challenged students. Salaries for 3 positions: \$171,663.
	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	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%.	On-going	N/A



Objective	Strategy	Indicators of success	Time Frame	Budget
	<p>school to college. It focuses on necessary hard and soft skills, introducing available support services, and preparing students with a foundation for academic success.</p> <p>Study Leaders will provide tutoring and supplemental instruction. Available to all students.</p>	<p>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%</p> <p>An Academic Tutoring Coordinator directs group and individual tutoring. Study Leaders provide tutoring and supplemental instruction to students at the request of the student, instructor, or academic advisor.</p> <p>In the 2018 -2019 academic year, 75 students received supplemental instruction. Of that number 30 or 40% were a minority with 20 earning a C or better in the course resulting in a minority student success rate of 66.7%, the success rate for non-minority students was 82.2%.</p> <p>In the 2019-2020 academic year, 42 students received supplemental instruction. Of that number 15 or 35% were a minority 10 earning a C or better in the course for a minority student's success rate of 66.7%, the success rate for non-minority students was also 66.7%.</p>	On-going	Tutors and Supplemental Instruction: \$17,500





**For the Community:**

Objective	Strategy	Indicators of Success	Time Frame	Budget
<p>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.</p>	<p>VP oversees a Recruitment and Retention Outreach Plan for under-resourced students.</p>	<p>Implement activities, events, and programs to target individuals to meet the institutional goals outlined in the Community Relations Plan.</p>	<p>On-going</p>	<p>\$98,757 – (Vice President Salary)</p>
	<p>Hire a Full-time Success Navigator and a number of part-time Success Navigators to assist with implementing outreach initiatives. (African-American male)</p>	<p>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)</p>	<p>On-going</p>	<p>\$44,571 (Success Navigator Salary)</p>
	<p>Part-time Success Navigator to assist with record-keeping and assisting with the recruitment of female students. (Caucasian female)</p>			<p>\$7,500 (Part-time navigator salaries)</p>
<p>Partner with USDA and SNAP E &amp; T to develop a transportation/ Opportunity Bus Initiative for low-income students</p>	<p>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; 1,297 client referrals participated in the program for 2020-2021. The majority of clients served were African American. (see attachment B)</p>	<p>On-going</p>	<p>\$57,600 (Opportunity Bus drivers – 3 African Americans) \$1,000 (Clerical staff – 1 African American)</p>	



Objective	Strategy	Indicators of Success	Time Frame	Budget
	Literacy Coach assists with low literacy clients to prepare them for job training program and placement test using EdReady.	A total of 43 students were served in the EdReady test preparation program (27 African Americans, 13 Caucasians, and 3 Hispanics). 70% percent of the students served were minority students. (see attachment C)		\$7,500 (Literacy Coach-African American female)
	Mentoring and Retention Program: (Targeting SNAP E & T participants, Arkansas Works, WORK participants, Adult Education, and other economically challenged students).	<p>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 D)</p> <p>In 2020-2021, 27 volunteer mentors participated (74% of mentors were African American):</p> <ul style="list-style-type: none"> <li>21 females               <ul style="list-style-type: none"> <li>• 16 African Americans</li> <li>• 5 Caucasians</li> </ul> </li> <li>6 males – all African American</li> </ul> <p>A total of 114 mentees participated in the program:</p> <ul style="list-style-type: none"> <li>• 73 African Americans (64%)</li> <li>• 33 Caucasians (29%)</li> <li>• 8 Hispanics (7%)</li> </ul>	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
	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 E)	On-going	\$500



Objective	Strategy	Indicators of Success	Time Frame	Budget
	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 F)	April – August 2021	\$4,000
	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	\$500
	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. Due to the pandemic, a virtual event was held commemorating the release of a book highlighting African American leaders who made positive contributions to uplifting Mississippi County citizens. (see attachment G)	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 45 members on the council, 35 are minorities (77%). The council meets quarterly or on an as-needed basis. (Due to the pandemic, the council has not met since 2019, but is scheduled to meet on May 27, 2021.)	On-going	\$1,000

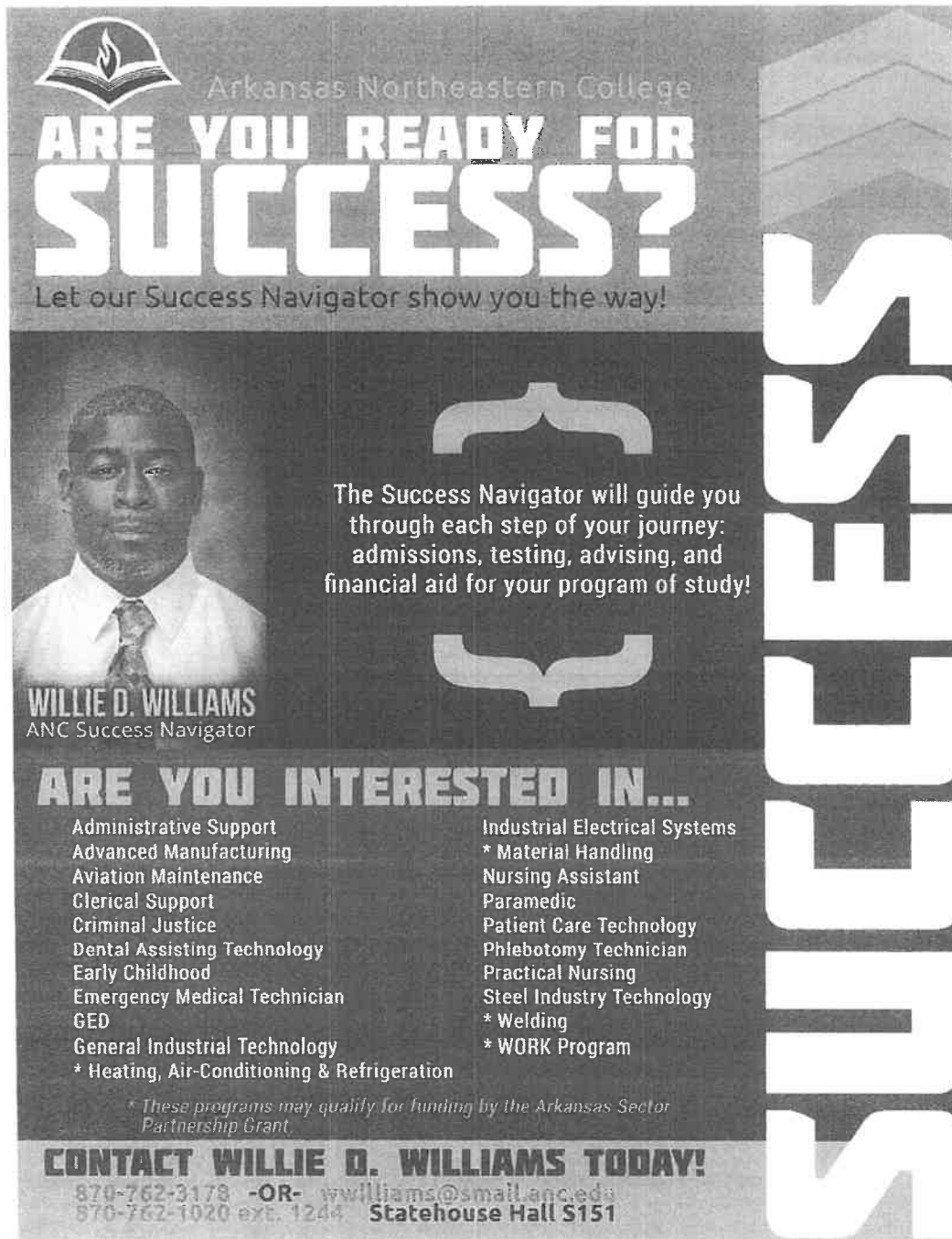


Objective	Strategy	Indicators of Success	Time Frame	Budget
	Stand Leadership Program	A leadership program designed to develop leaders within underserved communities. (Canceled due to the pandemic)		\$9,000
	Hispanic Student Outreach Part-time input clerk/interpreter- Hispanic female	On October 8, 2020; ANC celebrated our second National Hispanic Heritage Awareness Month (September 15 <sup>th</sup> to October 15 <sup>th</sup> ) 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 H)	Oct 2019 On-going	\$7,500 (Hispanic Outreach Coordinator)  \$1,500 (Student Outreach budget)
	Arkansas Delta Training and Education Consortium (ADWORC) Case Manager (African American female)  Administrative Specialist (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 On-going	\$42,170  \$22,510
	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 I)		Community and ANC Staff Volunteers  (Use of ANC facilities in-kind donation \$250)



Objective	Strategy	Indicators of Success	Time Frame	Budget
	Career Connect (African American female)	Assists low-income students in finding gainful employment. Career Connect is a subsidized wage program in which employers are reimbursed 100% of eligible employee wages in the 1st month, 50% of wages in months 2 through 6, and, if the employee is retained for a full year, the other 50% of wages in months 2 through 6.	March 2020 On-going	\$38,204


**Attachment A**



Arkansas Northeastern College

# ARE YOU READY FOR SUCCESS?

Let our Success Navigator show you the way!



**WILLIE D. WILLIAMS**  
ANC Success Navigator

The Success Navigator will guide you through each step of your journey: admissions, testing, advising, and financial aid for your program of study!

## ARE YOU INTERESTED IN...

<ul style="list-style-type: none"> <li>Administrative Support</li> <li>Advanced Manufacturing</li> <li>Aviation Maintenance</li> <li>Clerical Support</li> <li>Criminal Justice</li> <li>Dental Assisting Technology</li> <li>Early Childhood</li> <li>Emergency Medical Technician</li> <li>GED</li> <li>General Industrial Technology</li> <li>* Heating, Air-Conditioning &amp; Refrigeration</li> </ul>	<ul style="list-style-type: none"> <li>Industrial Electrical Systems</li> <li>* Material Handling</li> <li>Nursing Assistant</li> <li>Paramedic</li> <li>Patient Care Technology</li> <li>Phlebotomy Technician</li> <li>Practical Nursing</li> <li>Steel Industry Technology</li> <li>* Welding</li> <li>* WORK Program</li> </ul>
---	---

*\* These programs may qualify for funding by the Arkansas Sector Partnership Grant.*

**CONTACT WILLIE D. WILLIAMS TODAY!**  
 870-762-3178 -OR- [wwilliams@small.anc.edu](mailto:wwilliams@small.anc.edu)  
 870-762-1020 ext. 1244 Statehouse Hall S151

SUCCESS

**Attachment B**

ARKANSAS NORTHEASTERN COLLEGE  
**OPPORTUNITY  
BUS BUS ROUTES**

**BLYTHEVILLE**

MONDAY-THURSDAY MORNING PICK-UP SCHEDULE

Leave ANC	6:55
McHaney Housing Authority 919 Harrison St.	7:02
New Mount Olive M.B. 534 Maple St.	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
Jordan's Market 381 North Hollywood	7:28
Pear Tree Apt. 801 S. Ruddle Road	7:31
First Missionary Baptist Church 600 E. McHaney St.	7:33
DJ's / Hood Market 1301 South 8th St.	7:37

**RETURN TO ANC**

MONDAY-THURSDAY AFTERNOON DROP-OFF SCHEDULE

	2:45
--	------

**MISSOURI / GOSNELL**

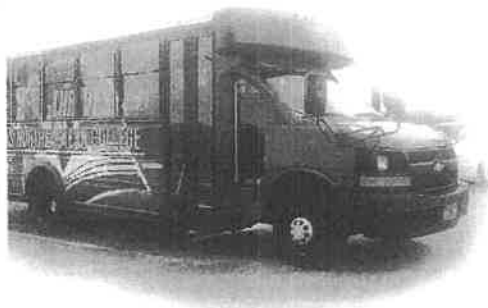
MONDAY-THURSDAY MORNING PICK-UP SCHEDULE

Leave ANC	7:45
<b>COOTER, MO</b>	
City Hall 1811 State Highway	8:05
<b>STEELE, MO</b>	
First Street Apt. 515 N. 1st St. Apt. Complex	8:18
Pentecostal Church of God 120 Smith Street	8:21
<b>HOLLAND, MO</b>	
Holland Baptist Church 211 4th Street	8:31
<b>GOSNELL</b>	
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**


MONDAY-THURSDAY AFTERNOON DROP-OFF SCHEDULE

	2:45
--	------



2501 S. DIVISION ST. BLYTHEVILLE, AR | 870-780-1205

*Attachment C*



**ANC Free**  
**ACCUPLACER**  
**Test Prep**  
**Ed Ready Program**

*Call Today!*

More Info:  
Felice Williams-Literacy Coach  
[fwilliams9750@smail.anc.edu](mailto:fwilliams9750@smail.anc.edu)  
(870) 762-3178



*Attachment D*


ARKANSAS NORTHEASTERN COLLEGE COMMUNITY RELATIONS

# MENTORING EMPOWERMENT WORKSHOP

EMPOWERING OURSELVES SO WE MAY  
EMPOWER OTHERS

**JANUARY 22, 2021  
10AM-NOON  
GOVERNORS BALLROOM**

**FACE MASKS REQUIRED**

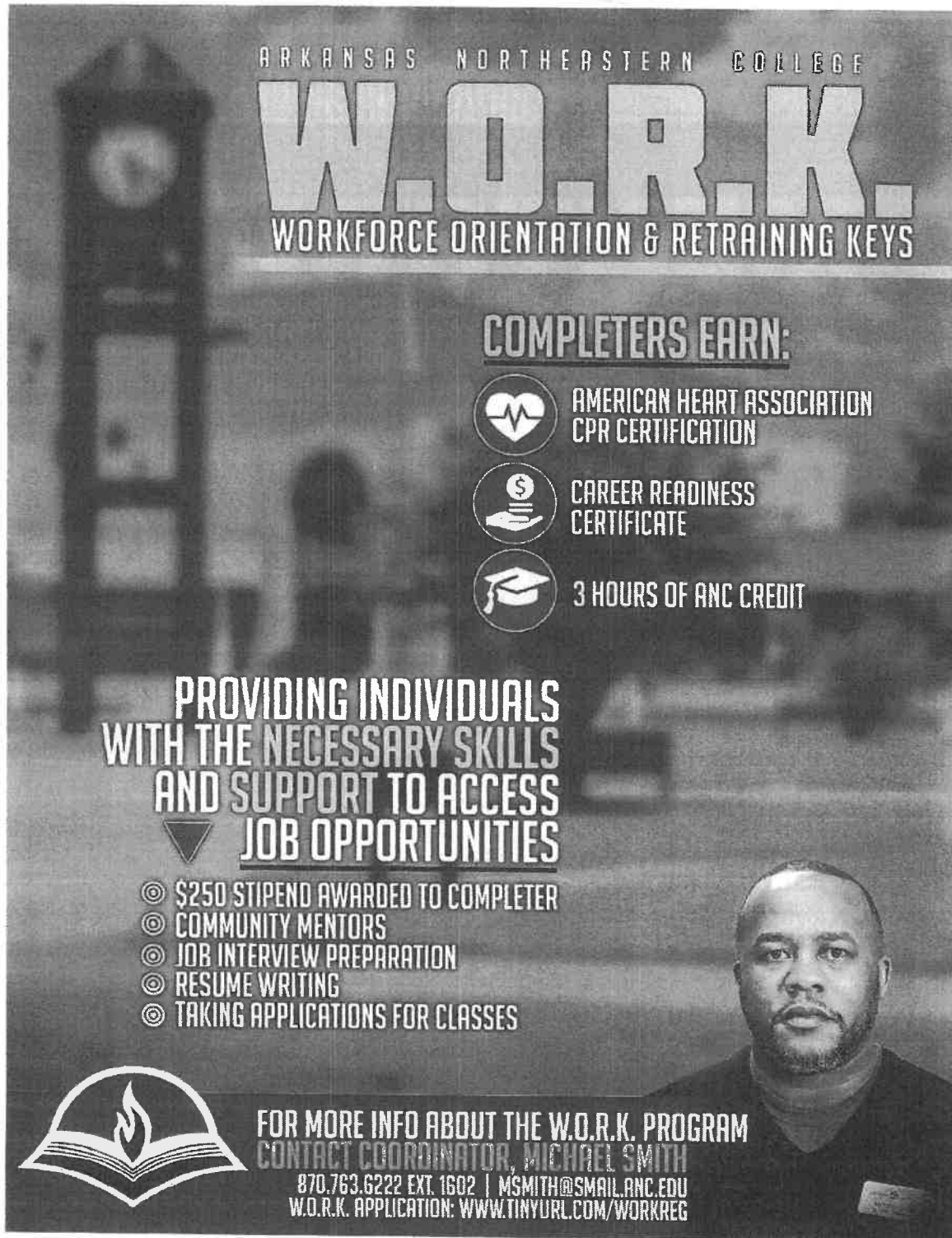


**SOCIAL DISTANCING REQUIRED**

FOR MORE INFO, CONTACT  
DARYLL YOUNG | 870-623-6355 OR WILLIE WILLIAMS | 870-623-5521  
OR HOLLY RICE | 870-762-1020 EXT. 1933

[https://drive.google.com/file/d/16HA1xxA\\_kb0g4GNS9UNNo-0krrPDUrw/view](https://drive.google.com/file/d/16HA1xxA_kb0g4GNS9UNNo-0krrPDUrw/view)

1/1






ARKANSAS NORTHEASTERN COLLEGE

# W.O.R.K.


WORKFORCE ORIENTATION & RETRAINING KEYS

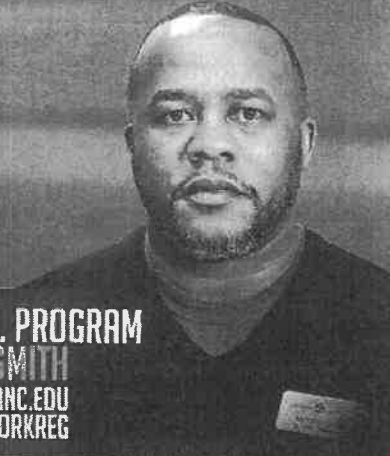
**COMPLETERS EARN:**

-  AMERICAN HEART ASSOCIATION  
CPR CERTIFICATION
-  CAREER READINESS  
CERTIFICATE
-  3 HOURS OF ANC CREDIT

**PROVIDING INDIVIDUALS  
WITH THE NECESSARY SKILLS  
AND SUPPORT TO ACCESS  
JOB OPPORTUNITIES**

- ◎ \$250 STIPEND AWARDED TO COMPLETER
- ◎ COMMUNITY MENTORS
- ◎ JOB INTERVIEW PREPARATION
- ◎ RESUME WRITING
- ◎ TAKING APPLICATIONS FOR CLASSES

 FOR MORE INFO ABOUT THE W.O.R.K. PROGRAM  
CONTACT COORDINATOR, MICHAEL SMITH  
870.763.6222 EXT. 1602 | MSMITH@SMAIL.ANC.EDU  
W.O.R.K. APPLICATION: [WWW.TINYURL.COM/WORKREG](http://WWW.TINYURL.COM/WORKREG)



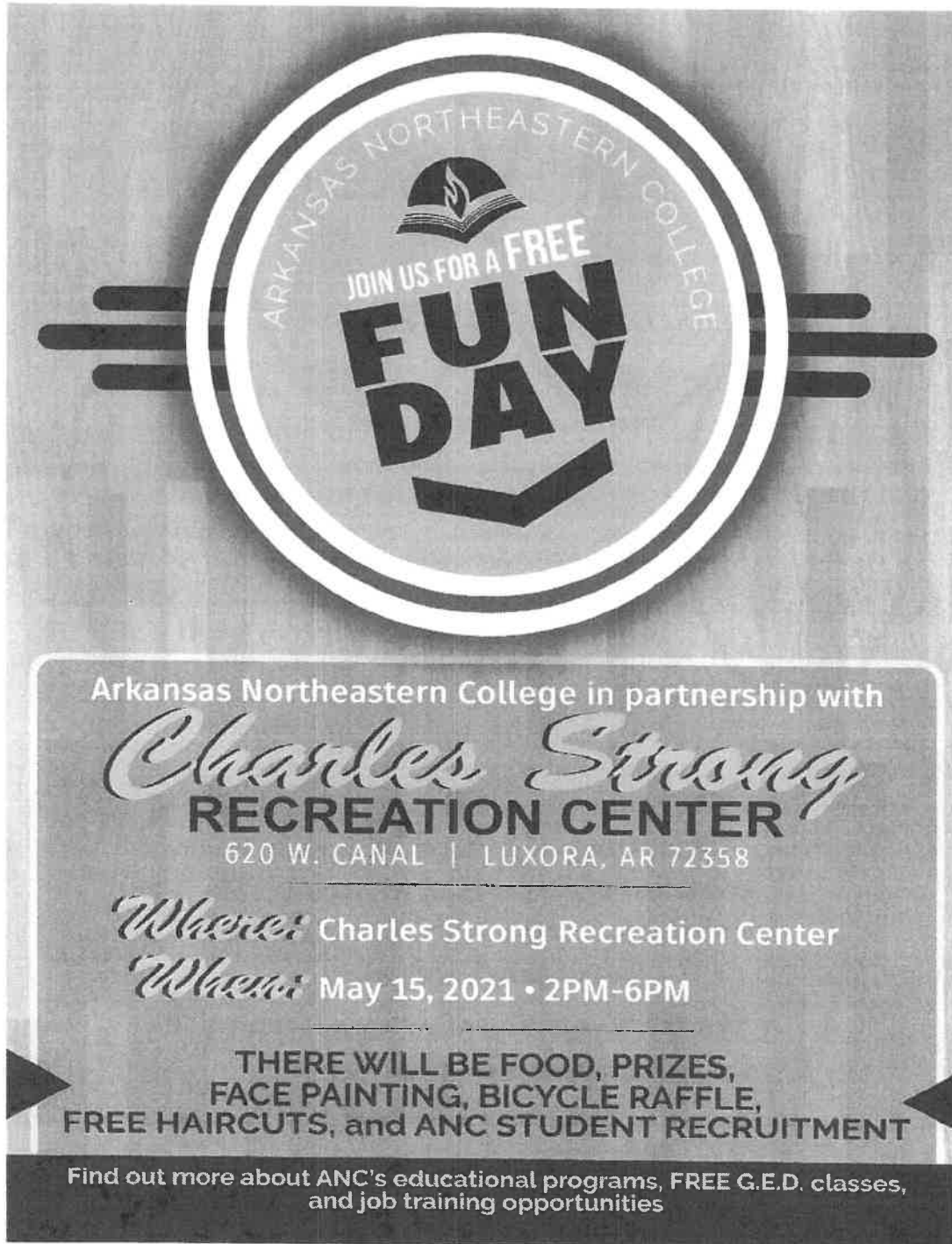
*Attachment E*



Arkansas Northeastern College  
Community Relations Department  
provides ANC students in need of free  
professional dress items for interviews,  
career fairs, and work.

**For more information or to set an  
appointment, please contact  
Kimberly Thomas.  
870-762-1020 Ext: 1205**

**Attachment F**



ARKANSAS NORTHEASTERN COLLEGE

JOIN US FOR A FREE  
**FUN DAY**

Arkansas Northeastern College in partnership with  
*Charles Strong*  
**RECREATION CENTER**  
620 W. CANAL | LUXORA, AR 72358

*Where:* Charles Strong Recreation Center  
*When:* May 15, 2021 • 2PM-6PM

**THERE WILL BE FOOD, PRIZES,  
FACE PAINTING, BICYCLE RAFFLE,  
FREE HAIRCUTS, and ANC STUDENT RECRUITMENT**

Find out more about ANC's educational programs, FREE G.E.D. classes,  
and job training opportunities



ARKANSAS NORTHEASTERN COLLEGE

JOIN US FOR A FREE  
**FUN DAY**

Arkansas Northeastern College in partnership with  
**GOSNELL**  
COMMUNITY CENTER  
307 S. AIRBASE HWY | GOSNELL, AR

**WHERE:** Gosnell Community Center  
**WHEN:** April 24, 2021 • 2:00PM-6:00PM

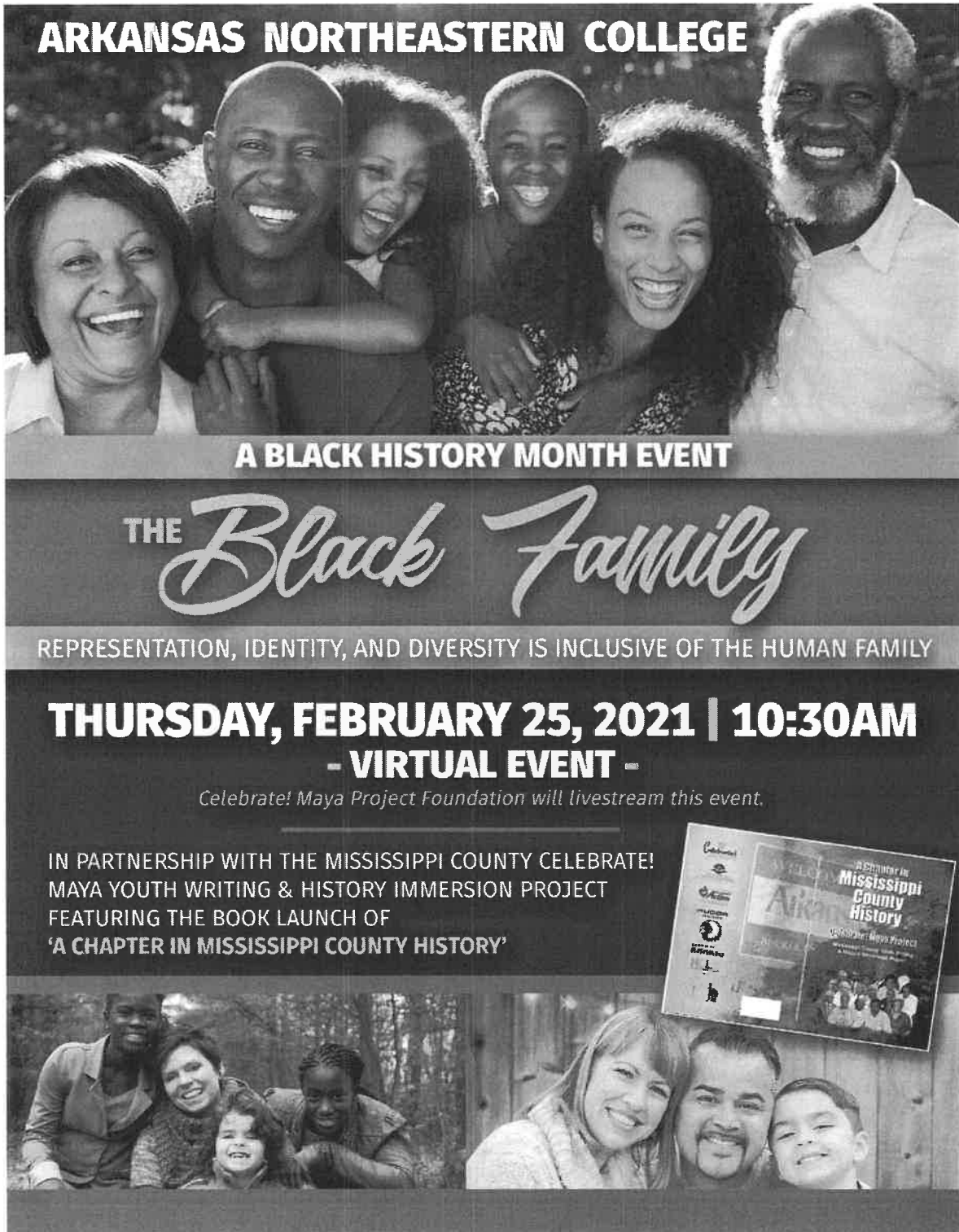
**THERE WILL BE FOOD, PRIZES, FACE PAINTING,  
BICYCLE RAFFLE, DOOR PRIZES,  
FREE HAIRCUTS, and ANC STUDENT RECRUITMENT**

Find out more about ANC's educational programs, FREE G.E.D. classes,  
and job training opportunities

For more info, contact ANC Success Navigator Willie Williams  
870-623-5521



**Attachment G**



**ARKANSAS NORTHEASTERN COLLEGE**

**A BLACK HISTORY MONTH EVENT**


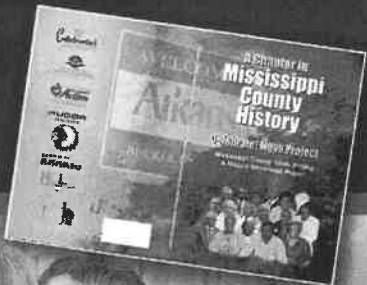
**THE Black Family**

REPRESENTATION, IDENTITY, AND DIVERSITY IS INCLUSIVE OF THE HUMAN FAMILY

**THURSDAY, FEBRUARY 25, 2021 | 10:30AM**  
**- VIRTUAL EVENT -**

*Celebrate! Maya Project Foundation will livestream this event.*

IN PARTNERSHIP WITH THE MISSISSIPPI COUNTY CELEBRATE!  
MAYA YOUTH WRITING & HISTORY IMMERSION PROJECT  
FEATURING THE BOOK LAUNCH OF  
**'A CHAPTER IN MISSISSIPPI COUNTY HISTORY'**



*Attachment H*

CELEBRATE NATIONAL  
**HISPANIC  
HERITAGE MONTH**

Information Fair Fun Day

**ARKANSAS NORTHEASTERN COLLEGE**  
2501 S. Division St. Blytheville, AR 72315

**JOIN US FOR  
A DROP IN AT  
THE  
GOVERNORS  
BALLROOM**

OCTOBER  
**8**

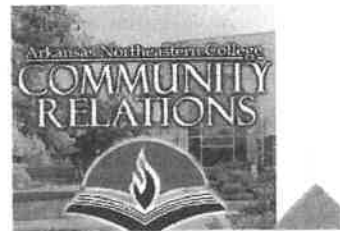
9:00AM -2:00PM

**FIND OUT MORE ABOUT WHAT ANC CAN  
OFFER YOU**

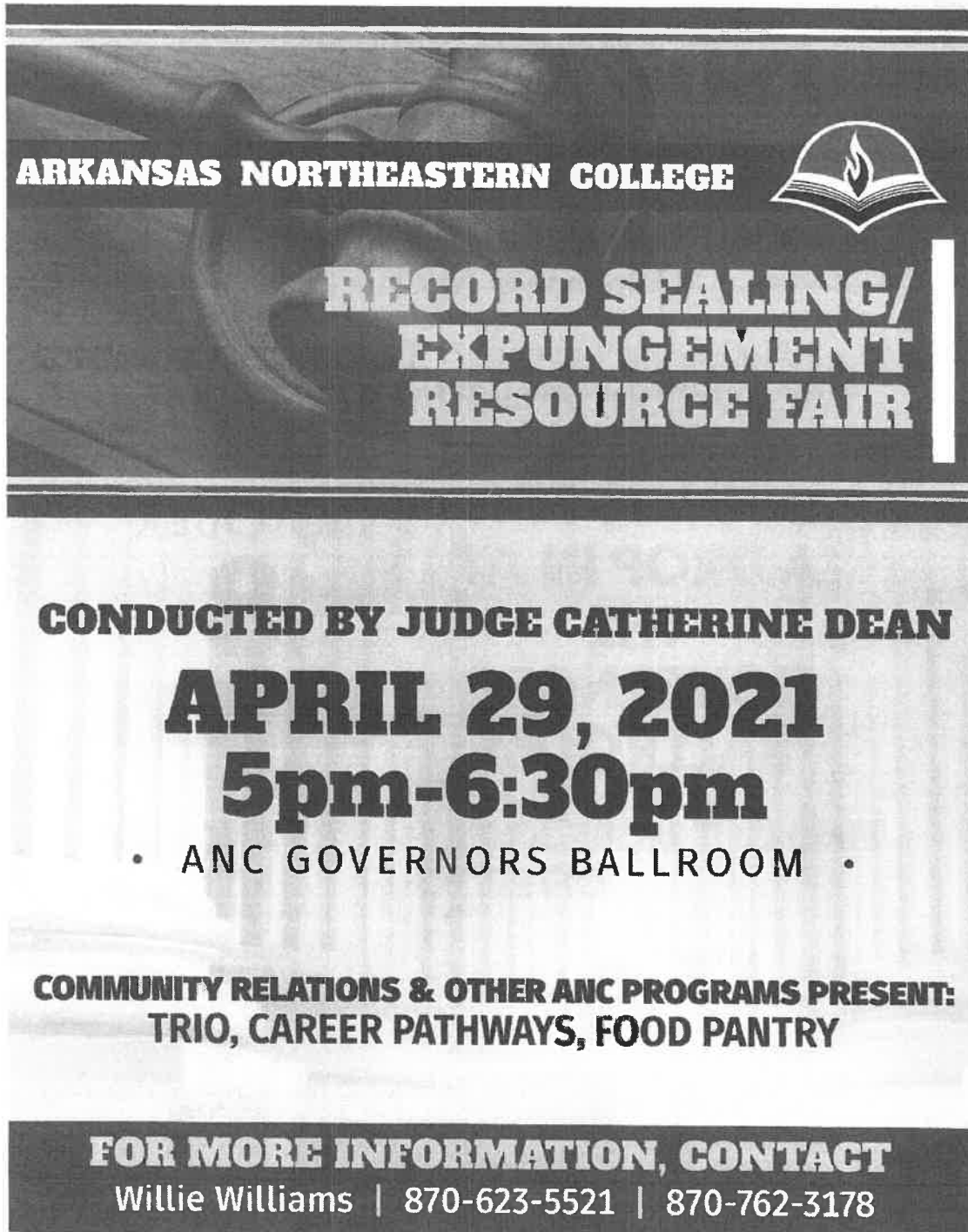



**SRE**  
SECRETARIA DE  
RELACIONES  
EXTERIORES

CONSULADO EN  
LITTLE ROCK



*Attachment I*



**ARKANSAS NORTHEASTERN COLLEGE** 

**RECORD SEALING/  
EXPUNGEMENT  
RESOURCE FAIR**

**CONDUCTED BY JUDGE CATHERINE DEAN**

**APRIL 29, 2021**  
**5pm-6:30pm**

• ANC GOVERNORS BALLROOM •

**COMMUNITY RELATIONS & OTHER ANC PROGRAMS PRESENT:  
TRIO, CAREER PATHWAYS, FOOD PANTRY**

**FOR MORE INFORMATION, CONTACT**  
Willie Williams | 870-623-5521 | 870-762-3178



**Arkansas State University**

**Minority Recruitment and Retention Annual Report**

**2020-2021**

**June 11, 2021**

**Division of Diversity and Community Engagement**



## Table of Contents

Introduction.....	3
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New Strategies, Activities, and Benchmarks.....	9
Tools for Monitoring Progress.....	11
Appendix A – Number and Position Title of Current Minority Faculty and Staff.....	12

## 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<sup>3</sup>) through various programs and initiatives for 2020-2021. Highlights from the year are presented later in this report.

The numerical measurements<sup>1</sup> 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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<sup>1</sup> 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 3.03 percent increase in the overall ethnic minority student population since the 2019-2020 academic year. Percentages increased for African American, Hispanic American, Asian American, and two or more races. Native American/Alaska Native and Pacific Islander students showed decreases.

Table 1. A-State Students by Ethnic Minority Group

<b>Ethnicity</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>Change</b>	<b>%Change</b>
Asian American	117	124	7	5.98%
African American	1725	1733	8	0.46%
Hispanic American	456	516	60	13.16%
American Indian/Alaska Native	54	48	-6	-11.11
Native Hawaiian/Pacific Islander	9	8	-1	-11.11%
Two or More Races	280	292	12	4.29%
<b>Total Minority</b>	<b>2641</b>	<b>2721</b>	<b>80</b>	<b>3.03%</b>

### Ethnic Minority Faculty and Staff

The total number of full-time minority faculty and staff increased 16.6 percent since the last reporting period, from 307 in 2019-2020 to 358 in 2020-2021. See Appendix A for the number and position title of current minority faculty and staff.

### Ethnic Minority Full-Time Faculty

We experienced a 29.5 percent increase in the overall proportion of full-time minority faculty since the last reporting period going from a total of 105 to 136.

Figure 1. Full-time Instructional Faculty by Ethnic Minority Group

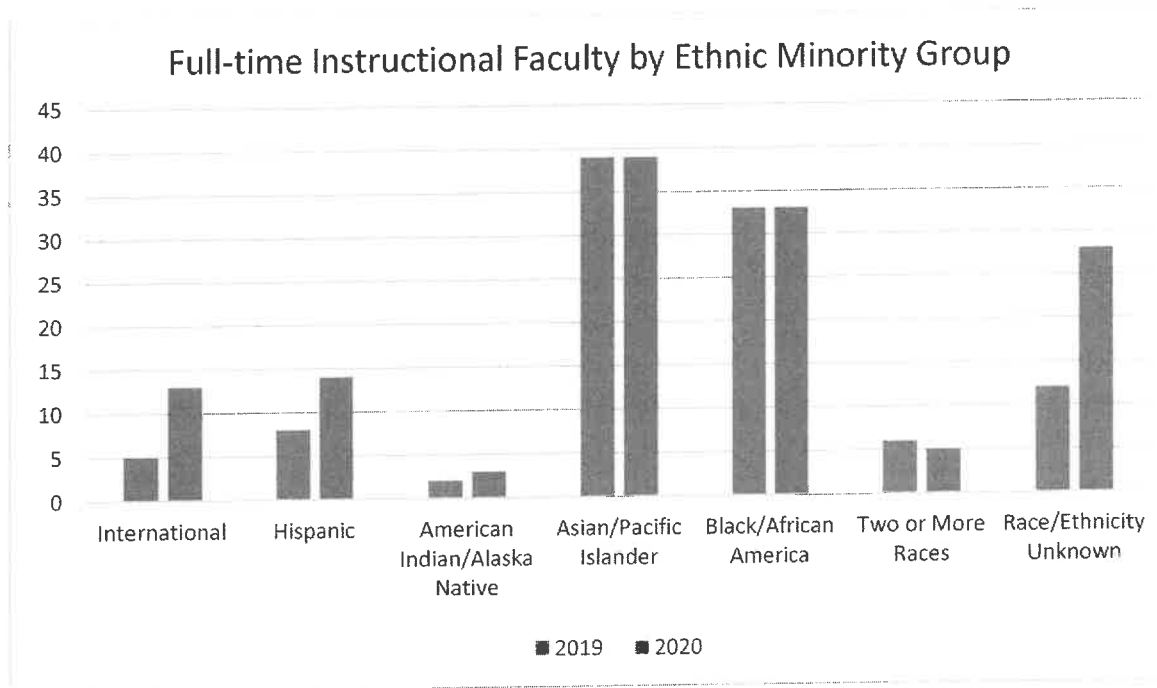


Table 2. Full-time Instructional Faculty by Ethnic Minority Group (Numerical Data)

Full-time Instructional Faculty		
Race / Ethnicity	Fall 2020	Fall 2019
International	13	5
Hispanic/Latino	14	8
American Indian or Alaska Native	3	2
Asian	39	39
Black or African American	33	33
Two or more races	5	6
Native Hawaiian or Pacific Islander	1	0
Race and Ethnicity Unknown	28	12
<b>Total</b>	<b>136</b>	<b>105</b>

### Ethnic Minority Adjunct Faculty

The number of ethnic minority faculty working in adjunct faculty positions decreased during 2020-2021. There are currently 25 ethnic minorities serving in adjunct faculty positions, down from 31 in 2019-2020.

Table 2. Minority Adjunct Faculty by Minority Group

Title	Ethnicity	Number
Part-Time Faculty	African American	16
Part-Time Faculty	Hispanic	6
Part-Time Faculty	Asian or Pacific Islander	2
Part-Time Faculty	Two or More	1
<b>Total</b>		<b>25</b>

### Ethnic Minority Full-Time Staff

We experienced a 9.9 percent increase in the overall proportion of full-time ethnic minority staff since the last reporting period going from a total of 202 to 222.

Figure 2. Full-time Staff by Ethnic Minority Group

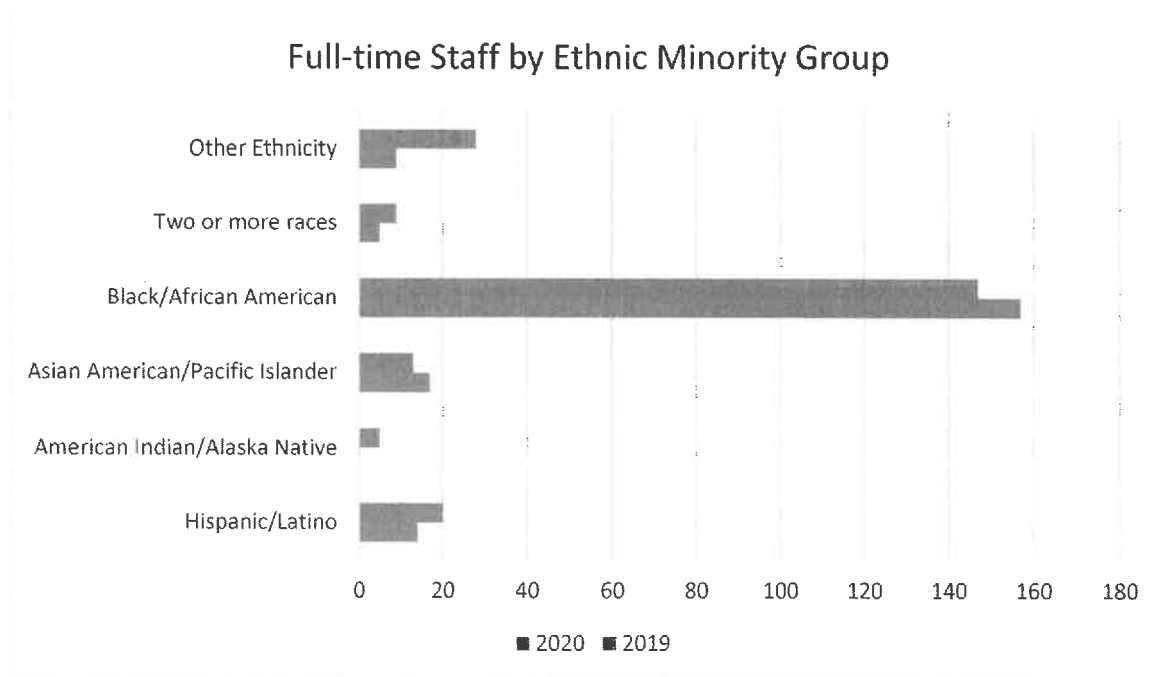


Table 3. Full-time Staff by Ethnic Minority Group (Numerical Data)

Full-time Staff		
Race / Ethnicity	Fall 2020	Fall 2019
Hispanic/Latino	20	14
American Indian or Alaska Native	5	0
Asian American or Pacific Islander	13	17
Black or African American	147	157
Two or more races	9	5
Other Ethnicity	28	9
<b>Total</b>	<b>222</b>	<b>202</b>

**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 40 in 2019-2020 to 46 in 2020-2021).

Table 4. Recently-Hired Minority Faculty and Staff

Title	Ethnicity	Gender
Hourly Non-Student Extra Help	2-HISPANIC/LATINO	M
Hourly Non-Student Extra Help	2-HISPANIC/LATINO	M
Assistant Professor	2-HISPANIC/LATINO	M
Assistant Professor	2-HISPANIC/LATINO	M
Hourly Non-Student Extra Help	3-AMERICAN INDIAN/ALASKA NATIVE	M
Graduate Assistant 12 Mo	4-ASIAN	M
Research Analyst--Non-Exempt	4-ASIAN	M
Dean of Business Administration	4-ASIAN	F
Assistant Vice Chancellor	4-ASIAN	F
Instructor	4-ASIAN	U
Childcare Technician	5-BLACK/AFRICAN AMERICAN	F
Hourly Non-Student Extra Help	5-BLACK/AFRICAN AMERICAN	F
ASU Dir of Auxillary Enterprise	5-BLACK/AFRICAN AMERICAN	M
Hourly Non-Student Extra Help	5-BLACK/AFRICAN AMERICAN	F
Part-time Faculty	5-BLACK/AFRICAN AMERICAN	F
Hourly Non Student Extra Help	5-BLACK/AFRICAN AMERICAN	F
Asst Coach	5-BLACK/AFRICAN AMERICAN	M

Asst Coach	5-BLACK/AFRICAN AMERICAN	M
Assistant Professor	5-BLACK/AFRICAN AMERICAN	F
Computer Operator	5-BLACK/AFRICAN AMERICAN	F
Hourly Non-Student Extra Help	5-BLACK/AFRICAN AMERICAN	F
Institutional Services Assistant	5-BLACK/AFRICAN AMERICAN	F
Childcare Technician	5-BLACK/AFRICAN AMERICAN	F
Hourly Non-Student Extra Help	5-BLACK/AFRICAN AMERICAN	F
Institutional Services Assistant	5-BLACK/AFRICAN AMERICAN	M
Childcare Technician	5-BLACK/AFRICAN AMERICAN	F
Graduate Assistant 9 Mo	5-BLACK/AFRICAN AMERICAN	F
Hourly Non-Student Extra Help	5-BLACK/AFRICAN AMERICAN	M
Financial Aid Analyst--Non-Exempt	5-BLACK/AFRICAN AMERICAN	M
Childcare Technician	5-BLACK/AFRICAN AMERICAN	F
Administrative Specialist III	5-BLACK/AFRICAN AMERICAN	M
Childcare Technician	5-BLACK/AFRICAN AMERICAN	F
Administrative Specialist II	5-BLACK/AFRICAN AMERICAN	F
Hourly Non-Student Extra Help	5-BLACK/AFRICAN AMERICAN	M
Part-time Faculty	5-BLACK/AFRICAN AMERICAN	F
Administrative Specialist III	5-BLACK/AFRICAN AMERICAN	F
Assistant Professor	5-BLACK/AFRICAN AMERICAN	M
Administrative Specialist II	5-BLACK/AFRICAN AMERICAN	F
Administrative Specialist II	5-BLACK/AFRICAN AMERICAN	F
Institutional Services Assistant	5-BLACK/AFRICAN AMERICAN	F
Project Program Manager	5-BLACK/AFRICAN AMERICAN	F
Research Assoc	5-BLACK/AFRICAN AMERICAN	M
Childcare Technician	5-BLACK/AFRICAN AMERICAN	F
Graduate Assistant 12 Mo	5-BLACK/AFRICAN AMERICAN	M
Assistant Professor	6-TWO OR MORE RACES	M
Instructor	6-TWO OR MORE RACES	M
<b>Total</b>		<b>46</b>



## 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. Due to COVID restrictions, there were not many new initiatives.

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.
2. We hosted virtual “Multicultural Mixer” for students from underrepresented groups who will be attending A-State as first-year students in the Fall 2021. This program served as a “pre-orientation” program put students in touch with resources on campus before they arrive in the fall.
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.
4. The College of Agriculture formed a diversity committee within the college. One of the first things the committee did was to create a climate survey and distributed amongst the students and alumni of the college.
5. Provided cultural competency training for an A-State sister campus at their request.
6. Continue a formal grant program for requesting financial support from the Office of Diversity. 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 \$52,000 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 (\$10,000). Funding from student activity fees vary each year depending on the enrollment. From those fees, approximately \$13,266 was received in 2020 - 2021 school year to assist with the Multicultural Center programming.

7. Continue actively recruiting faculty and students from diverse backgrounds through participation in conferences, fairs and formal networks. Currently, the VC is participating in several 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 across the country that are working in the DEI area. This also serves 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.
8. Expanded the number of underrepresented student organizations with the formation of the Latino sorority and the student organization Hermana Y Hermano (mentor program to assist incoming Hispanic & Latinx students in their transition to A-State).
9. Increased mentoring for faculty, resulting in tenure and promotion opportunities (i.e. three faculty of color received their terminal degrees during 2020-21 and were moved from instructors to assistant professor positions and two staff members received their terminal degrees who part of the ADVANCE mentoring program sponsored through the Office of Diversity).
10. Strong-Turner Alumni Association (STAC) is the African American alumni chapter of the A-State alumni association. Two new endowed scholarships aimed at students from underrepresented groups were created and awarded by STAC; The Maurice La'Blance Mahon Steward Elementary Education Scholarship (endowed at the \$25,000 level) and the Herman Strickland, Jr. Memorial Scholarship (endowed at the \$100,000 level).

11. "These are the Times: Diversity in Action" is a half-day workshop co-sponsored by A-State and St. Bernards' Healthcare on June 18, 2021. The workshop is open to anyone who wants to attend but geared toward A-State employees and St. Bernards' staff to provide staff development in the area of diversity, equity and inclusion. This is the second consecutive year for this partnership in this venture.

## Tools for Monitoring Progress

The Office of Diversity had a fiscal year 2020-2021 budget of slightly over \$151,000 for diversity programming and initiatives, including supporting multicultural student initiatives and supplementing critical minority faculty salaries as appropriate. 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.

Appendix A – Number and Position Title of Current Minority Faculty and Staff. This number decreased by 11.1 percent, from 270 in 2019-2020 to 240 in 2020-2021.

**Number and Position Title of Current Minority Faculty and Staff**

JOB_TITLE	ETHNICITY	Number
Administrative Specialist II	2-HISPANIC/LATINO	1
Administrative Specialist III	2-HISPANIC/LATINO	1
Assistant Professor	2-HISPANIC/LATINO	3
Assoc Dir of Student Aid	2-HISPANIC/LATINO	1
Associate Professor	2-HISPANIC/LATINO	3
Associate Professor-COB	2-HISPANIC/LATINO	1
ASU Director of Housekeeping	2-HISPANIC/LATINO	1
Childcare Technician	2-HISPANIC/LATINO	1
Computer Support Specialist	2-HISPANIC/LATINO	1
Dir of Strength and Conditioning	2-HISPANIC/LATINO	1
Head Coach	2-HISPANIC/LATINO	1
HEI Program Coordinator	2-HISPANIC/LATINO	1
Hourly Non-Student Extra Help	2-HISPANIC/LATINO	3
Institutional Services Assistant	2-HISPANIC/LATINO	1
Instructor	2-HISPANIC/LATINO	3
Professor	2-HISPANIC/LATINO	2
Research Assistant	2-HISPANIC/LATINO	2
Skilled Trades Supervisor	2-HISPANIC/LATINO	1
<b>Total</b>		<b>28</b>
Administrative Specialist II	3-AMERICAN INDIAN/ALASKA NATIVE	1
Athletic Ticket Sales Coord	3-AMERICAN INDIAN/ALASKA NATIVE	1
Childcare Technician	3-AMERICAN INDIAN/ALASKA NATIVE	1
Computer Support Specialist	3-AMERICAN INDIAN/ALASKA NATIVE	1
Hourly Non-Student Extra Help	3-AMERICAN INDIAN/ALASKA NATIVE	1
Instructor	3-AMERICAN INDIAN/ALASKA NATIVE	2
Project Program Manager	3-AMERICAN INDIAN/ALASKA NATIVE	1
<b>Total</b>		<b>8</b>
Academic Advisor	4-ASIAN	1
Administrative Specialist III	4-ASIAN	1
Assistant Professor	4-ASIAN	2
Assistant Professor 9 Mo	4-ASIAN	1
Assistant Vice Chancellor	4-ASIAN	1

Associate Professor	4-ASIAN	11
Dean of Business Administration	4-ASIAN	1
Dir Global Engagement & Outreach	4-ASIAN	1
Graduate Assistant 12 Mo	4-ASIAN	1
Information Technology Manager	4-ASIAN	1
Institutional Services Assistant	4-ASIAN	1
Instructor	4-ASIAN	5
Nurse Anesthesia Clinical Coord	4-ASIAN	1
Professor	4-ASIAN	7
Professor-COB	4-ASIAN	1
Research Analyst--Non-Exempt	4-ASIAN	1
Research Assoc Professor—ABI	4-ASIAN	1
Research Professor—ABI	4-ASIAN	1
Student Development Specialist	4-ASIAN	1
<b>Total</b>		<b>40</b>
Academic Advisor	5-BLACK/AFRICAN AMERICAN	5
Academic Counselor	5-BLACK/AFRICAN AMERICAN	1
Administrative Specialist I	5-BLACK/AFRICAN AMERICAN	1
Administrative Specialist II	5-BLACK/AFRICAN AMERICAN	7
Administrative Specialist III	5-BLACK/AFRICAN AMERICAN	5
Assistant Dean of Students	5-BLACK/AFRICAN AMERICAN	2
Assistant Professor	5-BLACK/AFRICAN AMERICAN	6
Assistant Professor 9 Mo	5-BLACK/AFRICAN AMERICAN	1
Assistant Registrar	5-BLACK/AFRICAN AMERICAN	1
Associate Professor	5-BLACK/AFRICAN AMERICAN	6
Asst Coach	5-BLACK/AFRICAN AMERICAN	5
Asst Dean of Students	5-BLACK/AFRICAN AMERICAN	1
Asst Dir Athletics	5-BLACK/AFRICAN AMERICAN	1
Asst Football Coach	5-BLACK/AFRICAN AMERICAN	3
ASU Dir of Auxiliary Enterprise	5-BLACK/AFRICAN AMERICAN	1
Broadcast Announcer	5-BLACK/AFRICAN AMERICAN	1
Call Center Specialist	5-BLACK/AFRICAN AMERICAN	1
Childcare Technician	5-BLACK/AFRICAN AMERICAN	15
Comm Artist I/Graphic Artist I	5-BLACK/AFRICAN AMERICAN	1
Computer Operator	5-BLACK/AFRICAN AMERICAN	1
Computer Support Specialist	5-BLACK/AFRICAN AMERICAN	2
Counselor	5-BLACK/AFRICAN AMERICAN	1
Development Advancement Specialist	5-BLACK/AFRICAN AMERICAN	1

Dir of Admissions	5-BLACK/AFRICAN AMERICAN	1
Dir of Disability Servs	5-BLACK/AFRICAN AMERICAN	1
Dir of Strength and Conditioning	5-BLACK/AFRICAN AMERICAN	1
Director of Transit & Parking	5-BLACK/AFRICAN AMERICAN	1
Facilities and Equip Manager	5-BLACK/AFRICAN AMERICAN	1
Financial Aid Analyst--Non-Exempt	5-BLACK/AFRICAN AMERICAN	1
Fiscal Support Specialist	5-BLACK/AFRICAN AMERICAN	1
Fiscal Support Supervisor	5-BLACK/AFRICAN AMERICAN	1
Graduate Assistant 12 Mo	5-BLACK/AFRICAN AMERICAN	1
Graduate Assistant 9 Mo	5-BLACK/AFRICAN AMERICAN	1
HEI Program Coordinator—NE	5-BLACK/AFRICAN AMERICAN	1
Hourly CHS Non-Stud Extra Help	5-BLACK/AFRICAN AMERICAN	1
Hourly Non-Student Extra Help	5-BLACK/AFRICAN AMERICAN	9
Human Resources Specialist	5-BLACK/AFRICAN AMERICAN	1
Institutional Services Assistant	5-BLACK/AFRICAN AMERICAN	10
Institutional Services Supervisor	5-BLACK/AFRICAN AMERICAN	2
Instructor	5-BLACK/AFRICAN AMERICAN	2
Instructor 9 Mo	5-BLACK/AFRICAN AMERICAN	1
Instructor--12 Mo	5-BLACK/AFRICAN AMERICAN	3
Librarian	5-BLACK/AFRICAN AMERICAN	1
Library Technician	5-BLACK/AFRICAN AMERICAN	1
Part-time Faculty	5-BLACK/AFRICAN AMERICAN	2
Professor	5-BLACK/AFRICAN AMERICAN	1
Professor--12 Mo	5-BLACK/AFRICAN AMERICAN	1
Project Program Dir	5-BLACK/AFRICAN AMERICAN	3
Project Program Manager	5-BLACK/AFRICAN AMERICAN	19
Project Program Specialist	5-BLACK/AFRICAN AMERICAN	7
Records Management Analyst	5-BLACK/AFRICAN AMERICAN	1
Research Assoc	5-BLACK/AFRICAN AMERICAN	1
Skilled Trades Supervisor	5-BLACK/AFRICAN AMERICAN	1
Skilled Tradesman	5-BLACK/AFRICAN AMERICAN	3
Special Events Coordinator	5-BLACK/AFRICAN AMERICAN	1
Student Development Specialist	5-BLACK/AFRICAN AMERICAN	1
VC for Student Affairs	5-BLACK/AFRICAN AMERICAN	1
<b>Total</b>		<b>153</b>
Academic Counselor	6-TWO OR MORE RACES	1
Administrative Specialist II	6-TWO OR MORE RACES	1
Assistant Professor	6-TWO OR MORE RACES	1

Instructor	6-TWO OR MORE RACES	1
Instructor--12 Mo	6-TWO OR MORE RACES	1
Professor	6-TWO OR MORE RACES	1
Project Program Specialist	6-TWO OR MORE RACES	2
Skilled Trades Supervisor	6-TWO OR MORE RACES	1
Skilled Trades Supervisor-Exempt	6-TWO OR MORE RACES	1
Student Development Specialist--NE	6-TWO OR MORE RACES	1
<b>Total</b>		<b>11</b>
<b>Overall Total</b>		<b>240</b>

Minority Recruitment  
and  
Retention  
Annual Report



**ARKANSAS STATE  
UNIVERSITY  
BEEBE**

**BEEBE • HEBER SPRINGS • LRAFB • SEARCY**

For the Academic Year  
July 1, 2019-June 30, 2020



*Submitted to*  
*The Arkansas Department of Higher Education*  
*The House and Senate Committees on Education*  
*In Compliance with Act 1091 of 1999*

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## **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.)

#### 2020-2021 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%
<b>Total</b>	<b>3926</b>	

Source: Office of Institutional Research, ASU-Beebe, June 2021

## 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.)

#### 2020-2021 Total Faculty & Staff Count by Race

Race	Number	Percentage
Caucasian	408	90.9%
African American	20	4.5%
Hispanic American	3	0.7%
Asian American	3	0.7%
Native American	0	0.0%
Hawaiian	1	0.2%
Nonresident Alien	0	0.0%
Two or More Races	14	3.1%
Unknown	0	0.0%
<b>Total</b>	<b>449</b>	

Source: Human Resources Office, ASU-Beebe, June 2021

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2019-2020 academic year.

### **2019-2020 Minority Faculty & Staff by Position**

<b>Position</b>	<b>Race</b>	<b>Status</b>
Academic Advisor/Outreach Spec.	African American	Full-Time
Administrative Specialist II	Two or More Races	Full-Time
Administrative Specialist II	Hispanic American	Full-Time
Administrative Specialist II	Hawaiian	Full-Time
Assoc. Professor of Chemistry	African American	Full-Time
Asst. Prof. Hist./Comp. Religion	Asian American	Full-Time
Asst. Professor of Art	Hispanic American	Full-Time
Asst. Professor of Business	Two or More Races	Full-Time
Campus Operations Manager	African American	Full-Time
Computer Support Tech	Two or More Races	Full-Time
Counselor	Two or More Races	Full-Time
Director of Physical Plant	American Indian	Full-Time
Federal Work Study	Two or More Races	Part-Time
Federal Work Study	Hispanic American	Part-Time
Federal Work Study	African American	Part-Time
Federal Work Study	African American	Part-Time
Federal Work Study	African American	Part-Time
Federal Work Study	African American	Part-Time
Institutional Work Study	Asian American	Part-Time
Instructor of Adult Education	African American	Full-Time
Instructor of Psychology	Two or More Races	Full-Time
Instructor of Spanish	Two or More Races	Full-Time
Instructor of Physical Education	African American	Full-Time
Maintenance Assistant	Two or More Races	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	Asian American	Part-Time
Part-Time Faculty	African American	Part-Time
Part-Time Faculty	African American	Part-Time
Part-Time Faculty	African American	Part-Time
Part-Time/Extra Help	Two or More Races	Part-Time
Part-Time/Extra Help	Two or More Races	Part-Time
Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	African American	Part-Time

Part-Time/Extra Help	African American	Part-Time
Part-Time/Extra Help	African American	Part-Time
Public Safety Officer	African American	Full-Time
Student Accounts Coordinator	African American	Full-Time
Student Union Night Manager	African American	Full-Time
VC/Chief Info Tech Officer	African American	Full-Time

Source: Human Resources Office, ASU-Beebe, June 2021

**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.)

**2019-2020 Full-Time Faculty Count by Race**

Race	Number	Percentage
Caucasian	90	90.9%
African American	4	4.1%
Hispanic American	1	1.0%
Asian American	1	1.0%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	3	3.0%
Unknown	0	0.0%
<b>Total</b>	<b>99</b>	

Source: Human Resources Office, ASU-Beebe, June 2021

**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.)

**2019-2020 Adjunct Faculty Count by Race**

Race	Number	Percentage
Caucasian	88	93.6%
African American	3	3.2%
Hispanic American	0	0.0%
Asian American	1	1.1%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	2	2.1%
Unknown	0	0.0%
<b>Total</b>	<b>94</b>	

Source: Human Resources Office, ASU-Beebe, June 2021



**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.)*

**2019-2020 New Hires by Race**

<b>Race</b>	<b>Number</b>	<b>Percentage</b>
Caucasian	31	83.8%
African American	2	5.4%
Hispanic American	0	0%
Asian American	0	0%
Native American	0	0%
Hawaiian	0	0%
Nonresident Alien	0	0%
Two or More Races	4	10.8%
Unknown	0	0%
<b>Total</b>	<b>37</b>	

*Source: Human Resources Office, ASU-Beebe, June 2021*

The following individuals were hired from July 1, 2019 to date:

**2019-2020 New Minority Hires**

<b>Position</b>	<b>Race</b>	<b>Status</b>
Academic Advisor/Outreach Specialist	African American	Full-Time
Computer Support Technician	Two or More Races	Full-Time
Federal Work Study	Two or More Races	Full-Time
Instructor of Adult Education	African American	Full-Time
Maintenance Assistant	Two or More Races	Full-Time
Multi Media Specialist	Two or More Races	Full-Time

*Source: Human Resources Office, ASU-Beebe, June 2021*

## 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 was formed to investigate 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.
  - The Office of Human Resources (HR) continually maintains working relationships with other minority serving colleges and universities.
  - ASU-Beebe continues to partner with sister institutions of higher education who primarily serve minority communities to identify qualified minority talent.
- 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.
  - 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.
  - HR currently advertises open positions in the following minority-serving publications:
    - *The National Minority Update*
    - *Minority Times*
    - *Diversity News*
    - *Holá Arkansas*
  - 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.
  - 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, such as Leading Employees for Advancement and Development (L.E.A.D.), 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 2020-2021 season. The University plans to continue the concert/lecture season's multicultural palette for the future.
- The University allocates funds to promote minority recruitment and retention, including but not limited to the following:
  - As previously stated, HR advertises employment opportunities in a variety of publications, including those directly serving and/or targeting minority populations.

- HR also conducts search committee training for proper objective hiring procedures.
- Students are recruited at various locations and events around the state, which is funded by the University (see Goal 3).
- 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).
- 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 virtual events throughout the year that promoted students/faculty/staff interaction.
- Fall and spring leadership training for Resident Assistants and Leadership Council representatives included diversity and inclusion.
- 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:
  - R.1 – Students will be able to recognize individual identities and their role with the residential community.
  - R.2 – Students will be able to relate social justice and inclusion concepts to the residential community.
  - R.3 – Students will be able to recognize the importance of building and sustaining positive relationships with others.
  - 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 2020-2021, 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          | ○ England      |
| ○ Brinkley         | ○ Hazen        |
| ○ Cabot (Hispanic) | ○ Jacksonville |
| ○ Carlisle         | ○ Lonoke       |
| ○ Conway           | ○ 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 2020-2021, 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 Campus 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*



ARKANSAS STATE UNIVERSITY  
**MID-SOUTH**

MINORITY RECRUITMENT and RETENTION REPORT

2020-2021

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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 2020, the total number of students based on the official enrollment date was 1203, which was comprised of 783 minority students (65%). This is a decrease from 66% in Fall 2019.

<u>Ethnicity</u>	<u>Total</u>	<u>Percentage</u>
American Indian/Alaskan Native	6	.5%
Asian/Pacific Island	13	1.1%
Black (non-Hispanic)	676	56%
Native Hawaiian	0	0%
Hispanic	42	3.5%
More than one ethnicity	38	3.2%
Non-resident, International	9	.7%
White (non-Hispanic)	446	35%

In Spring 2020, enrollment included 622 minority students out of 992 (63%)

<u>Ethnicity</u>	<u>Total</u>	<u>Percentage</u>
American Indian/Alaskan Native	7	.7%
Asian/Pacific Island	9	.9%
Black (non-Hispanic)	523	53%
Hawaiian	0	0%
Hispanic	39	4%
More than one ethnicity	29	3.9%
Non-resident, International	10	1%
White (non-Hispanic)	370	37%

## Employee Statistics

The College employed 80 minority faculty and full-time staff as of June 15th, 2021. By appropriations act title these are (New minority employees for 2020-2021 are marked with an asterisk\*):

Administrative Specialist III\*  
Administrative Specialist III\*  
Administrative Specialist III  
Asst Director\*  
Chief Information Officer  
Coordinator for Student Recruitment  
Coordinator, Administrative Computing  
Counselor  
Counselor  
Counselor  
Counselor  
Counselor  
Director of Adult Education  
Financial Aid Analyst  
Financial Aid Analyst  
Food Preparation Coordinator  
Full-Time Faculty  
Full-Time Faculty  
Full-Time Faculty  
Full-Time Faculty - Technical  
Full-Time Faculty Lead  
Full-Time Faculty Lead  
Instructor\*  
Instructor  
Instructor-Nursing/Resp Therapy  
Instructor-Nursing/Resp Therapy  
Landscape Specialist\*  
Lead Faculty - Technical  
Lead Faculty - Technical  
Lead Faculty - Technical  
Project Program Director  
Project Program Specialist  
Project Program Specialist  
Project Program Specialist  
Project/Program Manager  
Project/Program Manager  
Project/Program Manager  
Project/Program Specialist  
Project/Program Specialist  
Purchasing Specialist\*

## Workforce Specialist

### ASU Mid-South Minority Employees by Employment Categories

<b>Title</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Native Hawaiian</b>	<b>American Indian/Alaskan Native</b>
<b>Full-Time Staff</b>	1	27	2	0	0
<b>Full-time faculty</b>	1	8	2	0	0
<b>Adjunct faculty</b>	3	13	1	0	0
<b>Totals</b>	5	48	5	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 prevented staff from attending events in Shelby County (TN) and affected the number of in-person campus tours, outreach staff still maintained regular contact 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.

In the Athletics 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. All ten sophomores are either transferring to 4-year colleges after successfully graduating or returning to ASU Mid-South through the additional eligibility offered by the NCAA and NJCAA in responses to COVID.

ASU Mid-South is a participant in the TRiO Educational Opportunity Center (EOC) grant. 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 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. TRiO 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.

With the Pandemic severely limiting activities in 2020-2021, plans for the 2021-2022 academic year include resuming cultural trips for students to Hatiloo Theater, the Civil Rights Museum, and Black History programs. EOC will continue to support The Collective by participating in their Mock Interview Program and attending MLK College Day, Trezavant College Fair, Excel College Day, Hollafest and the Southern Heritage Classic football game. EOC will continue to facilitate workshops and serve participants from the East Central Arkansas Correctional Center, scheduling tours of Memphis, and attending college and career days at local high schools. TRiO EOC will continue to work with The Collective to assist their students applying to college and technical school with completing financial aid applications and work with Adult Education to help facilitate the transition of their students to post-secondary education

TRiO Student Support Services program (SSS), a federally funded TRiO program of the U.S. Department of Education, 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 2018-2019 academic year, TRiO SSS had over 3000 recorded contacts with their participants and sponsored 42 events, both on and off campus.

TRiO SSS has goals that focus on improving student support services to under-prepared students that leads to retention and completion. One objective is to increase collaboration and strengthen partnerships of all institutional student support departments (i.e. PBI, Career Pathways, Student Activities, Career Services, TRiO EOC and TRiO SSS) in order to develop an institutional student support action plan with research based strategies to optimally service under-prepared students. In 2020-21, TRiO SSS served 138 students.

ASU Mid-South is a recipient of the Predominantly Black Institutions (PBI) Programs 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.

As with many other institutions and programs, many planned activities and meetings for PBI at ASU Mid-South were cancelled to the Covid-19 pandemic. However, as adjustments were made, there were still many innovative things that took place within the grant that allowed its purpose to still be served.

- Success Coaching- Bridget Stewart prepared a Zoom presentation for all STEM, Health, & Teacher Education majors. The Topic was *Decision Making*. The presentation was saved and is readily available for reference to students on her caseload who were not able to be on the Zoom call.
- College Success -With April Holland's leadership, this course has continued to remain innovative and impactful with participating students. A major grant hurdle was achieved in the area of financial literacy as a number of students completed "Cash Course," which is a financial component of On Course. In addition, April was able to once again present On Course best practices to others as she represented ASU Mid-South at a National Conference.
- Health & Wellness- Cody Hastings was able to pull athletes from the Men's and Women's Basketball teams and prepare presentations on a number of topics that affect each of them and how they can cope. Such topics included, *Life After Sports, Ways to Deal with a Disappointing Loss, Balancing Your Time, & Good Nutrition*. The presentations from each athlete were made available on YouTube and are being used as references for present and future student athletes.
- African American Male Initiatives- Members of Brother-2-Brother (B2B), a leadership program focused on African-American male peer mentoring, were invited guests of two different virtual events. There was the Arkansas Summit for African American Males in which ASU in Jonesboro was the host school and The Men in Black Awards Ceremony where the host school was S.W. Tennessee Community College. The Director represented ASU Mid-South in both events, one as an advisory board member and the other as one that gave remarks and encouragement on behalf of B2B. In addition, the work that has been done at ASU Mid-South with regards Black Male Initiatives were acknowledged.
- STEM/Health, & Teacher Education-Through grant stipulated funds, equipment needs continue to be purchased and provided to help aid with instruction. One purchase that stands out during the past year is an Anatomage Table. This item is an advanced 3D anatomy visualization and virtual dissection tool that is very rare even among medical schools and institutions. It will be used by students in health related programs at ASU Mid-South.

ASU Mid-South's Diversity Committee's membership includes a cross-section of faculty and staff. The committee's charge is to discuss strategic plans for creating a more diverse, equitable and inclusive campus environment for faculty, students, and staff. The committee focus is on improving diversity in the areas of hiring, promotion, student recruitment and retention.

## **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.

In 2020, for the second year in a row, ASU Mid-South was chosen by the *Chronicle of Higher Education* as a Great College to Work For! We are one of 79 institutions nationally (out of 221 colleges and universities who participated) to receive the recognition this year, and the only two-year college in Arkansas. This year the institution was recognized in the category of Facilities, Workspace & Security.



The survey results are based on a two-part assessment process: an institutional audit that captures demographics and workplace policies and a survey administered to faculty, administrators, and professional support staff. The primary factor in deciding whether an institution receives recognition is the employee feedback. This designation is an honor, but also helps with recruiting new employees, and shows that current employees feel respected and appreciated, which helps in retention.

## **New Strategies and Objectives for 2021-2022**

The college is undertaking a substantial amount of internal research in order to develop the 2022-2025 Strategic Plan. This includes 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 will be 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 2021)
- **Design:** Establish core plan components (Spring-Summer 2021)

- **Build:** Craft details of each plan component (Fall 2021)
- **Manage:** Introduce and market final plan to campus, begin implementation and create mechanisms for assessment (Spring 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 YOUiversal 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.
  - Track most common reasons for Early Alerts and look for ways to proactively address these issues
- Review retention practices of auxiliary programs.
  - Discover data-supported best retention practices in auxiliary programs
  - Share results across campus
  - Look for ways to duplicate those practices
- Increase the Academic Support for online students.
  - Improve online tutoring services through the Tutor Me service.
  - Create a mechanism for online advising
  - 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.
  - Survey students about understanding of payment plan options and satisfaction of payment plan options
  - Develop a non-payment / no-show student survey to discover the issues that keep our students from paying and attending registered courses.
  - Provide detailed information online about payment plan options
  - Work with finance office to create clear guidelines on payment plan options
- Assess and revise the academic probation and suspension policy and procedures.
  - Rewrite probationary policy to help students circumvent academic suspension
  - Create study skills course to give students better tools for being successful in college

- Assess web-based information for financial aid / scholarships.
  - Rewrite or reformat scholarship information on web to be more accessible
  - Modify specific requirements that contribute to unused scholarships

### **Budget Information**

Budgets for these initiatives are divided among various departments. FY 2021 Budgets that contribute to completing strategic and operational objective related to recruitment and retention of minority faculty, staff, and students include:

Athletics	\$208,620
Career Coaching	\$21,587
Counseling Services	\$65,250
Fitness Center	\$1,240
Learning Success Center	\$72,544
New Student Orientation	\$1,000
Student Marketing	\$25,000
Publicity and Information	\$494,045
Recreation:	\$14,664
Recruiting:	\$68,415
Student Activities:	\$29,138
Student Life	\$3,500
TRiO EOC Recruiting	\$13,167
TRiO SSS	\$21,642
Tutorial Services	\$155,249
<u>Total</u>	<u>\$1,194,450</u>

These budgets reflect both supplies and personnel costs.

## Five Year Plan 2021-2025

In addition to the year plan steps below, throughout the five years outlined below the college will maintain a number of initiatives related to minority recruitment and retention. These include the annual Men of Color in Higher Education conference, the operation of the standing committee on Diversity, and the rejuvenation post-pandemic of student organizations geared towards minority students: Brother 2 Brother, Sister 2 Sister, and Somos Greyhounds.

- Year 1 – In year one ASU Mid-South will reorganize Academic Affairs in order to create greater efficiency and to promote opportunities for internal growth. We anticipate this will support the recruitment and retention of minority faculty by creating positions which are attractive to internal candidates and may appeal to a wider pool of job candidates. We also believe this reorganization will support more effective scheduling practices that are in tune with student needs and external obligations. The college will complete the strategic planning process in order to align institutional priorities to serve established values including diversity. In addition, the college will complete its application for a new round of PBI grant funding which emphasizes recruitment and retention of minority students through direct outreach and improving accessibility to high-demand programming.
- Year 2 – The College will implement the measures stated in the PBI grant. A key element is adding online components and infrastructure improvements that support the Aviation Maintenance program. This is our fastest growing Associate’s degree program over the past five years. However this initiative will help address a lack of diversity in the program. In addition, the college will begin incorporating data from a research partnership with CAPR in order to better incorporate multiple measures in our admissions and placement processes.
- Year 3 – In year three, the college will complete the implementation of PBI related measures and become collecting data on their impact. In preparation for the 10-year reaccreditation visit required by the Higher Learning Commission, the college will gather extensive data regarding student and staff experiences as well as the internal operations of the institution. The college will emphasize diversity and inclusion in preparing reports and identifying key priorities for this process. Accreditation provides an opportunity to seek feedback and assess whether the institution has acted on strategic priorities related to diversity and inclusion.
- Year 4 – By year four the college will have been reaccredited by the Higher Learning Commission. By this time, the college will also have completed work related to its current Title III grant which includes elements of financial literacy education and the improvement of online instruction. This work is heavily geared toward improving access and student outcomes beyond the classroom. We believe that a more accessible and engaging online environment makes our programs more flexible, allowing the college to serve community members with

family or work commitments that limit their ability to attend live courses. Since our service area is majority minority, initiatives targeting students with high financial need in these communities primarily engage minority students.

- Year 5 – In year five the college will gather trend data from the past five years in order to evaluate the institutions process in implementing recruitment and retention strategies. At this time the college will be completing an update of the college’s strategic plan. We expect the grant initiatives, coordination with CAPR and other new initiatives to produce useful data to augment our existing resources. In addition, the work of the ASU System office to improve and expand data collection will prove especially useful for evaluating outreach initiatives since this will include a significant expansion of employee data that will prove useful in supporting the recruitment and retention of minority faculty and staff.

# ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT

2020-2021



*Arkansas State*  
**UNIVERSITY**  
**MOUNTAIN HOME**

# Annual Minority Recruitment and Retention Report

2020-2021

- **Number of minority students who are currently attending the institution:**

<b>Declared Ethnicity</b>	<b>Number</b>
American Indian/Alaskan Native	72
Asian	36
Black/African American	28
Native Hawaiian/Pacific Island	24
Hispanic of ANY Race	90
Non-Resident Alien	8
Two or More Non-Hispanic Races	0
Race/Ethnicity Unknown	27
<b>Total</b>	<b>285</b>

- **Number and position title of minority faculty and staff who currently work for the institution:**

<b>Declared Ethnicity</b>	<b>Number</b>
<b>Faculty/Adjunct</b>	
Hispanic	2
<b>Staff</b>	
Hispanic	4
<b>Total</b>	<b>6</b>

- **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 headcount 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 headcount 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.

**GOAL 3:**

**TO PROVIDE STUDENTS, 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 a predominately Caucasian area 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.



## Arkansas State University-Newport Minority Recruitment and Retention Annual Report

Submitted by Dr. Holly Smith, Vice-Chancellor for Academic Affairs  
June 2021

This Minority Recruitment and Retention Report is being submitted by Arkansas State University-Newport to the Arkansas Department of Higher Education as mandated by Act 1091 of 1999 (ACA 6-61-122).

1) The information required for this report pertaining to numbers of minority students is listed as headcounts sent to ADHE for the fall and spring semesters of 2020-2021.

a) Number of minority students who attended the institution (and what percentage of the total enrollment for that semester that number represented)

Race/Ethnicity	Fall 2019		Spring 2020		Fall 2020		Spring 2021	
	Total Enrollment:	Minority Enrollment:	Total Enrollment:	Minority Enrollment:	Total Enrollment:	Minority Enrollment:	Total Enrollment:	Minority Enrollment:
	2247	22%	2256	19.7%	1941	22.3%	1837	20.7%
	#	%	#	%	#	%	#	%
White	163	72.5	172	75.8	142	73.5	138	75.3
Black/African American	325	14.5	318	14.0	284	14.6	254	13.8
Hispanic/Latin X	92	4.1	78	3.4	88	4.5	75	4.1
Native American/ Alaska Native	15	0.7	12	0.5	12	0.6	11	0.6
Asian or Pacific Islander	8	0.4	14	0.6	3	0.2	10	0.5
Two or More Races	30	1.3	33	1.5	32	1.6	25	1.4

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<b>Non-Resident Alien</b>	24	1.1	4	0.2	13	0.7	5	0.3
<b>Unknown</b>	118	5.1	91	4.0	82	4.2	73	4.0

b). Number and position title of minority faculty and staff who currently work for the institution and c) Number and position title of minority faculty and staff who began working at the institution in the past year.

	<b>Full-Time</b>	<b>Part-Time</b>
<b>Number : Minority Faculty and Staff Currently Employed 2020-21</b>	13	11
<b>Number : Minority Faculty and Staff Hired 2020-21</b>	1	7
<b>Position Titles: Minority Faculty and Staff Hired 2020-21</b>	Chancellor	Part-time help Adjunct Faculty

2) Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

**RECRUITMENT AND RETENTION OF FACULTY AND STAFF**

**GOAL 1: The faculty and staff minority composition at ASU-Newport will parallel that of the student body.** *Strategies for Achieving the Goal:*

1. ASU-Newport will continue to monitor the faculty and staff ratios as they relate to gender and ethnicity.
  - According to the Fall 2020 and Spring 2021 enrollment data, minorities accounted for 22.3% and 20.7% of the enrollment base respectively as compared to 22% and 19.7% in the previous year. Minority enrollment at ASUN has increased continuously over a five year period. African Americans were the largest ethnic minority with 14.6% and 13.8% of the total enrollment base respectively.
  - Additional hiring strategies were employed beginning in Spring 2017 to address the disparate minority faculty and staff employment. We've not only experienced an increase of minority applicants during that time period, but also a significant increase in full-time minority hires. The data above does not include adjunct faculty as they are often transient in nature.
2. ASU-Newport will develop a process for strategic hires in areas where there are no or few minority faculty/staff members.
  - SOP2008 Part-Time Faculty Hiring Procedure
  - SOP5001 Full-Time Faculty and Staff Hiring Procedure-Additional language was added in 2021 regarding the selection committee make-up [https://files.asun.edu/sops/5000/5001\\_Hiring\\_Process\\_for\\_Full\\_Time\\_Faculty\\_and\\_Staff.pdf](https://files.asun.edu/sops/5000/5001_Hiring_Process_for_Full_Time_Faculty_and_Staff.pdf)
3. The ASU-Newport Human Resources staff will monitor each hiring process to ensure fairness throughout the process and must ensure each campus search committee is educated on how to conduct searches that will attract more diverse applicants into each position pool.
  - The ASUN hiring processes for both full and part-time faculty are now articulated in the following ASUN Standard Operating Procedures:
    - SOP5001 Full-Time Faculty and Staff Hiring Procedure (revised in 2021)
    - SOP2008 Part-Time Faculty Hiring Procedure

**GOAL 2: Create and maintain an environment at ASU-Newport that makes it a quality place for minorities to work and develop.**

*Strategies for Achieving the Goal:*

1. ASU-Newport's Office of Human Resources will continue an on-boarding process that will encourage new employees to feel welcome to ASU-Newport.
  - The ASUN on-boarding process has been revised and now includes sessions with all Vice Chancellors, all pertinent college departments, other new hires, supervisor, and peer employees as well as the shared governance model and associate committees (new in 2021).

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2. ASU-Newport will evaluate exit interviews with persons who transfer to other departments or leave the college all together with an emphasis on ascertaining why individuals felt compelled to seek employment elsewhere.
  - This process has been revised and now includes an electronic exit survey to ensure no discomfort in responding honestly and openly.
3. ASU-Newport will ensure proper representation of all minorities on committees, project teams, and advisory groups.
  - Each academic year, the ASUN shared leadership committees workbook is developed which outlines each committee, membership, and purpose statement with associated annual goals. Minority representation is provided adequately throughout. Also, an Inclusion and Diversity Committee was added to the shared governance structure in 2019 and has begun to implement a variety of educational offerings, campus and electronic opportunities for mentorship and support, as well as a quarterly newsletter. The committee has been extremely active this academic year, despite remote working accommodations due to COVID-19. In 2021-22, ASUN will be establishing an Office of Diversity and Inclusion, with a dedicated budget and coordinator, under the oversight of the Vice Chancellor for Leadership and Community Engagement.
4. ASU-Newport will promote quality educational experiences through a diverse community of leaders characterized by open interaction among faculty, staff, students, and invested off-campus constituencies.
  - The Arkansas State University System values diversity in that the vision, mission and goals guides ASUN and all system institutions to "contribute to the educational, cultural, and economic advancement of Arkansas" while maintaining focus on four key components which include "racial, ethnic, gender, and cultural diversity in the faculty, staff, and student body supported by practices and programs that embody the ideals of an open, democratic, and global society." Diversity is one of ASUN's core values. ASUN and the communities in which we are located support diversity and inclusion through a variety of efforts. We recognize that diverse populations include a variety of marginalized and at risk demographics that include, but are not limited to, race, ethnicity, social and economic class, age, gender, sexual orientation, religion, and physical or mental capability.
  - The institution realizes its influence in the diverse communities through offerings in the enrichment of the arts. Since 2004, ASUN has brought diverse entertainment to our communities. Examples of these multicultural offerings include the ASUN Patron Series and Black History Month activities. ASUN Concert and Lecture as well as Patron Series events provide high quality entertainment and community educational outreach opportunities to Arkansas' Delta region. ASUN's popular culinary continuing education courses offered on the Jonesboro campus since 2014 expose community members to ethnic food selections. Students are guided through the process of preparing ethnic foods, and each course

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concludes with a sampling of the food. In the COVID environment ASUN has transitioned to Campus Connections zoom meetings weekly with topics on diversity and inclusion, college systems and support mechanisms, and resource identification. This has helped new employees feel welcomed and given them an opportunity to “quasi-meet” with the administration, directors, and deans.

- In the last decade ASU-Newport has worked to gather and synthesize strategic information to encourage an appreciation and awareness of diversity issues. The institution makes special effort to meet the needs of our sight, hearing, and physically impaired students and employees. Because the institution and its campuses are located in an area which employs migrant workers, ASUN has formed a Migrant Student Advisory Council which meets on the Jonesboro campus. Our advisory boards convene to discuss workforce needs and address the need for a larger, more diverse student body to meet employer concerns. With the addition of a data analyst position, the institution has placed a premium on accurate data with which to draw conclusions and engage in strategic conversations. One area where these conversations may be most useful is in the field of diversity. The institution is currently evaluating its minority recruitment and retention plan. ASUN is also addressing recruitment of minorities and retention of remedial students. As we glean information, not only concerning the students that we serve, but our communities and their demographic patterns that comprise our support network, we are more accurately able to address areas of needed improvement and support.

### **RECRUITMENT AND RETENTION OF STUDENTS**

ASU-Newport employs an individual solely dedicated to recruiting and community engagement. By hiring a person dedicated to recruitment, ASU-Newport should experience an increase in future enrollment periods of minority students. Over the years, there has been an increase in the number of Hispanics in Northeast Arkansas. A strong recruitment plan coupled with an enrollment management plan could lead to identifying those target markets and generating leads for ASU-Newport. ASU-Newport's Adult Education English as a Second Language (ESL) faculty has been working to increase the English fluency of many of these new Northeast Arkansas residents, while preparing them for possible recruitment as ASU-Newport students.

ASU-Newport has a variety of opportunities and retention efforts for minority students to serve in leadership and personal enrichment capacities. The ASU-Newport Student Government Association (SGA), Phi Theta Kappa, Phi Beta Lambda and Student Ambassadors have all had significant minority student participation and officer representation. Minority students also serve on the college's standing committees, including having served on the 2014 and 2019 Strategic Planning Steering Committee.



**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:*

1. 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
  - With the assistance of the Enrollment Management Committee, the ASUN Office of Enrollment Services has created a strategic enrollment plan. The Strategic Enrollment Plan I includes marketing efforts associated with minority students. Marketing efforts include special communications to target minority students to ASUN.
2. 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.
  - ASUN Student Ambassadors and scholarship recipients regularly represent the institution at events within the community. These groups are comprised of a diverse demographic of students from the Jackson County region.
  - HLC formally recognizes two Arkansas Department of Corrections facilities (McPherson and Grimes Units) as ASUN instructional locations. ASUN provides a vast array of coursework across several programs of study at the units as well as transition programs for inmates who will be or are in the process of transitioning out of the units. ASUN employs a parttime advisor who provides support mechanisms, services, and resources to the inmates and also provides recruitment and enrollment services functions in coordination with the ASUN Prison Education Coordinator (Academic Dean). Clear pathways ensure every opportunity for certificate and degree completion both while incarcerated and transitioning out of the units.
3. Continue to support ongoing concurrent enrollment initiatives that link the college with high school counselors, teachers, and students.
  - ASUN serves 300-500 concurrent students from 13 service area school districts within the service area. These courses encompass both general education and career and technical education offerings.
  - ASUN also encompasses the IGNITE secondary center, which continues to increase career and technical education enrollment opportunities for high school students across six school districts.
4. 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.
  - This is facilitated through a variety of avenues including program advisory committee participation, industry partnerships with the Workforce

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Development Center, and community organizations throughout the service area.

5. ASUN continues to sponsor, lead, and participate in community events which are predominately attended by minorities such as Martin Luther King Jr. Day of Services activities, Bluesday Tuesday, Unity Healthy Women Conference, Downtown Summer Movie Series, Depot Days, Terapin Days, Depot Days, and a host of other community events.

**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:*

1. Continue mandatory new student orientation for all first-time entering ASU-Newport students.
  - Mandatory NSO/ ENGAGE sessions are facilitated at all campuses and online. The NSO process was revised and launched as ENGAGE sessions in Fall 2017 and again revised in 2019 to include both online and hybrid options. Advising "Navigators" provide full time support for students as they work through areas such as admissions, financial aid, finance, and academics. Academic program advisors are available and communicate with new and returning students at each campus throughout open registration periods.
2. Continue to promote ASU-Newport Academic Support Centers as resources for computer-based and self-paced developmental instruction.
  - Academic support centers were promoted through the ASUN website, student emails, personal contact with students, CANVAS LMS, MyCampus, scrolling videos through the campuses and communities, and flyers on each campus.
3. Continue to encourage faculty and staff to identify and refer students experiencing academic challenge early in the semester through the Early Alert and SOS systems.
  - Both Early Alert and Save our Semester (SOS) interventions are employed throughout all semesters and terms. Both processes now include an opportunity to locate resources for "social concerns" and referrals to our newly hired mental health counselor as well as Navigators, Academic Advisors, and Student Affairs personnel
4. Work to develop effective student mentoring and advisement strategies for culturally diverse students.
  - Currently, ASUN is entering a new organization of our academic advising processes. Cultural diversity is included in the academic advising plan and training modules for advisors. The new academic advising plan was launched during Fall 2019.
5. Expand the exploration of diversity in College and Life Skills and Workplace Essentials.

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- Diversity and inclusion awareness is included in the student learning outcomes for this course. All students are required to attend at minimum one cultural learning opportunity facilitated to the college and report back the class.
6. 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.
    - These functions are now handled through the Director of Academic and Student Support and the Office of Financial Aid. The newly formed Director of Academic and Student Support Services is currently developing a plan to analyze this data and form an ad-hoc committee to develop additional strategies in this area, as well as advising and academic distress.
  7. Implement mandatory attendance policies for academic courses through the use of Campus Management.
    - Currently transitioning to BANNER as a system wide initiative-this activity has been facilitated through Campus Mgmt but have not been impactful.
  8. Implement mandatory advising for all students with their advisor of record.
    - This initiative is currently facilitated through the Advising Task Force.

**GOAL 3: Increase the amount of financial support for programs, services and scholarships which target students from underrepresented groups.**

*Strategies for Achieving the Goal:*

1. Identify scholarship and grant programs that seek to increase enrollment of students from underrepresented groups in the areas of the health professions and business.
  - The Marilyn Thompson Opportunity Through Education Scholarship is a scholarship designed to support students from a minority race or ethnicity and are seeking a degree in STEM or Business. Additionally, ASUN offers several scholarships that seek to increase enrollment in the areas of health professions and business (i.e. Jane M. Pratt Education Trust Scholarship, David L. & Imogene Garrett Johnston Memorial Scholarship Endowment Scholarship, and Twyford Family Business Scholarship). ASUNewport has the fa large variety of scholarships available for students enrolled in academic programs at ASUN.The scholarship application and individual scholarship listing can be found at the following address: [www.asun.edu/financialaid](http://www.asun.edu/financialaid).
2. Expand access to resources for students from underrepresented groups to identify all possible sources of public and private funding. (Deferred Action for Childhood Arrivals)
  - ASUN has revised its scholarship process to create more equity among requirements based on academic

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achievements. The revisions now allow students to submit NexGen Accuplacer scores to be considered for scholarships. By allowing the SAT, ACT, and Accuplacer to be options for scholarship eligibility ASUN has created a more equitable process that takes into account low-income students who may only be able to afford to take the Accuplacer. (Traditional students who desire to take the ACT could be eligible for up to fee waivers from ACT.) It is a priority to assist students who are from underrepresented groups. The revised scholarship plan is now available but has been impacted by the COVID-19 environment and the statewide budget downturn. This continues to be a standing item on the scholarship committee's priority list. Expand efforts to renew sustained scholarship support for culturally underrepresented students.

3. Expand efforts to renew sustained scholarship support for culturally underrepresented students.

- In collaboration with the Council on Inclusion and Diversity, the Office of the Vice Chancellor for Student Affairs and the Office of Leadership and Community Engagement launched the ASU-Newport Leadership in Diversity and Inclusion Scholarship dedicated to attracting and retaining students who demonstrate leadership capabilities, with an award of \$500 per semester. The ASU-Newport Incoming Aviator Scholarship was also launched. This scholarship is awarded to a high school graduate from an underrepresented race who demonstrates a commitment to diversity, equity, and inclusion, with a one-time award of \$500.

**a) 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.**

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

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**b) Include your timeline, budget, and methods used to assess and monitor progress.**

**Timelines for Strategies:** The timeline for implementing each strategy is the same for each goal stated in this plan. All activities are ongoing and were initiated fall 2015 and continue through summer terms of 2021. The student recruitment and retention activities are being coordinated and monitored through ASU-Newport's Enrollment Management Committee, while all faculty and staff recruitment and retention efforts are coordinated through ASU-Newport's Human Resource office.

**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 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.

**Assessment for Effectiveness:** Annual reports required by ADHE will include progress made in achieving these indicators and what 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.

**\*\*NOTE: ASUN will be completing the 2022-2026 5-Year Minority Recruitment and Retention Plan in August 2021**

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**Arkansas State University Three Rivers**  
**June 2021**

**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.
  
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, Phillander 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 this year due to COVID.
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. (Six year this scholarship has been in place.)
  - 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 this year due to the COVID-19 prevention of award ceremonies.
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.
  - c. The College's Vice Chancellor for Student, Equity and Community Affairs (VCSECA) attended only one annual Black History Month celebration. She presented the history of Malvern medical professional and saluted current African American nurses for their work during COVID.
  - d. The VCSECA was not able to award the Annual President's MLK Scholarship during the Malvern High School Senior Award Ceremony due to the COVID-19 the ceremony was held virtually.
  - e. The College continues to collaborate with a Community Advisory Committee comprised of African American Community leaders.
  - f. Developed a Minority Alumni list to begin providing mentoring to current minority students.
  - g. Developed a minority faculty and staff group to help assist minority students with issues and navigating processes while on campus.
  - h. Contacted all minority students monthly to provide pertinent COVID information, College deadline updates and to "check in" on them during midterms and finals.
  - i. Initiated a diversity month history lesson for Black History Month, Women's History Month and Asian American History Month. Daily history emails were sent to all employees and all students.
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**

A new position was created the Vice Chancellor for Student, Equity and Community Affairs. Fifty percent (50%) of her salary (\$45,960) 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. 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 Student Demographic Data:**

<b>Arkansas State University Three Rivers 2020-2021 Enrollment by Race/Ethnicity</b>						
<b>Enrollment Headcount</b>	<b>Summer III 2020</b>	<b>Fall 2020</b>	<b>Spring 2021</b>	<b>Summer 2021</b>	<b>2020-21 Unduplicated</b>	<b>Change from 2019-20</b>
African American	5	165	159	91	271	-27
Hispanic	1	72	68	7	90	-2
2 or >	0	36	37	2	48	-15
Other Minorities	1	30	29	3	13	-2
<b>Minority Total</b>	<b>7</b>	<b>303</b>	<b>293</b>	<b>103</b>	<b>422</b>	<b>-46</b>
Caucasian	20	942	970	177	1292	248
<b>Total Enrollment</b>	<b>27</b>	<b>1245</b>	<b>1263</b>	<b>280</b>	<b>1714</b>	<b>-151</b>
<b>Change from 2019-20</b>	<b>0</b>	<b>94</b>	<b>167</b>	<b>-39</b>	<b>202</b>	
<b>Enrollment Percent</b>	<b>Summer III 2020</b>	<b>Fall 2020</b>	<b>Spring 2021</b>	<b>Summer 2021</b>	<b>2020-21 Unduplicated</b>	<b>Change from 2019-20</b>
African American	18.5%	13.3%	12.6%	32.5%	15.8%	3.6%
Hispanic	3.7%	5.8%	5.4%	2.5%	5.3%	0.8%
2 or >	0.0%	2.9%	2.9%	0.7%	2.8%	0.1%
Other Minorities	3.7%	2.4%	2.3%	1.1%	0.8%	-0.4%
<b>Minority Total</b>	<b>25.9%</b>	<b>24.3%</b>	<b>23.2%</b>	<b>36.8%</b>	<b>24.6%</b>	<b>4.1%</b>
Caucasian	74.1%	75.7%	76.8%	63.2%	75.4%	-4.1%
<b>Total Enrollment</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>-9.1%</b>
<b>Change from 2019-20</b>	<b>-0.7%</b>	<b>-8.5%</b>	<b>-2.4%</b>	<b>-12.1%</b>	<b>-9.1%</b>	

*\*Summer I & II 2021 unofficial count*

**Number and position title of minority faculty and staff who currently work for the institution**

Arkansas State University Three Rivers employed seventeen (17) minority employees for 2020-2021. The positions are as follows:

Faculty

- Adult Education Instructor
- Business Instructor

- Cosmetology Instructor
- SCCTC CNA Instructor

#### Staff

- Vice Chancellor for Student, Equity and Community Affairs
- Director of Student Support Services (TRiO)
- TRiO Tutoring Coordinator
- Director of Career Pathways
- Educational Counselor - Career Pathways
- Director of HR
- Registrar Assistant
- Adult Education Administrative Specialist II (Clark County)
- Two Adult Education Administrative Specialists II (Hot Spring County) PT
- Maintenance Specialist
- Career Coach- Benton High School
- Food Prep Specialist (PT)

#### **Number of minority, by minority group, full-time faculty who currently work for the institution**

Arkansas State University currently employs two African American full-time faculty members. An additional African American full-time employee was hired but will start in August 2021

#### **Number of minority adjunct faculty who currently work for the institution**

Arkansas State University currently employs three 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 two African American full-time faculty members this academic year. An additional African American full-time faculty has been hired but will start in August 2021

**Minority Recruitment and Retention Annual Report**  
(Due annually by June 30<sup>th</sup> 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 Department 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.**

Hispanic: 992  
Black or African-American: 697  
Multiple Ethnicities: 473  
Non-Resident Alien: 241  
Asian/PI: 161  
American Indian/Alaska Native: 73  
Hawaiian: 8

- **Number and position title of minority faculty and staff who currently work for the institution.**

<b>MINORITY FACULTY/ADJUNCT</b>		
<b><u>TITLE</u></b>	<b><u>ETHNICITY</u></b>	<b><u>COUNT</u></b>
	American Indian-Alaskan	
Adjunct	Native	1
Adjunct	Asian	5
Adjunct	Black or African American	8
Adjunct	Hispanic	7
	International - NonRsdnt	
Adjunct	Alien	1
Adjunct	Other/Unknown	1
	American Indian-Alaskan	
Faculty FT 9M	Native	2
Faculty FT 9M	Asian	32
Faculty FT 9M	Black or African American	10
Faculty FT 9M	Hispanic	4
	International - NonRsdnt	
Faculty FT 9M	Alien	1
Workforce Ed Faculty	Asian	1
Workforce Ed Faculty	Black or African American	1
	<b>Total</b>	<b>74</b>

<b>MINORITY STAFF - TITLE</b>	<b>ETHNICITY</b>	<b>COUNT</b>
Academic Advisor	Hispanic	1
Administrative Specialist I	Black or African American	1
Administrative Specialist II	Hispanic	1
	American Indian-Alaskan	
Administrative Specialist III	Native	1
Administrative Specialist III	Asian	1
Administrative Specialist III	Black or African American	1
Administrative Specialist III	Hispanic	1
Admissions Analyst	American Indian-Alaskan	
Supervisor	Native	1
Assistant Athletic Trainer	Black or African American	1
Assistant Coach	Black or African American	2
Assistant Registrar	Asian	1
Associate Registrar	Black or African American	1
Asst Dean of Students	Black or African American	2
Asst Dir Internat'l Programs	Black or African American	1
Asst Dir Internat'l Programs	Hispanic	1
Asst Sports Info Director	Hispanic	1
Dept Chair Acct/Econ; Mgt/Mkt	Black or African American	1
Dir of Corp/Foundation Giving	Black or African American	1
Dir of International Programs	Asian	1
Director Disability Services	Black or African American	1
Director of Testing	Black or African American	1
English Lang Institute Coord	Asian	1
Executive VP/Provost	Black or African American	1
Financial Aid Specialist	Hispanic	1
Fiscal Support Analyst	Hispanic	1
Fiscal Support Specialist	Hispanic	1
Head Coach-Women's Softball	Hispanic	1
Human Resources Assistant	Hispanic	1
Information Systems Analyst	Hispanic	1
Institutional Assistant	Asian	1
	American Indian-Alaskan	
Institutional Services Asst	Native	1
Institutional Services Asst	Asian	1
Institutional Services Asst	Black or African American	2
Institutional Services Asst	Hispanic	3
	International - NonRsdnt	
Institutional Services Asst	Alien	1
	International - NonRsdnt	
Instructional Designer	Alien	1
	American Indian-Alaskan	
Landscape Specialist	Native	1

**MINORITY STAFF -**

<b>TITLE</b>	<b>ETHNICITY</b>	<b>COUNT</b>
Network Support Specialist	Asian	1
Network Support Specialist	Hispanic	1
Proj/Prg Dir Sports Medicine	Black or African American	1
Project/Program	American Indian-Alaskan	
Administrator	Native	1
Project/Program		
Administrator	Black or African American	1
	American Indian-Alaskan	
Registered Nurse	Native	1
	American Indian-Alaskan	
Registrar's Assistant	Native	1
Skilled Tradesman	Hispanic	1
Special Projects Coordinator	Hispanic	1
Student Development		
Specialist	Black or African American	2
Student Development		
Specialist	Hispanic	1
	American Indian-Alaskan	
Systems Specialist	Native	1

**Total      55**

**Number of minority full-time faculty, by minority group, who currently work for the institution.**

<b>MINORITY FULL-TIME FACULTY</b>	
<b>ETHNICITY</b>	<b>COUNT</b>
American Indian-Alaskan	
Native	2
Asian	33
Black or African American	11
Hispanic	4
International - NonRsdnt Alien	1
<b>Total</b>	<b>51</b>

- **Number of minority adjunct faculty, by minority group, who currently work for the institution.**

<b>MINORITY ADJUNCT</b>	
<b>ETHNICITY</b>	<b>COUNT</b>
American Indian-Alaskan	
Native	1
Asian	5
Black or African American	8
Hispanic	7
International - NonRsdnt Alien	1
Other/Unknown	1
<b>Total</b>	<b>23</b>

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

<b>TITLE</b>	<b>ETHNICITY</b>	<b>COUNT</b>
Administrative Specialist III	Black or African American	1
Administrative Specialist III	Hispanic	1
	American Indian-Alaskan	
Registrar's Assistant	Native	1
Special Projects Coordinator	Hispanic	1
Student Development Specialist	Black or African American	1
<b>Total</b>		<b>5</b>

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

The Admissions Department has student information available on-line in Spanish (<https://www.atu.edu/admissions/enespanol.php>). In addition, the postcard soliciting a campus tour is in English and Spanish. Another informational flyer available in English and Spanish is the “Your Path to College”.

An initiative which began in 2008 was the development and implementation of TECH 1001. This is a one-hour class that is required of all new incoming students. The purpose of the class is to emphasize those student characteristics which are known to be associated with student success and to help the new student acclimate to campus and academic life.

Another initiative that is being piloted is Academic Coaching. This replaces the Arkansas Tech University B2E (Bridge to Excellence) program. The Academic Coaching and Outreach program strives to empower students toward positive behavior changes as it relates to academic concerns and perceived barriers to success by connecting students to other support services in the Academic Success Center and meeting one-on-one to develop a personalized plan of action for future success. Outcomes of academic coaching sessions are:

1. Students will understand the programs and services in student success and the goals of academic coaching.
2. Students will be asked to reflect on their goals and what they want to achieve through academic coaching.
3. Students will identify their goals and create a plan with their academic coach on how to achieve their goals.
4. Students will implement their plan to achieve goals.

Currently, incoming freshmen with an overall ACT score of 17 meet with their academic coach each week. Freshman with an overall ACT score of 18 receive multiple contacts from their department, given an academic wellness survey, and receive academic resources based on their academic need indicated by the survey. Students who achieve a GPA of at least 2.0 by the end of the semester are assessed as successful.

A state-wide initiative Arkansas Tech University is participating is the Strong Start to Finish (SStF) initiative to implement high quality, rigorous co-requisite courses in mathematics and English at scale. Funded by the Kresge Foundation and a matching award from Arkansas Governor Asa Hutchinson, and managed by the Arkansas Department of Higher Education and Arkansas Community Colleges, the goal is to enroll at least 75% of underprepared students in co-requisite support by Fall 2021 so that more students successfully pass mathematics and English in their first year. Thus, remedial mathematics will no longer be offered and students will be placed in co-requisite courses.

In terms of faculty and staff, the University continues to use a minority friendly procedure for recruitment. All faculty and administrative vacancies are filled according to guidelines and procedures published and administered by the Affirmative Action Office. The guidelines are disseminated to all departments and forms are included which provide a consistent and equitable approach to filling vacancies as they occur. The guidelines cover all aspects of the hiring



process and include procedures relating to the following categories: Announcement and Advertising the Position, Responsibilities of the Search Committee, Required Documentation Maintained by the Affirmative Action Office, and Minority Recruitment Contacts. The job description to be advertised must be approved by the Affirmative Action Officer to ensure that the appropriate EOE information is included. After the position closes, the chair of the search committee sends an Interim Report to the Affirmative Action Office. The Interim Report must be approved prior to any candidate being interviewed. The Interim Report is used to determine the breadth of ethnic and gender representation. Only the Affirmative Action Officer has ethnicity data until the Position Filled Report is completed.

The Affirmative Action Officer works to ensure that all guidelines are understood and followed. 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.

In 2016, Arkansas Tech University completed a new strategic plan which took more than a year to complete and involved the entire campus as well as various external constituencies. The plan was approved at the beginning of summer 2016 by the Board of Trustees. The Strategic Plan includes a goal specific to diversity and inclusion. Goal 1, Item 8 states: *Develop and implement a diversity and inclusion plan to include all stakeholders for our campuses.* As a result, an Equity and Diversity Committee was formed which developed the following Arkansas Tech University Strategic Plan for Inclusive Excellence for the year 2019-2020 and beyond.

#### **Equity & Diversity Committee** (University standing committee)

The 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. The Phase I Objectives are well underway and progress on the implementation of a diversity and inclusion plan is ongoing.

- The implementation of Phase I tasks have been completed, including the exploration of existing facilities on campus for potential gender-neutral bathrooms, identifying and implementing a mandatory Diversity & Inclusion training for all new hires during onboarding, and including additional representatives from diverse groups and the Ozark campus to the committee to ensure all groups have a voice in diversity discussions.
- ATU is exploring the possibility of becoming a Hispanic Serving Campus.
- Department of Diversity & Inclusion continues to offer diversity training and awareness events on campus.
- The Equity and Diversity Committee has met with student organizations to gather feedback to improve diversity training for Residential Life.

- **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.**
  - Recruiting for faculty in national publications with a diversity focus.
  - In spring 2021, the Center for Excellence in Teaching and Learning implemented workshops to facilitate faculty being more culturally aware. In addition, a badging system was designed to confirm faculty attendance for inclusion in the annual portfolio. This is an initiative that will be marketed broadly to faculty during welcome back activities.
  
- **Include your timeline, budget, and methods used to assess and monitor progress.**

### **Timeline**

Our efforts to recruit minority faculty and staff continue and the plan is assessed each year and re-evaluated as a result of the findings.

### **Budget**

The budgets put in place for the majority of these efforts was reduced for 2020-21 due to the impact of the pandemic. Prior to the pandemic, the budgets increased as the University grew. In other instances, 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.

Initiatives such as, SStF projects require significant resources but are not geared specifically for minority students. However, statistics indicate that minority students are most likely to be enrolled in remedial classes and to have difficulty in many of the gateway courses so the initiative should improve success and retention of minority students although not targeted as a minority initiative. The same is true of the Academy on Persistence and Completion, the costs are not small but the benefit to students, minority and others, has the potential to be significant.

### **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.

### **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.

By attending events and trainings that promote inclusive excellence and a diverse culture across campus, students will be able to:

1. Develop necessary cultural competency skills
  - Recognize culturally and racially insensitive terminology
  - Distinguish between acceptable/non-acceptable actions/behaviors
  - Understand ally etiquette as well as accurately addressing those in the LGBTQ+ community
  - Identify and Apply appropriate verbiage when addressing persons with disabilities
  - Identify and Apply appropriate verbiage when addressing veterans and USAF service members
2. Distinguish equity from equality
3. Employ inclusive language in and outside of the classroom

DDI also created and implemented a Retention Plan for Underrepresented Students.

## **STUDENT ORGANIZATIONS**

Below are the links to 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](#)

**Submit your annual report electronically to [academic.affairs@adhe.edu](mailto:academic.affairs@adhe.edu) by June 30.**



**Minority Recruitment and Retention Annual Report**  
(Due annually by June 30<sup>th</sup> 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.

<b>Hispanic</b>	<b>63</b>
<b>NSH (2 or more)</b>	<b>57</b>
<b>Asian</b>	<b>4</b>
<b>Asian/Pacific Islander</b>	<b>2</b>
<b>Black or African American</b>	<b>54</b>
<b>American/Alaska Native</b>	<b>1</b>
<b>Hawaiian/Pacific Islander</b>	<b>3</b>

- Number and position title of minority faculty and staff who currently work for the institution.

**1 Black/African American - Science Instructor**  
**1 Hispanic - Automotive Adjunct Faculty**

- Number of minority full-time faculty, by minority group, who currently work for the institution.

**One full-time faculty; Black/African American**

- Number of minority adjunct faculty, by minority group, who currently work for the institution.

**1 Hispanic PT faculty; Automotive Adjunct**

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

**Black River Technical College didn't have any minority faculty or staff who began working for 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.

#### **Faculty & Staff**

- Continue to advertise in diverse publications for hard to fill positions.
- Continue annual and bi-annual training on diversity for faculty and staff.
- Title IX team to provide ongoing training.

#### **Students**

Unfortunately, due to the Corona virus the annual Marshallese day was forced to be canceled once again in the spring of 2021. This exciting event is one of the cornerstones of the minority student recruitment plan for the BRTC. Also, all preview days in the spring of 2021 were canceled due to the local high schools banning visitors and outside travel for health and safety reasons due to the virus.

While many of the plans and progress in recruiting all students to BRTC continued to be disrupted by restrictions due to Covid-19 in the 20-21 academic year the BRTC admissions and recruitment team pivoted to online/virtual recruitment tactics in order to best fulfill their recruitment duties.

Some of these virtual/online recruitment tactics included participation in the online Arkacro college fair, Zoom recruitment presentations to local high schools, increased text messaging to potential students, virtual campus tours and videos, video congratulations for scholarship awards, and mobile enrollment services for area high schools.

- 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.

#### **Goals for Recruitment and Retention of Faculty and Staff**

**Goal 1: Black River Technical College will continue to strive to be a workplace that accepts and values differences between people including those of different races, ethnicities, genders, ages, religions, disabilities, sexual orientations, education, personalities, skill sets, experience and knowledge bases.**

**Strategies to achieve goal:**

- Annual training of human resources staff,
- Annual training for faculty and staff by human resources staff,
- Biannual training for faculty and staff by the Attorney General' Office,
- Title IX team ongoing training.

**Goal 2: Black River Technical College will strive to maintain a quality workplace for minorities to work and develop.**

**Strategies to achieve goal:**

- Annual training of human resources staff,
- Annual training for faculty and staff by human resources staff,

**-Biannual training for faculty and staff by the Attorney General's Office.**

**Goal 3: Black River Technical College is an equal opportunity institution and will not discriminate on the basis of race, color, sex, religion, national origin, age, handicap/disability, or other unlawful factors in employment practices, or admission and treatment of students.**

**Strategies to achieve goal:**

**-In the next year, the human resources office will include a diversity and inclusion new hire sheet for newly hired employees to have during new employee orientation**

**-In the next year, the Human Resources office will implement a diversity and inclusion new hire training for hiring committees to the College.**

#### **Goals for Recruitment and Retention of Students**

**One new strategy that BRTC has implemented in recruiting minority students is participation in an online radio interview show on KLEK 102.5 Community Conversations out of Jonesboro, AR. KLEK 102.5 exist to "Educate the African-American Community about important issues such as health, finance, African-American history, legal matters, and more." The BRTC enrollment team spoke on the radio show on March 31<sup>st</sup>, 2021 discussing important college enrollment topics such as college preparation, admissions, and financial aid. The show was heard by numerous radio listeners as well as over 1,000 online viewers.**

**Other new or continuing minority student recruitment initiatives include the following:**

**Creating a minority recruitment panel of current BRTC minority students who can help the BRTC recruitment team better understand the needs of minority students and how to more effectively recruit new minority students to BRTC. This minority recruitment student panel will help develop specialized recruitment messaging and programming to increase awareness among the local minority population in order to hopefully increase the number of minority students at BRTC.**

**Continue and expand the Marshallese Day at BRTC. The first annual Marshallese Day held in 2019 was a great success. Around 35 local Pocahontas high school Marshallese students attended the event. The event consisted of a campus tour, and specialized sessions involving academic majors, admissions, and financial aid information. The day ended with the Marshallese students thanking BRTC with an unplanned traditional Marshallese cultural dance.**

**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.**

- Include your timeline, budget, and methods used to assess and monitor progress.

**Faculty & Staff**

**The timeline for the achievement of all of these goals would be to complete them by the end of the next fiscal year (June 30, 2022.)**

**Budget will not be an issue as it will not cost anything to implement this new training for new hire committees.**

**We will assess this method by analyzing how many new hire committee members were trained throughout this next fiscal year.**

**Students**

**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 panel creates. Lastly, surveys will be given to all participants of the Marshallese Day, and the minority student recruitment panels to constantly assess the effectiveness of BRTC's minority recruitment initiatives.**

**Five-year minority student recruitment plan**

**For the academic year 20-21 BRTC had 184 minority students out of 1350 total students.**

Person Ethnic 1	count
HISPANIC	63
<b>Sum:</b>	<b>63</b>

Person Ethnic 1	count
Non-Hispanic	57
2 or More	4
Asian	2
Asian/Pacific Islander	54
Black or African American	1
American/Alaska Native	3
Hawaiian/Pacific Islander	
<b>NHS</b>	<b>Sum:</b>
	<b>121</b>
<b>Grand Total</b>	<b>Sum:</b>
	<b>184</b>

**The five-year minority student goal is to increase the overall minority student population by 20 students or 10.8 percent. In order to accomplish this goal BRTC will utilize a three-pronged approach to recruit new minority students to the student body.**



- 1. Creation of a minority student recruitment panel. Creating a minority recruitment panel of current BRTC minority students will help the BRTC recruitment team better understand the needs of minority students and how to more effectively recruit new minority students to BRTC. This minority recruitment student panel 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. Continue 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 needs.**

**Submit your annual report electronically to [academic.affairs@adhe.edu](mailto:academic.affairs@adhe.edu) by June 30.**



2021-2026

# Five-Year Minority Retention Plan





***FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2021-JUNE 2026***

***Introduction***

**East Arkansas Community College is committed to the retention of an ethnically/racially diversified faculty and student populace. Retention remains a primary focus for the higher education arena and is a priority for all at the college to increase this factor.**

**Faculty are actively recruited through various methods of advertising including, but not limited to, announcements to HBCU (Historically Black College and Universities) PBI colleges and/or publications. Retention of these employees is an important goal that the college consistently aspires to achieve.**

**We realize that improving student retention is not a passing fad. Retention was important in the past, has become important today, and will be a sought after goal for years to come. We are working with students to get them involved in their course work, as well as extra-curricular activities such as:**

**Clubs and Organizations  
Diverse Women of EACC  
Motivational Workshops  
New Student Orientation  
EACC Ambassadors  
Career Pathways**

**Intramurals  
Honors Program  
Who's Who Recognition  
Educational/Cultural Enrichment Field Trips  
Work-Study Job Placement  
Minority Male Assistance Program (MMAP)**

**Research has shown that these types of activities give the student a sense of belonging. That feeling of belonging reinforces the student's desire to remain with the institution and to continue as a student. The involvement also enhances the student's learning experiences. We work very hard to get students and faculty on our campus, and we desire to do everything within our power to keep them once they are enrolled or hired.**

**Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.**

**1700 Newcastle Road • Forrest City, Arkansas 72335-2204  
Phone 870.633.4480 • Fax 870.633.7222**

**EAST ARKANSAS COMMUNITY COLLEGE  
FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2021—JULY 2026**

<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective I: To maintain MMAP and Diverse Women program in an effort to increase student involvement on campus.</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
<b>A. Increase organizational participants</b>  <b>1. To retain program participants</b>	2% increase of minority students retained each year of the plan.  Retain 75% of all program participants in retention, progression and completion.	MMAP Advisor Coordinator of Student Activities Diverse Women Advisor	August – May	Graduation Transfer Exit Interviews After graduation Transition	Minimum Cost
<b>B. To increase participation co-curricular activities/organizations</b>	Participants will participate in campus co-curricular activities/ sponsored events pertaining to the MMAP /Diverse Women initiative	MMAP Advisor Coordinator of Student Activities Diverse Women Advisor	August – May	Program Orientation Annual Awards Banquet Cultural Enrichment Trips Evaluation Forms Event Sign in Sheets	Student Activities Budget
<b>C. To provide holistic advising</b>	MMAP advisor will meet with program participants at least twice per semester.  An increase in the cumulative grade point average, beginning second semester and progressively throughout their matriculation.	MMAP Advisor Coordinator of Student Activities Diverse Women Advisor	August – May	Signed Degree Audits Excessive Absence Reports Grade Reports each semester Participant Progress Reports	No Actual Cost

**EAST ARKANSAS COMMUNITY COLLEGE  
FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2021-JULY 2026**

<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective II: To retain minority students facing academic challenges such as excessive absences and/or course failure.</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
To identify minority students receiving failing/excessive absence reports. When applicable connect students with appropriate supportive service.	2% increase of minority students retained each year of the plan.  At least 50% of the minority students identified will be retained from semester to semester.	Director of Advising Professional Advisors Program Advisors Faculty Advisors	Midterm of fall and spring semesters for interim checkup. Census day for fall and spring for plan tracking	Comparison of minority students to non- minority students retained by semester for each year of the plan	Included in Counseling Budget

**EAST ARKANSAS COMMUNITY COLLEGE  
FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2021-JULY 2026**

<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective III: To strengthen academic advising for minorities students.</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
To provide Holistic Advising Sessions through the following methods: <ul style="list-style-type: none"> <li>• Email</li> <li>• Phone</li> <li>• Zoom</li> <li>• Text</li> <li>• Face to Face</li> </ul>	2% increase of minority population each year of the plan.  At least 45% of the minority students advised will be retained from semester to semester.	Director of Advising Professional Advisors Faculty Advisors Program Advisors	Census Day of Fall and Spring semesters	Comparison of minority students to non-minority retained by semester for each year of the plan.	Included in Counseling budget

**EAST ARKANSAS COMMUNITY COLLEGE  
FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2021-JUNE 2026**

<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective IV: To remove the financial barrier for minority students by providing assistance through federal, state, institutional programs, and services</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
<b>A. To conduct Financial Aid Financial Assistance, and Financial Literacy Workshops</b>	At least 65% of minority students will be retained from Fall semester to Fall semester.	Financial Aid Director	December and May each year of the plan	A follow-up will be completed to verify the percentage of minority students retained from Fall semester to Fall semester. An annual progress report will be done each year of the plan	Included in Financial Aid Budget
<b>B. To provide Work-Study Training and Placement</b>	At least 70% of minority participants will be retained from Fall semester to Fall semester.	Financial Aid Director	End of December and May each year of plan	A follow-up will be completed to verify the percentage of minority students retained from Fall semester to Fall semester. An annual progress report will be done each year of the plan	Included in Financial Aid Budget

**EAST ARKANSAS COMMUNITY COLLEGE  
FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2021-JULY 2026**

<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective V: To retain minority participants in the Student Support Services program</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
<p>To provide supportive services</p> <p>A. academic advising B. mentoring sessions C. tutorial services</p>	<p>At least 65% of the minority students in the Student Support Services program will be retained from fall to spring.</p> <p>Retain 35% from fall to fall.</p>	<p>Director for Student Support Services</p>	<p>End of each Fall and Spring Semester</p> <p>End of each academic year</p>	<p>Follow-up completed to verify how many minority students in SSS return from the Fall to the Spring semester and from year to year. This will be done annually for each year of the plan.</p>	<p>Included in Student Support Services Budget</p>



**EAST ARKANSAS COMMUNITY COLLEGE  
FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2021-JULY 2026**

<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective VI: To recruit and retain minority faculty and staff.</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
<b>To advertise job openings;</b>  <b>1. Distribute advertisements to Black Colleges/Universities (HBCU) and Predominantly Black Institutions (PBI)</b>	<b>1. Graduating students will/may be interested in an entry level position by placing advertisements to reach prospective employees who do not subscribe to local papers.</b>	<b>Director of Human Resources</b>	<b>As needed per advertisement</b>	<b>Number of applications received from the targeted areas/number hired.</b>	<b>\$500.00</b>
<b>2. Place classified ads in the local and/or area newspapers to post openings with the Employment Security Division.</b>	<b>2. The ads will reach prospective employees who do not subscribe to local newspapers</b>	<b>Director of Human Resources</b>	<b>As needed per ad</b>	<b>Number of applications received/or the number hired</b>	<b>\$300.00 each ad</b>

<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
3. To update website	3. Make college more attractive to prospective faculty/staff	Executive Director of Public Relations Diversity Committee Webmaster	Annually	Number of applicants who applied and listed the website as a source	No extra cost
B. To offer incentives	EACC is working toward competitive salaries with area school districts.	President	May of each year	Salaries remain competitive	Included in Annual Budget

**EAST ARKANSAS COMMUNITY COLLEGE  
FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2016-JULY 2021**

<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective VII: To retain minority participants in the Veterans' Affairs Program.</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
To retain Veteran Students through holistic advising sessions.	At least 60% of the minority students in the Veterans' Affairs Program will be retained from Fall to Spring semester. At least 45% will be retained from Fall to Fall.	Academic Advisor/Student Success/VA Specialist	End of each Fall and Spring Semester  End of each academic year	Follow-up on the number of Veterans retained from Fall to Spring through transcripts and registration. Follow-up on the number of Veterans retained from Fall to Fall each year through transcripts and registration.	Included in Counseling Services budget.

**EAST ARKANSAS COMMUNITY COLLEGE  
FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2021-JULY 2026**

<b>Institutional Goal: To increase Minority Retention at East Arkansas Community College</b>					
<b>Objective VIII: To retain minority participants in the Career Pathways Initiative.</b>					
<b>STRATEGIES</b>	<b>SUCCESS INDICATORS</b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>	<b>ASSESSMENT METHODS</b>	<b>BUDGET</b>
<p>To provide supportive services to help students overcome barriers:</p> <p><b>1. Provide Holistic Advising sessions</b></p> <p><b>2. Provide assistance in tuition and fee, textbooks, transportation (fuel), childcare and course related supplies.</b></p>	<p>Retain 60% of Career Pathways minority students from Fall to Fall semesters.</p>	<p>Director of Career Pathways Initiative</p>	<p>End of Fall semester</p> <p>All supportive Services will be offered throughout the academic year</p>	<p>Follow-up enrollment evaluation of minority students enrolled from fall to fall semester</p>	<p>Included in CPI Grant Budget</p>



# **MINORITY RETENTION PLAN**

**ANNUAL**

**REPORT**

**Academic Year**

**July 1, 2020 through June 30, 2021**

*This report includes progress that has been made toward the goals in our five-year plan. EACC remains committed to providing appropriate resources to minorities on an individual and as-needed basis enabling them to be successful.*

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## **ACT 1091 of 1999**

### **Annual Report on Five-Year Minority Retention Plan**

**Name of Institution:** East Arkansas Community College

**Name of Contact Person:** Roni Horton - Director of Institutional Research and Effectiveness

Please attach to this form a copy of the annual report, which includes the following information:

1. Report the progress that has been made towards meeting the goals included in your five-year plan. Address each goal relative to students, faculty members, and staff.
2. If there are any revisions or updates to the current five-year plan, please include those in this report. Be sure to clearly indicate what part of the plan has been revised.
3. Act 1091 requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable. Please submit two copies of the report. ADHE will forward a copy to the Interim House and Senate Committees.





## *2021 Annual Progress Report*

*FOR FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2016-JUNE 2021*

**East Arkansas Community College is committed to the retention of an ethnically/racially diversified faculty and student populace. Retention remains a primary focus for the higher education arena and is a priority for all at the college to increase this factor.**

**Faculty are actively recruited through various methods of advertising including, but not limited to, announcements to minority colleges and/or publications. Retention of these employees is an important goal that the college consistently aspires to achieve.**

**We realize that improving student retention is not a passing fad. Retention was important in the past, has become important today, and will be a sought after goal for years to come. We are working with students to get them involved in their course work, as well as extracurricular activities such as:**

<b>Clubs and Organizations</b>	<b>Certificates of Appreciation</b>
<b>Campus Activities</b>	<b>Honors Program</b>
<b>Motivational Workshops</b>	<b>Minority Male Assistance Program (MMAP)</b>
<b>Orientation</b>	<b>Field Trips</b>
<b>EACC Ambassadors</b>	<b>Work-Study Job Placement</b>
<b>Career Pathways</b>	

**Research has shown that these types of activities give the student a sense of belonging. That feeling of belonging reinforces the student's desire to remain with the institution and to continue as a student. The involvement also enhances the student's learning experiences. We work very hard to get students and faculty on our campus, and we desire to do everything within our power to keep them once they are enrolled or hired.**

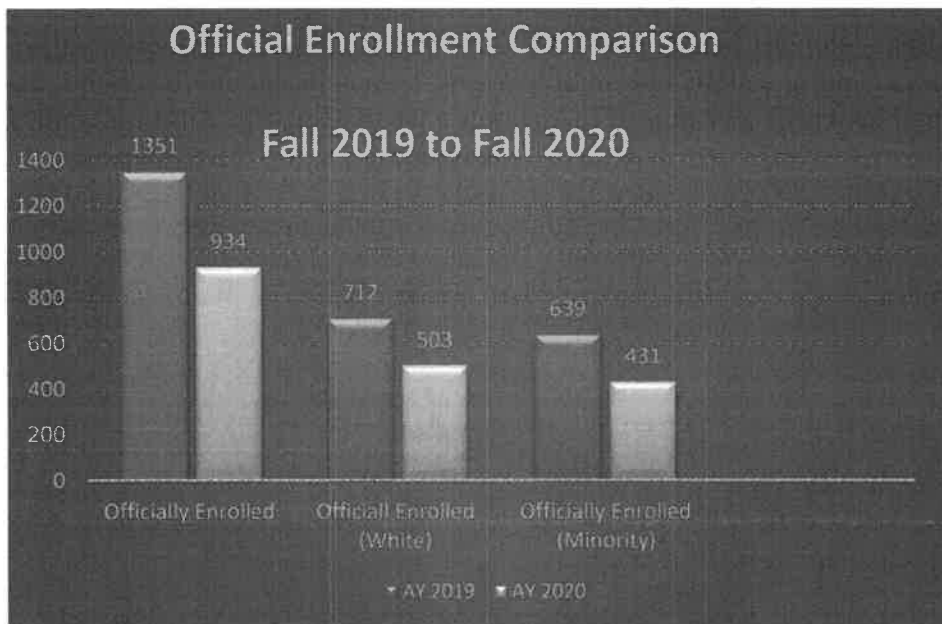
**Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.**

**EAST ARKANSAS COMMUNITY COLLEGE  
MINORITY RETENTION PLAN PROGRESS REPORT  
JULY 2020-JUNE 2021**

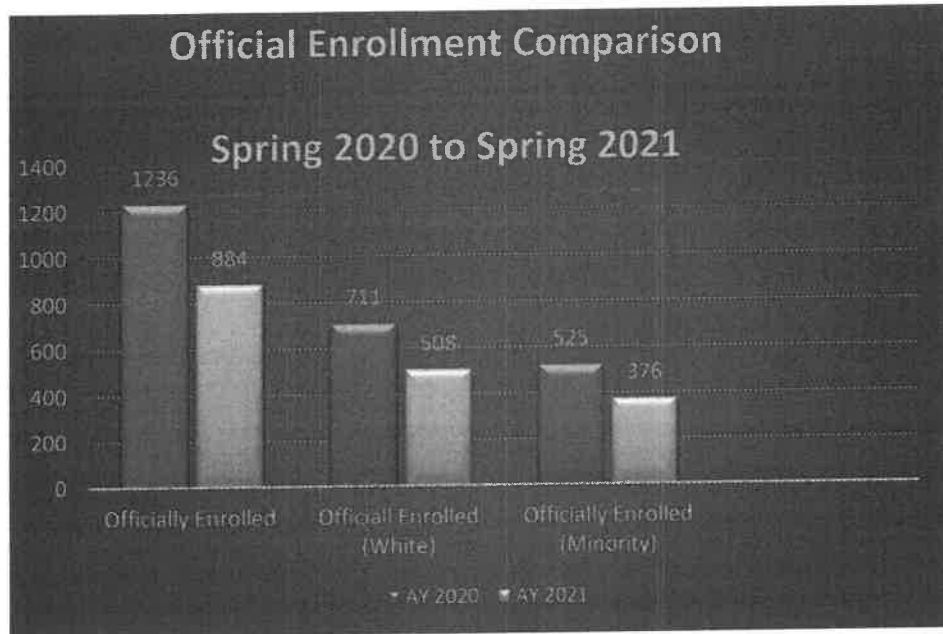
*ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN*

Our overall goal is to increase minority retention at East Arkansas Community College as we continue to meet our present institutional goals and objectives toward the recruitment of minority students, faculty, and staff.

The official enrollment for the Fall 2020 semester was 934 students. The total number of minority students was 431, or 46% of our enrollment. Compared to Fall 2019, enrollment decreased 31%. The official enrollment for the Fall 19 semester was 1351. The total number of minority students was 639 or 47% of our enrollment.



The official enrollment for the Spring 2021 semester was 884 students. The total number of minority students was 376, or 43% of our enrollment. Compared to Spring 2020, enrollment decreased 28%. The official enrollment for the Spring 2020 semester was 1236 students. The total number of minority students was 525 students, or 42% of our enrollment.



**Objective 1: To maintain the Minority Male Assistance Program (MMAAP) and retain first-time minority male students.**

**A. TO RETAIN PROGRAM PARTICIPANTS.**

***Success Indicator: Retain 75% of all program participants until graduation or transfer.***

Status: During the 2020-2021 academic school year, six minority male students were enrolled in the Minority Male Assistance Program. Six (6) students started the program and 4 completed with a retention rate of 80%.

**B. TO PROVIDE CO-CURRICULAR ACTIVITIES.**

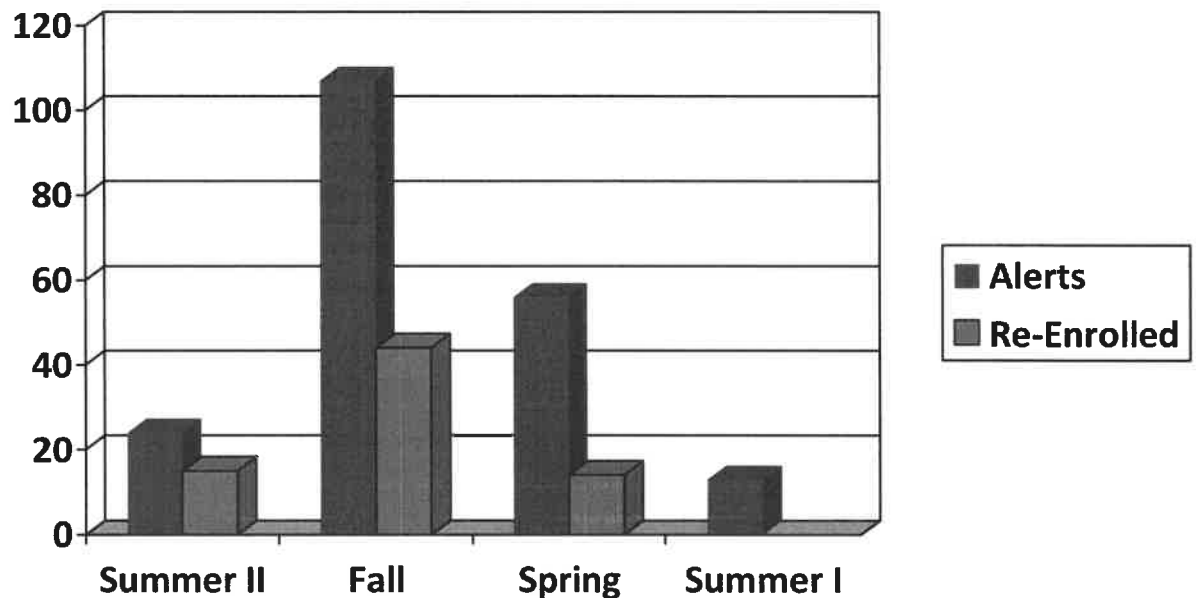
***Success Indicator: Attendance and participation in academic, cultural, and service activities.***

Status: The program began in August of 2017 and continued throughout the academic year. Due to the COVID pandemic and remote work, the MMAAP program held meetings through emails and socially distanced one on one meetings with the advisor. Future plans for MMAAP were discussed during these meetings. These meetings were also a platform for these students to discuss concerns and support for COVID related apprehensions.

**Objective II: To assist minority students who might have failing grades and/or excessive absences early in the semester.**

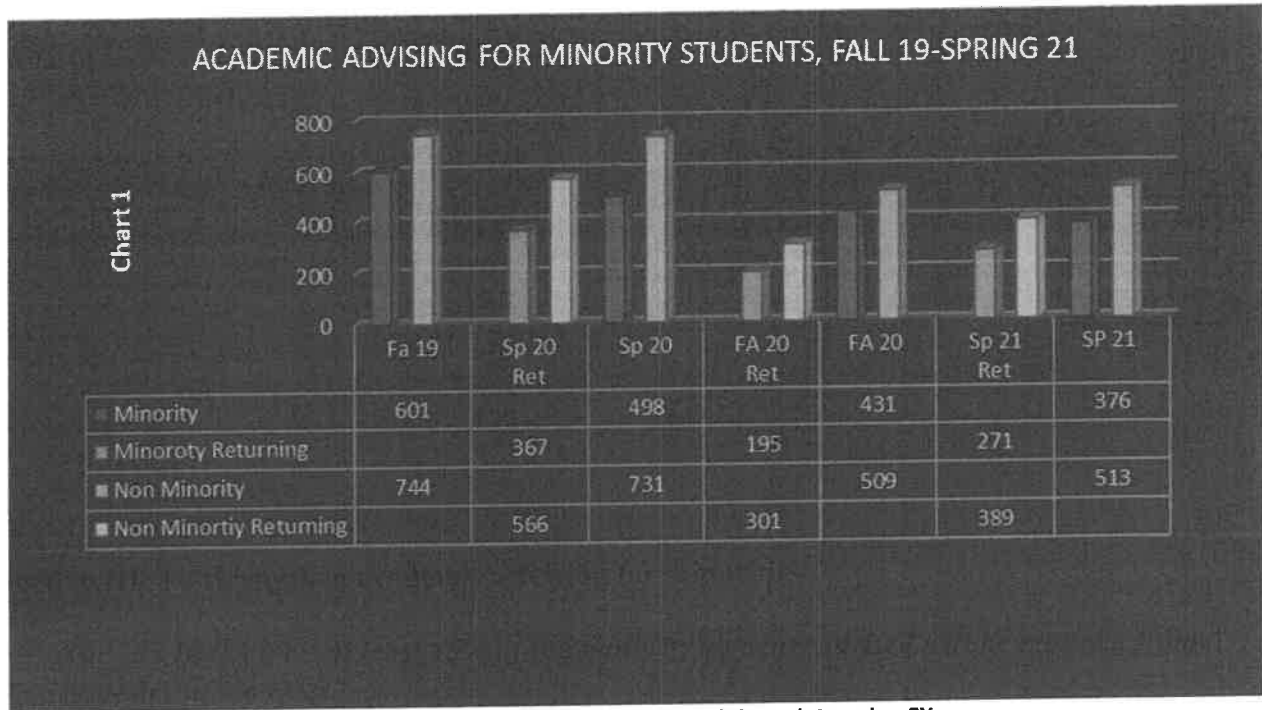
*Success Indicator 50% of minority students receiving an early alert will be retained to subsequent summer or Fall semesters.*

Status: In the academic year of 2021, alerts were received for 200 students that included excessive absences, late work, lack of effort, poor test scores. 24 students received alerts in the Summer II term and 15 students re-enrolled in Fall for a 63% retention rate. In Fall 2020, 107 students received alerts and 44 enrolled in the Spring 2021 semester for a 41% retention rate. 56 students received alerts in the Spring 2021 semester and 14 re-enrolled in Summer I for a 25% retention rate. 13 alerts have been received for Summer I with no determination on how many students will enrolled in Summer II.



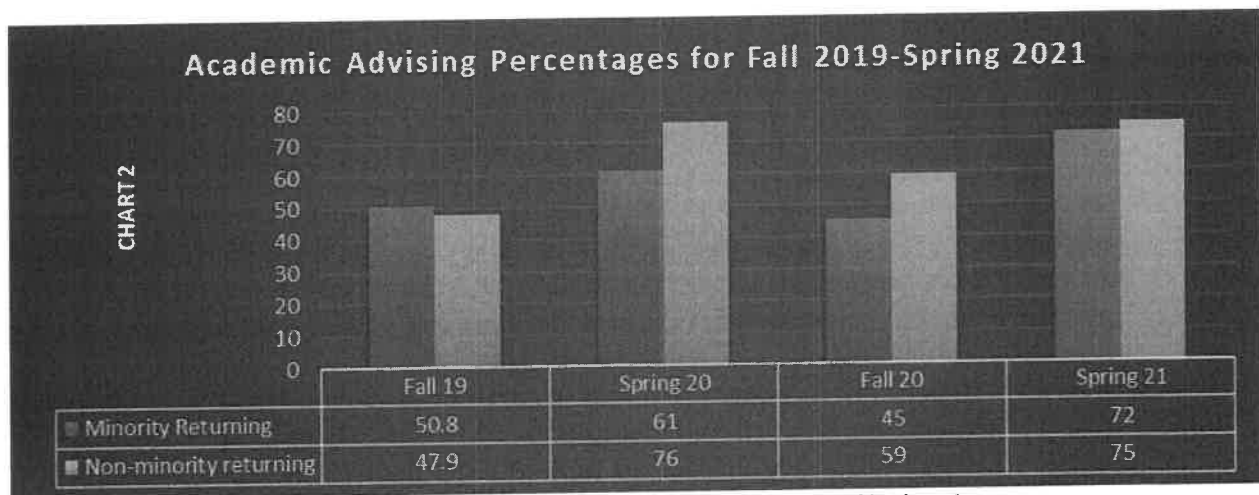
**Objective III: To strengthen academic advising for minorities.**

*Success Indicator: At least 45% of the minority students advised will be retained from semester to semester.*



Data provided in the chart is retrieved through Jenzabar EX

The data referenced in above charts illustrates the retention data starting with Fall of 2019 and continuing with each subsequent semester. The chart illustrates how minority students compare, with non-minority.



The percentages referenced above come the data listed in chart 1.

Data suggests that over a four-semester span, the retention rates for minorities who receives academic advising meets or exceeds the 45% threshold set forth by our success indicator.

**Objective IV: To remove financial barriers for minority students by providing assistance through federal, state, and institutional programs.**

**A. FINANCIAL AID WORKSHOPS**

***Success Indicator: At least 65% of minority students will be retained from Fall semester to Fall semester.***

**Status:** During the Fall 2019 (AY20) semester, EACC provided eight (8) financial aid workshops. 126 attended and 41 of those in attendance were minorities. 25 of the minority students who attended financial aid workshops returned for classes in the Fall 2020 (AY21) semester for a retention rate of 61%.

\*Note: Retention rate does not include those who have graduated or successfully transferred to a four-year institution.

**B. COLLEGE WORK-STUDY PROGRAM**

***Success Indicator: At least 75% of minority participants will be retained from Fall to Fall semesters or completed a certificate or degree.***

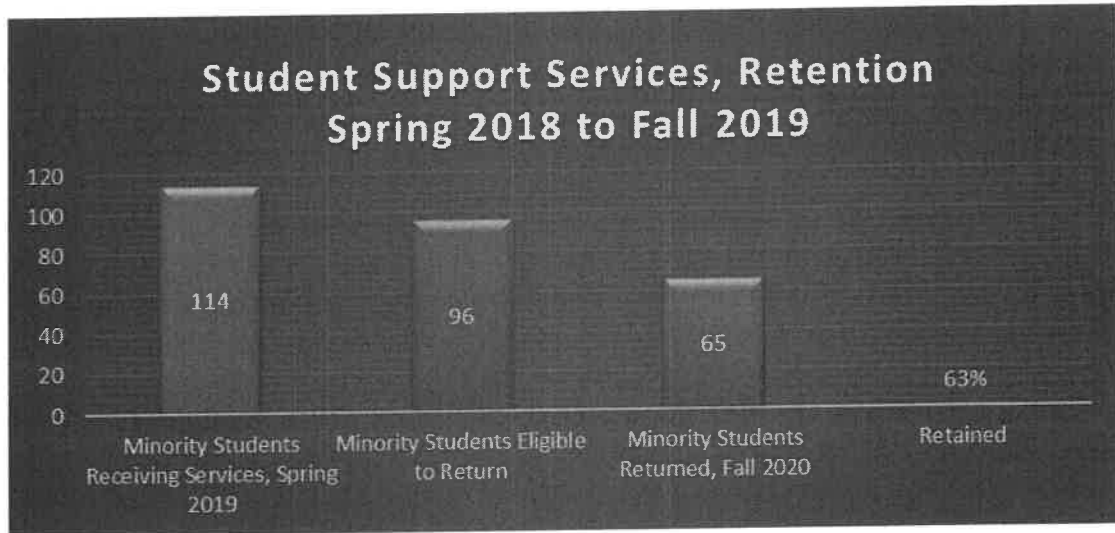
**Status:** During the Fall 2019 semester, 32 students participated in the Federal Work-Study program and 23 of these students were minorities. Of those 23 minority students, 8 returned for classes in the Fall 2020 semester and 13 students graduated for a total retention rate of 91%.

**Objective V: To retain minority participants in the Student Support Services Program.**

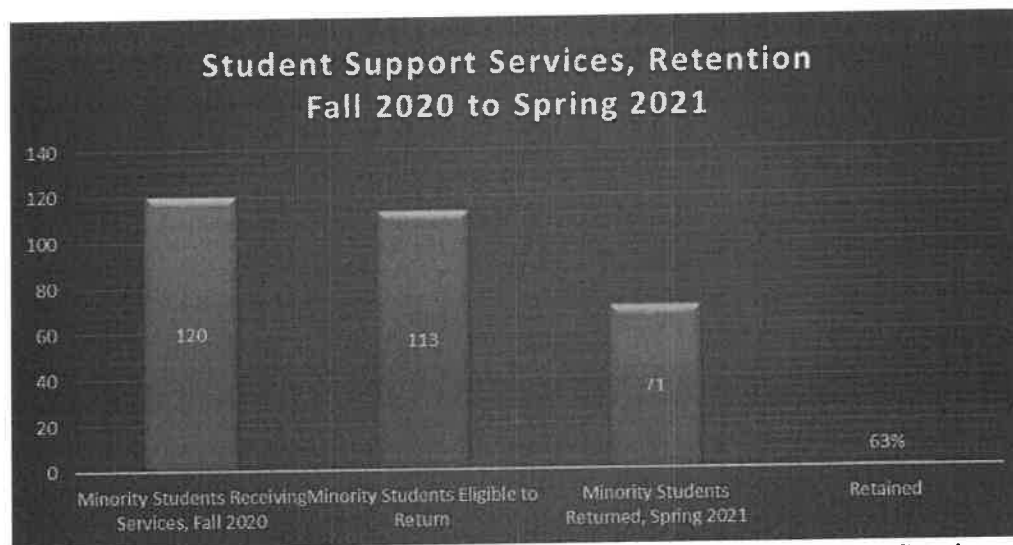
**A. TO PROVIDE SUPPORTIVE SERVICES**

***Success Indicators: At least 65% of minority students in the Student Support Services Program will be retained from Spring to Fall and 35% will be retained from Fall to Fall.***

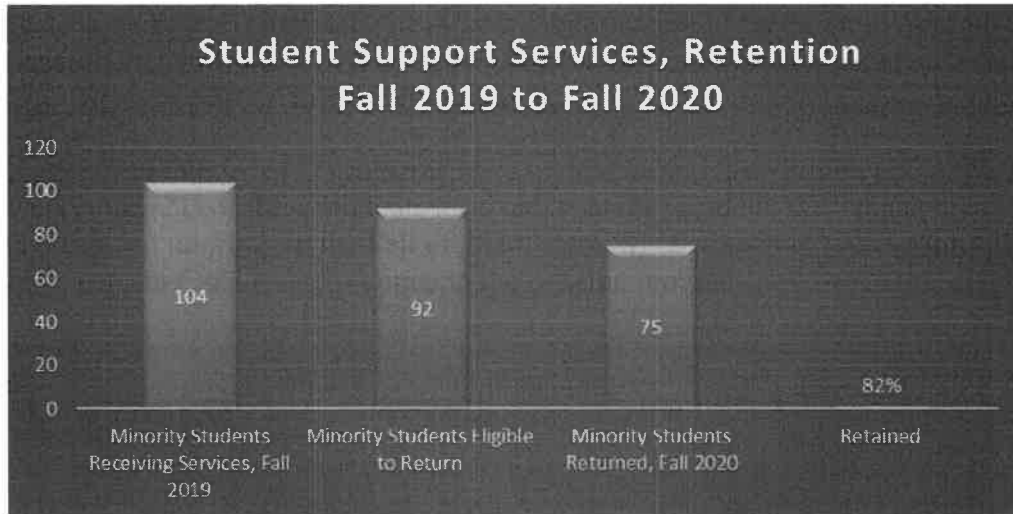
**Status:** One hundred and fourteen minority students received Student Support Services during the 2019 Spring semester. Eighteen of these students graduated in May-August, 2019, leaving 96 eligible to return to EACC. In the Fall of 2020, sixty-five of the ninety-six re-enrolled for a retention rate of sixty-three percent.



One hundred and twenty minority students received services through Student Support Services during the 2020 Fall semester. Seven of these students graduated in December 2020, leaving one hundred and thirteen eligible to return. In Spring 2021, seventy-one of those one hundred and thirteen eligible to return re-enrolled for a retention rate of sixty-three percent.



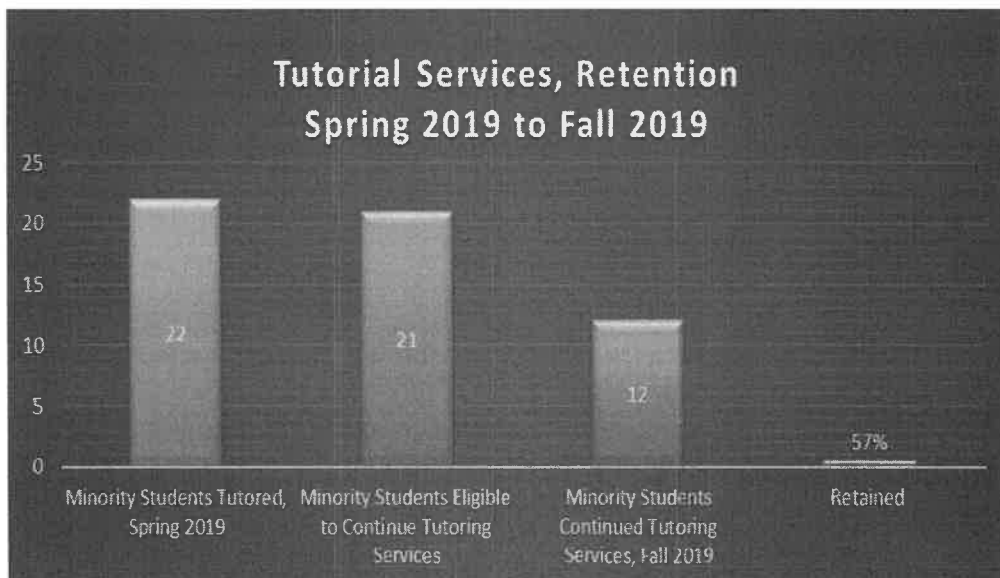
One hundred and four minority students received services through Student Support Services during the 2019 Fall semester. Twelve of these students graduated in December 2019 thru May 2020, leaving ninety-two eligible to return. In Fall 2020, seventy-five of those ninety-two eligible to return re-enrolled for a retention rate of eighty-two percent.



## **B. TO PROVIDE TUTORIAL SERVICES**

***Success Indicator: At least 70% of minority students in the Student Support Services Program will be retained from Spring to Fall semesters and 60% will be retained from Fall to Spring semesters.***

Status: Twenty-seven minority (27) students were tutored during the Spring 2020 semester. Twenty-one (21) of these students received a passing grade in the subject area in which they received tutoring. In the Fall of 2020, eight (8) continued to receive tutoring services. Thirty percent (30%) were retained in the tutoring program.





**Objective VI: To recruit and retain minority faculty and staff.**

**Status:** For the fiscal year 2020-2021, EACC had 224 employees. Of the 224, 45 of the employees are minority, making up 20% of our employment. We had 8 new hires and 4 of new employees were minority making up 50% new hires. 25 employees terminated/retired during the 2020-2021 fiscal year; 28% were minorities.

**A. TO ADVERTISE JOB OPENINGS**

***Success Indicator: Graduating students will/may be interested in an entry level position by placing advertisements to reach prospective employees who do not subscribe to local newspapers.***

**Status:** EACC tries to target minorities by sending job announcements to Historical Black Colleges and Universities (HBCU). We also advertise in newspapers that are delivered free to residents of St. Francis County and surrounding counties. The Employment Security Division receives copies of position announcements. All EACC job openings are listed on our website.

**B. TO OFFER INCENTIVES**

***Success Indicator: EACC is working toward competitive salaries with area school districts; comprehensive benefits, and offers a cash award for Outstanding Staff and Outstanding Faculty Award.***

**Status:** EACC offers a generous benefit package to eligible employees. The package includes Basic Health, Dental, Life Insurance, Retirement, and Tuition Waivers.

At the February 21, 2008 board meeting, the EACC board approved combining its existing retirement benefits to include compensation for unused sick leave at retirement. This benefit is in addition to the health insurance benefit outlined in Board Policy 3-8.

*Outstanding Faculty Member* and *Outstanding Staff Member* nominations are received from EACC faculty and staff. The recipients are chosen by a committee and receive an award of five hundred dollars (\$500) at the annual award ceremony in April. These awards are presented by the EACC Foundation.

**Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2020-2021 academic year.**

*20% of the positions at East Arkansas Community College are held by minority employees.*

**# / Position Title**

1FT	Academic Advisor & Career Services Specialist
	Academic Advisor/Student Success Coach/Veterans Services
1FT	Specialist
4FT	Admin Specialist I
2FT	Admin Specialist II
1FT	Assistant Registrar
1FT	AVP Human Resources / Campus Operations
1PT	CDL Range Instructor
1FT	Clerical Staff
1FT	Computer Support Coordinator
1FT	Director of Advising & Counseling
1FT	Director of Career Pathways
1FT	Director of Enrollment/Registrar
1FT	Director of Student Support
1FT	Financial Aid Officer
1PT	Human Resources/Payroll
3FT/1PT	Institutional Services Asst
1FT	Instructor-Auto Body Repair
1FT	Instructor-Auto Services Tech
1FT	Instructor-Communication
1FT	Instructor-Cosmetology
1FT	Instructor-Truck Driving
1FT	Instructor / Director of Nursing
1FT	Lab Supervisor
3FT/3PT	Maintenance Assistant
1FT	Maintenance Specialist
1FT	Maintenance Supervisor
1FT	Payroll Services Specialist
2PT	RN Clinical Instructor
1FT	Secondary Career Center Coordinator & Career Coach/Supervisor
1PT	Security
1PT	Tutor
1FT	Tutorial Specialist

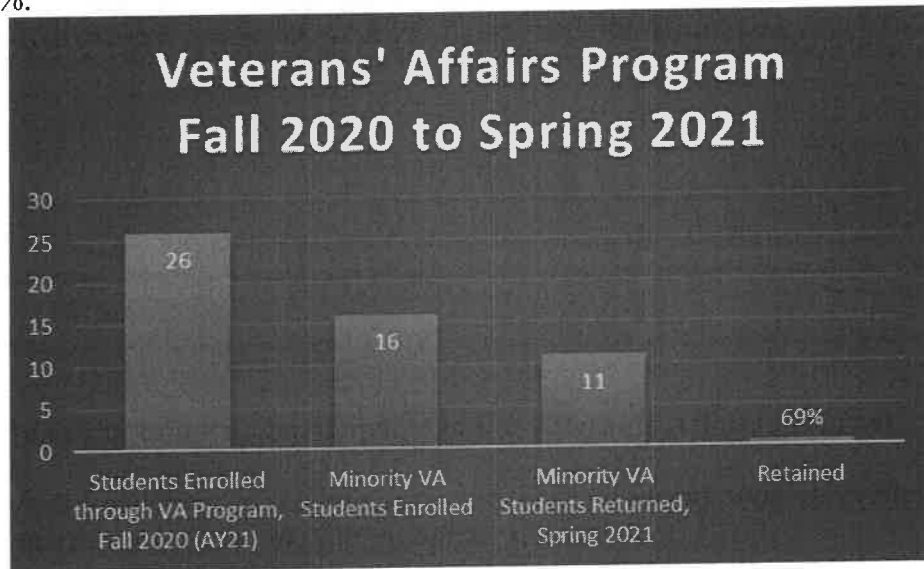
**# Full-Time Faculty - 6 employees**

**# Adjunct Faculty - 8 employees**

**Objective VII. To retain minority participants in the Veteran’s Affairs Program.**

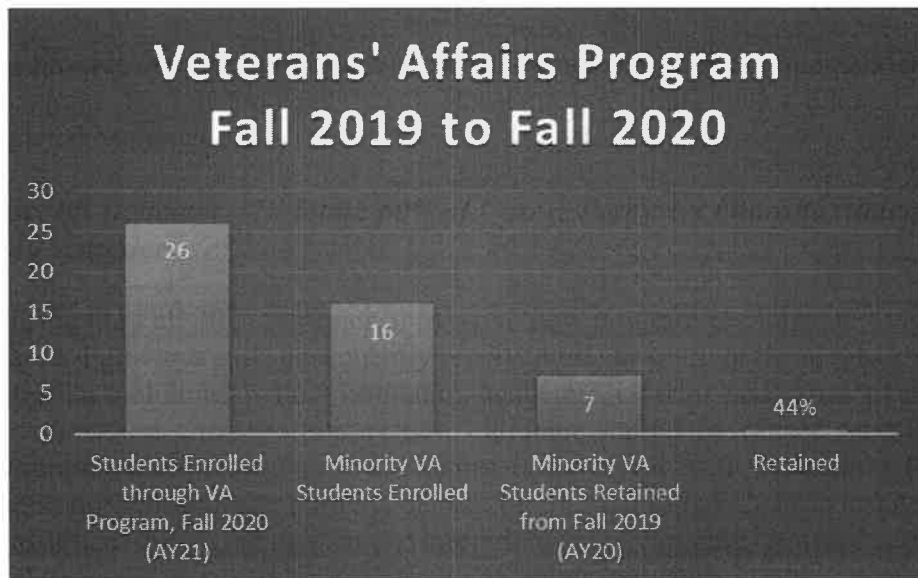
***Success Indicator: To retain at least 65% of the minority students in the Veterans’ Affairs Program from the Fall to Spring semester.***

Status: Fall 2020, there were twenty-six students enrolled receiving Veterans’ benefits. Of those, sixteen individuals were minority students (62%). Of the sixteen minority students enrolled Fall 2020, eleven minority students were retained to Spring 2021 for a retention rate of 69%.



***Success Indicator: To retain at least 58% of the minority students in the Veterans’ Affairs Program from Fall to Fall.***

Status: During the Fall 2020 semester, there were twenty-six students receiving Veterans’ benefits. Of those, sixteen were minority students (62%). Of the sixteen minority students enrolled in Fall 2020, nine were retained from the Fall 2019 term. Thus, 44% (7 of 16) of minority students receiving Veterans benefits were retained.



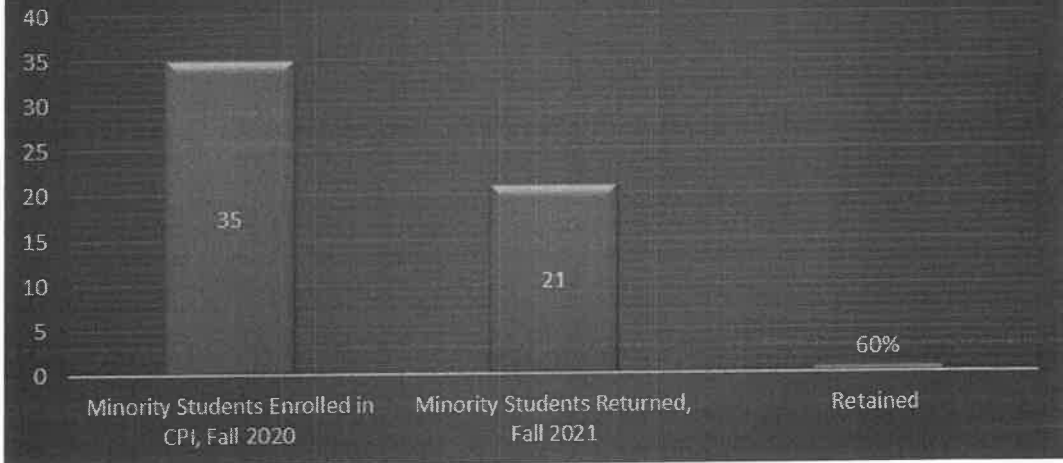
**Objective VIII. To retain minority participants in the Career Pathways Initiative (CPI)**

To provide supportive services in the following areas: Academic Advising, Career Planning, Tuition and Fees, Textbooks, Transportation (fuel), Childcare and Course Related Supplies.

***Success Indicator: To retain 60% of Career Pathways minority students from Fall to Fall semesters.***

Status: During the Fall 2020 semester, thirty-five new program participants were enrolled in Career Pathways and subsequently received one or more of the services delivered by the program including; but not limited to, academic advising and career planning; tuition and fees, textbooks, transportation (fuel), childcare and course related supplies. Of the program participants, twenty-one returned in the Fall 2021 semester. CPI was able to retain 60% of minority participants from Fall 2020 to Fall 2021. Despite decline in enrollment due to the pandemic, Career Pathways was able to meet its retention goal of 60%.

### Career Pathways Participants Fall 2020 to Fall 2021



Henderson State University  
2020-2021  
Minority Recruitment and Retention  
Annual Report  
Loretta Brantley  
Director of Human Resources  
Henderson State University  
June 27, 2021

This growing trend places Henderson State University in a unique position to respond to the diverse needs of our underrepresented populations. Therefore, one of the primary missions of the University is to create an environment that reflects diversity in the administration, faculty, staff and students, multiculturalism, equity, and inclusive academic excellence for all students.

The following information presents an overview of the current status of diversity on the Henderson State University campus.

### **Multicultural Students**

The number of culturally diverse students enrolled during the 2020-2021 academic year at Henderson State University was 1,243.

<b>Minority Students 2016-17</b>	
<b>Ethnicity</b>	<b>Headcount</b>
African American	676
American Indian	14
Asian American	55
Hawaiian	27
Hispanic	214
International	43
2 or More Races	214
<b>TOTAL</b>	<b>1243</b>

## Minority Staff and Faculty

During the 2020-2021 academic year, Henderson State University employed 110 minority faculty and staff. The list below provides the number and position title of individuals currently employed.

### Currently Employed Faculty and Staff

The position title and number of minority faculty and staff who are currently employed at Henderson State University:

POSITION TITLE	# MINORITY EMPLOYEES
Accountant I	1
Adjunct Faculty	5
Administrative Analyst	1
Administrative Specialist I	3
Administrative Specialist II	2
Administrative Specialist II ERZ	1
Administrative Specialist III	2
Admissions Counselor	1
Assistant Athletic Director for Internal Affairs	1
Assistant Director of Student Support Services	1
Assistant Football Coach	2
Assistant Men's Basketball Coach	1
Assistant of Music/Staff Accompanist	1
Assistant Professor of Applied Music	1
Assistant Professor of Counselor Education	1
Assistant Professor of Criminal Justice	1
Assistant Professor of English	1
Assistant Professor of Human Services/Sociology	1
Assistant Professor of Nursing MSN	1
Assistant Professor of Spanish	1
Assistant Professor of Sports Management	1
Assistant Registrar	1
Assistant Vice President for Student Engagement	1
Assoc Prof of Econ & Data Analytics	1
Assoc. Prof. C & I/Chair Curriculum & Instruction	1
Associate Director of Band	1
Associate Librarian/Metadata Librarian	1
Associate Librarian/University Archivist	1
Associate Professor of Finance	1
Associate Professor of Management	1
Associate Professor of Marketing	1

Associate Professor of Mathematics	1
Associate Professor of Psychology	1
Associate Professor of Public Management	1
Asst. Dir. Student Activities & Spirit Coordinator	1
Chair, Assoc. Prof. AIS & MAT Coord.	1
Coordinator of Intramural Sports & Outdoor Sports	1
Dean of Teachers College	1
Director of Financial Aid	1
<b>POSITION TITLE</b>	<b># MINORITY EMPLOYEES</b>
Director of Interdisciplinary Studies/Professor Mu	1
Director of Out-of-State Recruitment Initiatives	1
Director of Testing Center	1
Director of the Writing Center & Instructor of Eng	1
Distinguished Professor	2
Education Specialist/Counselor SSS	3
Education Specialist/Counselor Talent Search	1
Educational Specialist VUB	1
Financial Aid Analyst	2
Financial Aid Specialist	1
Fiscal Support Specialist	2
Head Volleyball Coach	1
Head Women's Softball Coach	1
Instructor of English	1
Interim Director of Sorority & Fraternity Life	1
Library Tech-Academic Support	2
Professor and Chair Department of Psychology	1
Professor of Biology	2
Professor of Chemistry	1
Professor of Human Services/Sociology	1
Professor of Management	1
Professor of Mathematics	1
Professor of Music	1
Professor of Political Science	1
Public Safety Officer	2
Purchasing Specialist	1
Senior Coordinator for Community Standards	1
Student Services Counselor	2
Vice Provost, Dean of Grad School/Assoc Prof C & I	1
<b>TOTAL</b>	<b>86</b>



## Full-time Faculty by Minority Group

The number of minority full-time faculty who currently work for the institution by minority group:

<b>Minority Full-time Faculty</b>	
<b>Ethnicity</b>	<b>Headcount</b>
African American	9
American Indian	1
Asian American	10
Hispanic	4
2 or More Races	8
International	1
<b>TOTAL</b>	<b>24</b>

## Minority Adjuncts

The number of minority adjunct faculty who currently work for the institution by minority group:

<b>Minority Adjuncts</b>	
<b>Ethnicity</b>	<b>Headcount</b>
African American	4
Asian American	0
2 or More Races	0
International	1
<b>TOTAL</b>	<b>5</b>

### **Full-Time Faculty & Staff by Minority Group**

The total number of faculty and staff who currently work for the institution by minority group:

<b>All Minority Faculty &amp; Staff</b>	
<b>Ethnicity</b>	<b>Headcount</b>
African American	50
American Indian	1
Asian American	11
Hispanic	11
2 or More Races	12
International	1
<b>TOTAL</b>	<b>86</b>

### **Recently Employed Minority Faculty and Staff**

The position title and number of minority faculty and staff who began working at Henderson State University in the past year:

<b>Minority - New Employees</b>	
<b>Ethnicity</b>	<b>Headcount</b>
African American	9
Asian American	1
Hispanic	3
2 or More Races	1
International	1
<b>TOTAL</b>	<b>15</b>

## **Institutional Goals and Objectives**

The diversity we seek at HSU has not occurred through historic patterns of student matriculation; therefore, it is only through reaching out to and building relationships with external communities (Community and Technical Colleges, churches, and pre-college outreach programs) and the commitment of institutional resources, staff support, support services, and scholarships that we will achieve the diversity we seek.

In its continuing efforts to recruit and retain culturally diverse faculty, staff, and students, the office of Student Affairs and Student Success is utilizing the following strategies: (1) To successfully attract and retain racially and ethnically diverse students, HSU must be able to meet the psychological, sense of belonging, and self-esteem needs of students. Retention services include counseling, tutoring, academic support, career planning, and placement services. (2) Provide strong academic preparation and support programs (3) Provide strong social support and integration-social and cultural activities and organizations; (4) Provide additional financial resources; (5) Sending job announcements to Historically Black Colleges and Universities; (6) Create diversity action plans for all academic and non-academic units; (7) Create a campus-wide mentoring program that improves campus climate and retention; (8) Substantially increase revenues from fundraising and partnerships in collaboration with the HSU Foundation for diversity related initiatives.

## **Actions and Elements**

As a measure of progress we will:

1. Appropriate and fill a position dedicated full-time to leading the whole-campus initiative to improve our climate and ability to increase institutional diversity, equity, and inclusion.
2. Form a committee of faculty, staff, and students who have previously worked on diversity efforts as well as members who have interest in doing so.
  - Establish a clear definition of what diversity, equity, inclusion and cultural competence mean to Henderson.
  - Define how to measure success.
  - Determine what has been accomplished in the past and which programs or efforts were successful.
  - Analyze why some efforts may have failed and/or diminished over time. ○ Study successful efforts at other institutions and organizations.
3. Conduct a comprehensive study of our demographic data.
  - Measure data against labor market data where we recruit candidates.

- Measure data against data from a selected set of comparable and competitive peer institutions.
  - Propose recommendations for changes and their implementation supported by study data.
4. Conduct and use a comprehensive survey measuring the climate for diversity, equity and inclusion on our campus.
- Identify reasons for feelings of being excluded and other parameters as determined while making survey.
  - Using data from the climate survey and findings from the study of other institutions and organizations, develop a plan with policies, procedures, and models to increase and continuously promote cultural competency and proactive behavior among all university constituents.

#### Budget

Any associated expenses are absorbed by the office of Student Affairs and Student Success and Human Resources. Additional funds are secured through private grants and foundations.

# NATIONAL PARK COLLEGE ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT



2020-2021



## **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**

The daughter of Little Rock Nine icon Minnijean Brown Trickey, Spirit Tawfiq, was the guest speaker at National Park College's virtual Black History Month event in February. Tawfiq presented history by speaking colorfully and truthfully about her experience as the daughter of Trickey, who was one of the Little Rock Nine at Little Rock Central High School in 1957. The Hot Springs World Class High School Dance Troupe will perform its own work, "Broken Reflection," led and directed by Amy Bramlett Turner, sponsor for the troupe.

The College hosted a virtual Women in STEM event in celebration of International Women's Day in March. The program featured KATV Meteorologist Melinda Mayo and ABC Chief Meteorologist Ginger Zee. Diane LaFollette, Executive Director of Mid America Science Museum provided a welcome. The IWD theme internationally is "Women in Leadership: Achieving an equal future in a COVID-19 World" and celebrates the tremendous efforts by women and girls around the world in shaping a more equal future and recovery from the COVID-19 pandemic.

NPC hosted a Native American Heritage Celebration in April that included a traditional powwow demonstration by the Whirlwind Tails Dance Troupe and displays of Native American jewelry, apparel and beadwork. Members of the dance troupe included Steven Scissortail Morales, Hewohwhedus Starr Robideau, William Morales, Paula Starr, and Chris and Candace Hixenbaugh of the Apache tribe. Paula Starr, Hewohwhedus Starr's mother is a member of the Cheyenne and Arapaho tribes in Oklahoma and is a direct descendant of Chief Black Kettle. She is an Advocate for Native Americans, an educator and activist. The group presented an intertribal dance demonstration that featured dance elements from various tribes, followed by a four direction song and opened the powwow with a prayer.

## **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 476 students served, 41% consists 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 that are available to minority students are the Hovey Henderson Institutional Scholarship, Doris and Bob Hawthorne Scholarship, Kristy Carter Scholarship, AAUW Scholarship, and the Junius M. & Peggy J. Stevenson Scholarship. In all, \$16,000 in scholarships are available for minority students each year.

## 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.

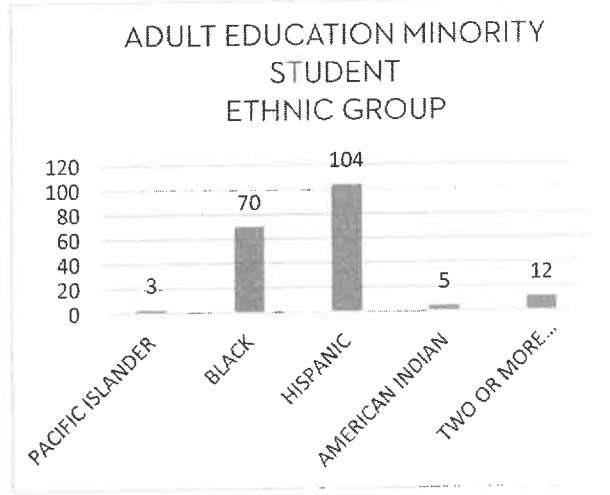
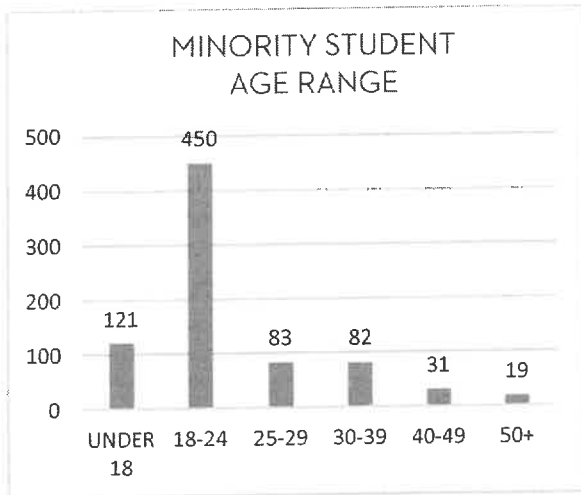
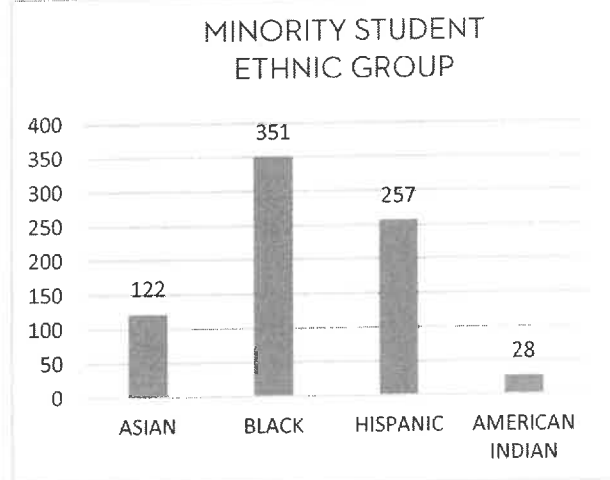
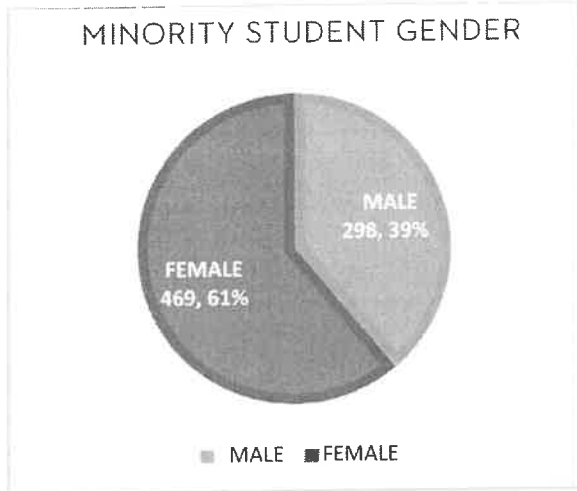
Additionally, National Park College was named one of 16 Most Promising Places to Work in Community Colleges by the National Institute for Staff and Organizational Development (NISOD) and *Diverse: Issues In Higher Education* in 2021. The award is presented annually to community and technical colleges 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 fifth year in a row. NPC assists international faculty members with transitioning so they can teach on campus and share new cultures with our students.

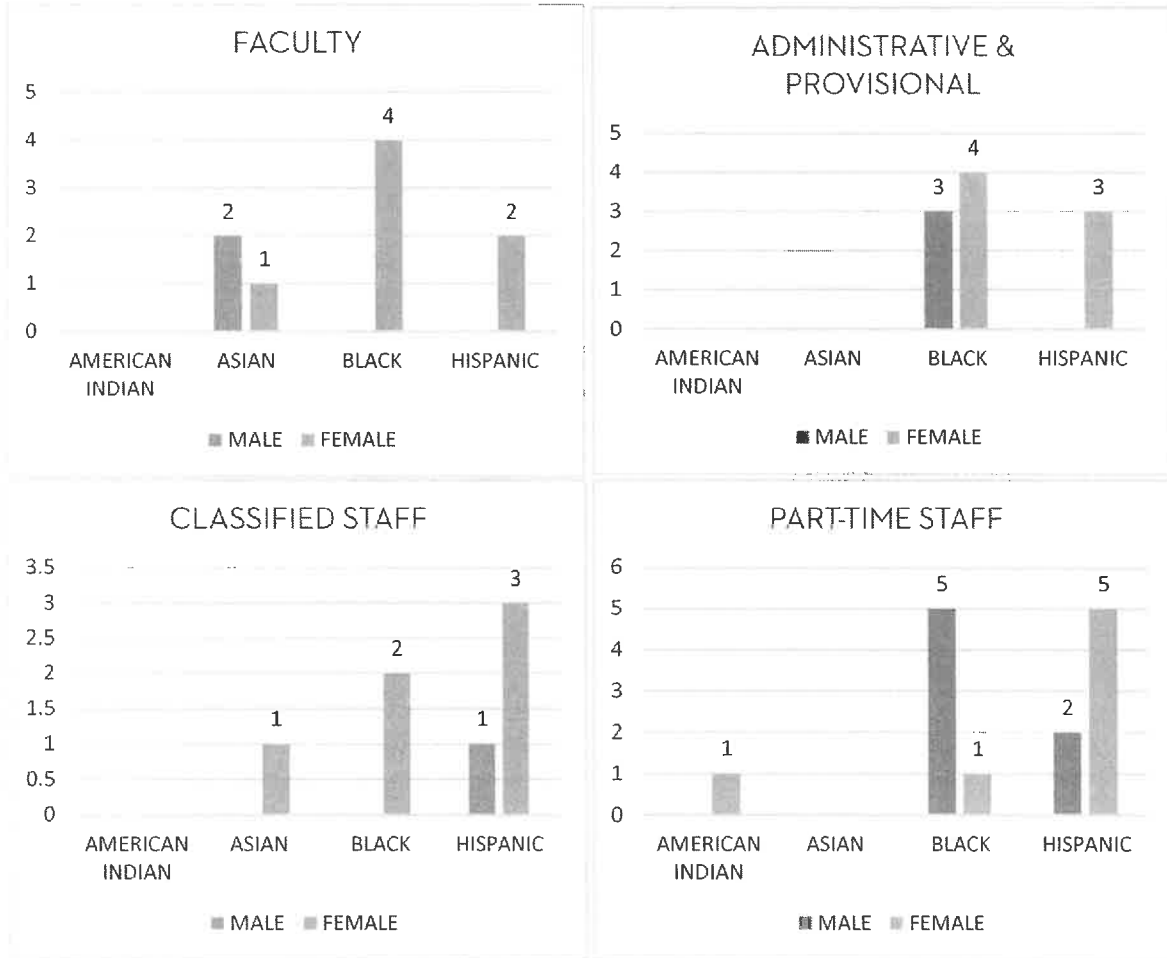
A key element of the college's strategic plan is focused on improving cultural awareness on campus and actively recruiting employees from diverse communities. Such efforts can only improve the college experience by encouraging a diverse learning environment for students.



## MINORITY STUDENT DEMOGRAPHICS



## MINORITY FACULTY/STAFF DEMOGRAPHICS





## Minority Recruitment and Retention Report



**North Arkansas College**

**2020-2021**

# Minority Recruitment and Retention Report 2020 - 2021



North Arkansas College is intentional and strategic in increasing diversity for students, faculty, and staff at the institution. The following information indicates strategies and results from the annual improvements. One of our strategic goals is to enhance diverse experiences for students, faculty, and staff. In addition, one of the General Learning Outcomes is for students to demonstrate mastery in understanding issues of a diverse global society. We do this in several ways that are described below.

The data below indicates the Student Demographics for Fall Enrollment and Percentages by Race/Ethnicity. Further specifics are identified in the second table.

### Number of minority students, by minority group, who currently attend the institution.

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Nonresident alien	2	0.1%	1	0.1%	4	0.2%	5	0.3%	10	0.6%
White	1668	88.4%	1577	86.6%	1523	84.1%	1408	84.0%	1314	81.9%
Unknown	0	0.0%	23	1.3%	17	0.9%	4	0.2%	26	1.6%
Minority	216	11.5%	220	12.1%	268	14.8%	259	15.5%	254	15.8%
<b>Total</b>	<b>1886</b>		<b>1821</b>		<b>1812</b>		<b>1676</b>		<b>1604</b>	

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Nonresident alien	2	0.1%	1	0.1%	4	0.2%	5	0.3%	10	0.6%
Hispanic	117	6.2%	123	6.8%	141	7.8%	146	8.7%	142	8.9%
Amer Ind	8	0.4%	8	0.4%	9	0.5%	6	0.4%	4	0.2%
Asian	6	0.3%	10	0.5%	19	1.0%	18	1.1%	14	0.9%
Black	12	0.6%	16	0.9%	9	0.5%	16	1.0%	28	1.7%
Pacific Islander	3	0.2%	4	0.2%	4	0.2%	4	0.2%	0	0.0%
White	1668	88.4%	1577	86.6%	1523	84.1%	1408	84.0%	1314	81.9%
Two or more	70	3.7%	59	3.2%	86	4.7%	69	4.1%	66	4.1%
Unknown	0	0.0%	23	1.3%	17	0.9%	4	0.2%	26	1.6%
<b>Total</b>	<b>1886</b>		<b>1821</b>		<b>1812</b>		<b>1676</b>		<b>1604</b>	

As indicated above the Fall 2020 Minority enrollment steadily and sustainably increased by 4.3% since Fall of 2016.

The number of international student population has again increased by .3% from Fall 2019 to Fall 2020. This is a continued annual trend from Fall 2017 to present.

**Number and position title of minority faculty and staff 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.**

The table below provides a snapshot of the employment culture of Northark College. These numbers continue to increase. In FY 2018-19, there were 14 employees who identified as minority, 14, who were currently employee in June 2019 and 1 new employee.

In the data presented in the second part of the table (Part-Time), the 2018-19 data totals for the same areas were 6, 5 and 1 respectively.

	Employees during FY 2020-2021	Current Employees - June 2021	New Employees for FY 2020-2021
Dean Health Professions	1	1	0
Operations Coordinator-Berryville	1	1	0
Academic Advisor	1	1	0
Agriculture Facilities Coordinator	1	1	0
Dir Community & Continuing Ed	1	1	0
Faculty	4	4	0
Dir Student Success	1	1	0
Institutional Services Asst.	1	1	0
Administrative Assistant	2	2	0
Family Support Worker	1	1	0
<b>Full-time Total</b>	<b>14</b>	<b>14</b>	<b>0</b>
Extra Help	4	5	1
Adjunct Faculty	4	3	0
<b>Part-time Total</b>	<b>8</b>	<b>8</b>	<b>1</b>

**Number of minority, by minority group, full-time faculty who currently work for the institution.**

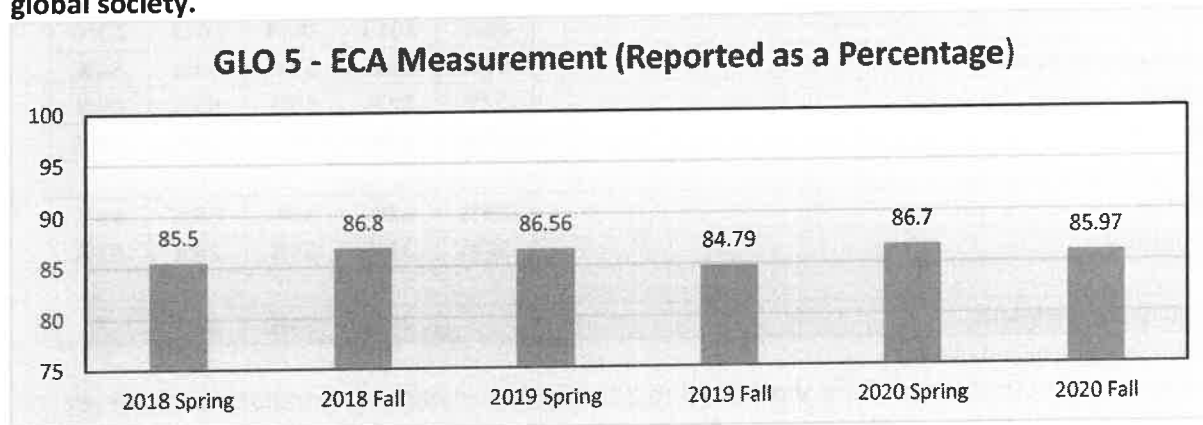
Full-time Faculty	Employees during FY 2019-2020	Current Employees- June 2020	New Employees for FY 2019-2020
Hispanic or Latino	2	2	0
Two or more races	2	2	0

## **Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students**

North Arkansas College started the process of addressing the direction and next era of our Strategic plan. However, due to the onset of the Coronavirus 19 (Covid-19) pandemic restrictions and access to key stakeholders in the community were temporarily compromised. Northark, strategically has extended the current strategic plan and continued to work with the objectives of the current Strategic Plan, entitled “Northark’s Vision 2020”. In that plan, Strategic Objective 2.3 states “Enhance Diverse experiences/Enhance experience with diversity.” Some action steps are included below that address this objective. Due to the extended impact of the Pandemic very little to no hiring of new faculty and/or staff occurred. The plan for the upcoming year will remain as planned for the previous year as we are emerging from the Covid-19 Pandemic.

- Bilingual recruiter
- Bilingual advisor
- Bilingual tutor
- Increased course offerings in Carroll County Center
- FAFSA assistance provided in Carroll County, Financial Aid Nights at Carroll County High Schools
- Hosted FAFSA/Application assistance in Carroll County
- Partner with Tysons to provide recruiting event.
- Partner with Adult Education – ESL program
- Schedule one-on-one visits with parents and families
- Registration at Carroll County Center each semester
- Short-term Study Abroad for cultural diversity (was forced to pause during the pandemic)
- Civil Conversations: This initiative continued with a member of the “Little Rock 9” , Dr. Terrance Roberts who presented the environment and culture that existed in 1957 in the integration of Little Rock Central High School. Further discussions in the current and existing environment were comparatively discussed.
- Increased learning experiences for diversity, e.g., a mannequin of color for the Health Professions Simulation Center.
- Increased international student population.

**Results for General Learning Outcome #5: Students will be able to discuss issues of a diverse global society.**



*The Fall 2019 – Fall 2020 demonstrates an increase of 1.18% while the Spring 2019 – Spring 2020 results indicate an increase of 1.14%. The three-year trend demonstrates that from Spring 2018 to Spring 2020 an increase of 1.2% while the Fall 2018 – Fall 2020 identifies a 0.83 reduction. With the Covid 19 and the remote learning that occurred during the Fall 2020 term these numbers indicate a consistent remained consistent with past trends.*

The **CCSSE** was not administered for this reporting year. The decision was made due to the extreme impact that the Covid-19 pandemic had on students, faculty, staff, and community. The concern was based on the current environment at the time that a fair sample size would be hard to obtain. The administration of the CCSSE is planned and budgeted for in 2022.

**Graduation and Persistence Rates by Gender and Race/Ethnicity.**

**Graduation Rates of First-Time, Degree/Certificate Seeking Students**

	Cohort Year				
	2012	2013	2014	2015	2016
<b>All Students (Total)</b>	23%	29%	33%	31%	24%
<b>Male</b>	23%	25%	30%	30%	27%
<b>Female</b>	24%	34%	36%	32%	21%
<b>White</b>	24%	31%	33%	32%	24%
<b>Minority</b>	7%	15%	33%	22%	22%
<b>Pell Grant Recipient</b>		27%	34%	29%	21%

**Persistence (graduation, transfer, or continuation after 3 years)**

	Cohort Year				
	2012	2013	2014	2015	2016
<b>All Students (Total)</b>	53%	59%	57%	54%	54%
<b>Male</b>	52%	54%	56%	55%	49%
<b>Female</b>	54%	65%	59%	53%	54%
<b>White</b>	53%	62%	56%	55%	53%
<b>Minority</b>	54%	35%	65%	28%	61%
<b>Pell Grant Recipient</b>		73%	54%	34%	*

\* No longer tracked in IPEDS

*Increase in graduation rate for Cohort 2013 to 2014 by 18% in minority population. However the 2015 and 2016 reported numbers indicate a consistent 22% for both 2015 and 2016. Increase in persistence rate for Cohort 2013 to 2014 by 30%. A decrease in graduation rate for Cohort 2014 to 2015 by 11%. A decrease in persistence rate of for Cohort 2014 and 2015 by 37%. It should be noted that the Cohort 2014 and 2015 existed of a small sample size of only 46 students. The rate rebounded to 61% and increase of 27% in 2016.*

**Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority faculty and staff.**

Covid-19 impacted significantly, the ability to hire and expand faculty and staff at Northark as well as impacting the ability to recruit students this year. However, the following strategies are planned to continue to be followed.

Northark uses intentional action to improve diversity in faculty and staff; Northark advertises for faculty and staff internally, locally, statewide, and, for some positions, nationally, emphasizing its commitment to diversity and equal opportunity. All job vacancy postings state that Northark is an affirmative action/equal opportunity employer. Northark believes that advertising in national publications and websites helps Northark reach a larger and more diverse pool of applicants.

Northark offers diversity training during formalized Search Committee training as well as informal training for members of Search Committees during actual searches for new employees. All employees must attend Search Committee training before they are eligible to serve on a search committee. 100% of full-time employees were initially trained in 2012 and a training session is scheduled at least once each year for newly hired employees. Diversity and the importance of intentionally searching for diverse employees is covered in the training sessions.

Initial Search Committee meetings held in preparation for hiring a new employee start the session discussing the importance of recruiting diverse faculty and staff to: 1) enhance student experience with diversity while at Northark, 2) culturally improve our work environment to foster diverse ideas and improve innovation.

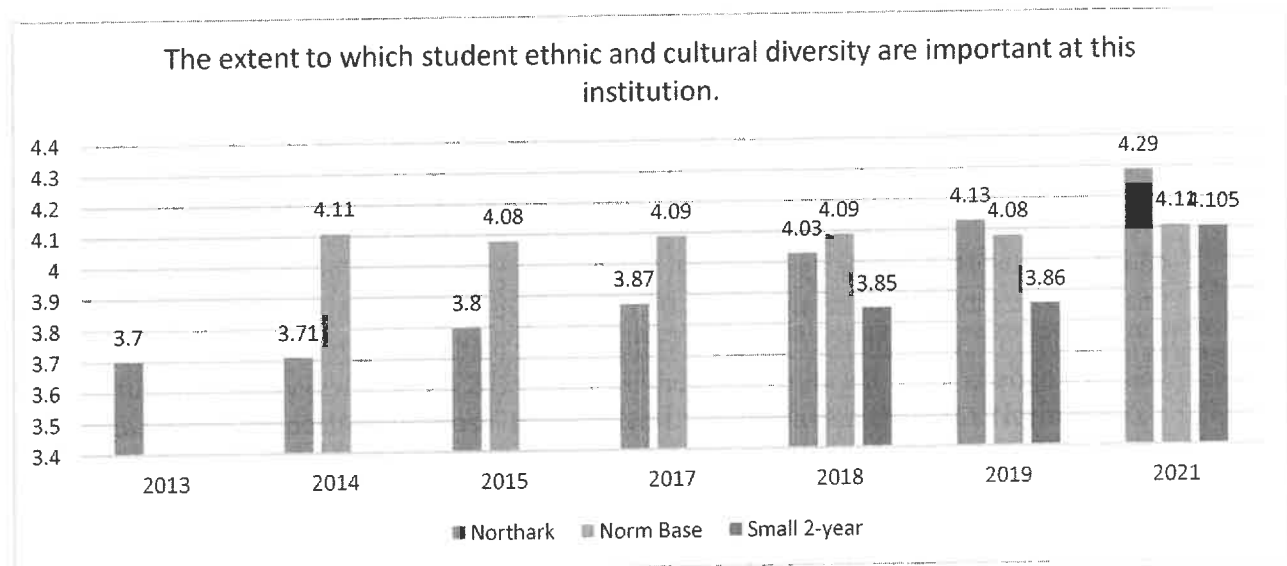


The college continues its strong support for the professional development of all faculty and staff. Like all Northark employees, minority faculty and staff are encouraged to attend training workshops and/or seminars to enhance educational growth and progress. To improve “appreciation for diversity: as this is one of the General Learning Outcomes for students at Northark, faculty increased their instructional objectives to include diverse experiences.

**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.**

Northark’s current Strategic Plan, entitled “Northark’s Vision 2020”, Strategic Objective 2.3 states “Enhance Diverse experiences / Enhance experience with diversity.” Northark uses Personal Assessment of the College Environment (PACE) to survey and measure faculty and staff attitude and progress toward improvement.

PACE uses a Likert scale of 1 (lowest) to 5 (highest). The strategic goal for “Northark’s Vision 2020” is a PACE score for question #5 of at least 3.90. PACE Question #5 addresses diversity with the question “The extent to which student ethnic and cultural diversity are important at the institution” Survey results from 2015 – 2021 indicate a significant trend change with an overall gain of 0.49% positive increase. In 2019, Northark surpassed the PACE Norm base. While this milestone was only by 0.05 it did indicate the foundational modifications over the recent years was changing the culture. In 2021 the gap between Northark and the Norm Base widened to .18. Note that the PACE exam was not administered in 2020 due to concerns of low sample sizes resulting from the Covid-19 Pandemic. In addition, starting in 2018 a measurement of comparison to other small 2-year colleges was included in the survey results. Northark College has scored higher in each year measured. (2018 - .18, 2019 - .27 and 2021 - .185)



In addition, the College uses:

- Zoom technology access to advising and other student services from Carroll County Center – track the number of Zoom sessions.
- All faculty and staff have been equipped with state-of-the-art laptops that allow for support, recruitment, and real-time conversations to occur with a student.
- Increase Carroll County employer participation at annual job fair – track the number of employers in attendance.

**Include your timeline, budget, and methods used to assess and monitor progress.**

- All faculty and staff associated with Northark College have been trained in Zoom software communication use. All advising and recruiting opportunities are readily available to anybody at any time with four distinct options, face to face, email, telephone, face to face zoom sessions. No longer are advising sessions limited to location or accessibility options. Tracking of use was blurred as this is now normal operations. Surveys both formal and informal have proven that this approach is a big success.
- Since the Fall 2019 semester, a member of Northark's Carroll County Center become engaged into the Chamber and other civic organizations in the Carroll County Service area.
- **Budgets** for diverse experiences are included in the departmental budgets, general instruction budget, HR budget, and grant funds where applicable. The College intends to continue funding these activities and growing the outreach opportunities.
- After the new normal is established following Covid-19, Study Abroad activities will continue, and there are divisional action plans written to increase diverse experience in instruction which are developed each Spring for the following academic year.
- **Methods for assessment** include embedded course assessments to address general education outcomes including GLO No. 5. The return of the CCSSE to monitor progress for students' perception of learning in diverse experiences, and PACE is to assess and analyze employees' perception of whether the institution effectively promotes diversity in the workplace will be reimplemented. Enrollments are monitored for student minority population and for international student population.
- The **timeline** for monitoring progress occurs at the end of each academic semester for learning outcomes, during the fall of each year for PACE Survey, and every two years for CCSSE administration. All data are reviewed each spring for departmental/divisional action plans for the following year.



**Annual Report on the  
Recruitment and Retention of  
Minority Students, Faculty and Staff**

**Academic Year 2020-2021**

**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. With the entire nation navigating through a worldwide pandemic, NWACC's minority student enrollment has been painted a slightly different picture in the 2020-2021 academic year, with enrollment in some minority categories increasing, while in others, enrollment has decreased. Table 1 demonstrates that the total headcount of minority students enrolled in credit courses in the Spring 2021 semester was 2,443 individuals, a decrease of around 200 students when compared to the 2,647 total minority students enrolled in the Spring of 2020. Hispanic students, our largest minority population, comprised 21.3% of our total student population in the Spring of 2020, with a decrease to 20.1% in Hispanic enrollment occurring in Spring 2021. The total minority student population reached 36.9% of our total student population for Spring 2021. This is an increase from 36% of our total student population in Spring 2020. Our largest increase occurred in the unknown student population, with a 167.3% increase from Spring 2020 to Spring 2021. The Non-Resident Alien showed the largest amount of decrease by -48.0% from Spring 2020 to Spring 2021.

Spring Headcount Comparison		Spring 2020		Spring 2021		% Change	
		Number	Percent	Number	Percent		
<b>Total Headcount</b>		<b>7,358</b>		<b>6,617</b>		-10.1%	
	<b>SSCH</b>	<b>58,335</b>		<b>50,750</b>		-13.0%	
	<b>FTE</b>	<b>3,889</b>		<b>3,383</b>		-13.0%	
<b>Gender</b>	Full-Time	1,912	26.0%	1,595	24.1%	-16.6%	
	Part-Time	5,446	74.0%	5,022	75.9%	-7.8%	
	Male	2,954	40.1%	2,631	39.8%	-10.9%	
	Female	4,354	59.2%	3,901	59.0%	-10.4%	
	Unknown	50	0.7%	85	1.3%		
<b>Residence</b>	Benton County	3,938	53.5%	3,621	54.7%	-8.0%	
	Washington County	2,688	36.5%	2,327	35.2%	-13.4%	
	Other In-State	320	4.3%	324	4.9%	1.3%	
	Out-of-State	412	5.6%	345	5.2%	-16.3%	
	<b>Tuition Status</b>	In-District	3,249	44.2%	3,050	46.1%	-6.1%
		Out-of-District	3,558	48.4%	3,182	48.1%	-10.6%
		Out-of-State	412	5.6%	283	4.3%	-31.3%
		Contiguous County	56	0.8%	53	0.8%	-5.4%
International	83	1.1%	49	0.7%	-41.0%		
<b>Ethnic Category</b>	Hispanic or Latino	1,566	21.3%	1,330	20.1%	-15.1%	
	Non-Hispanic Race:						
	Am Indian/Alaskan Native	92	1.3%	65	1.0%	-29.3%	
	Asian	228	3.1%	210	3.2%	-7.9%	
	Black or African American	182	2.5%	162	2.4%	-11.0%	
	Native Hawaiian/Pacific Islander	35	0.5%	30	0.5%	-14.3%	
	White	4,711	64.0%	4,174	63.1%	-11.4%	
	2 or more races	344	4.7%	331	5.0%	-3.8%	
	Unknown	98	1.3%	262	4.0%	167.3%	
Non-Resident Alien	102	1.4%	53	0.8%	-48.0%		



**Retention\***

Fall 16 returning Spring 17	69.4%
Fall 17 returning Spring 18	68.1%
Fall 18 returning Spring 19	67.0%
Fall 19 returning Spring 20	66.3%
Fall 20 returning Spring 21	66.0%

\*does not include high school or visiting students

In examining data in Table 2, from Fall 2020/Spring 2021, NWACC has maintained a steady retention rate overall for minority student populations. The Hispanic student retention decreased from the previous year Fall to Spring comparison, dropping from 68% to 65%. Retention rates for Asian students showed the greatest decrease at 20%. While the retention rates for the unknown student population increased by 11%. During the past academic year, the overall retention rate from fall to spring was 66%, which is unchanged from the Fall 2019 to Spring 2020 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	
<b>Fall 2016 to Spring 2017</b>																				
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	
<b>Fall 2017 to Spring 2018</b>																				
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	
<b>Fall 2018 to Spring 2019</b>																				
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	
<b>Fall 2019 to Spring 2020</b>																				
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	
<b>Fall 2020 to Spring 2021</b>																				
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	

\*Headcount without high school and visiting students



## ***I. 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), now in its tenth year, is an educational empowerment program for area high school students that is strongly supported by a near-peer mentoring component. Eight currently enrolled NWACC students apply and are selected to serve as volunteer mentors to students from area high schools. Although LIFE is not exclusive to only 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, the LIFE Mentors were not able to do any in-person visits to schools. 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 two continuing mentors, and two new ones.

This April we 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 nearly 300 9<sup>th</sup>-12<sup>th</sup> grade high school students from 9 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 two motivational speakers, contests, and Q & A sessions. Senior attendees had the opportunity to apply for LIFE scholarships and eight students were awarded \$1,000 scholarships.

Although our live-streamed LIFE Day event was very successful, we are looking forward to getting back to our regular programming and hosting students in-person and on campus.



### LIFE Day 2021 Participants

Ethnicity	
Native Hawaiian or Other Pacific Islander	15
Asian	7
Hispanic	244
Black or African American	11
White	9
<b>Total</b>	<b>286</b>

### Adult Education Program

The Adult Education Program at NorthWest Arkansas Community College, which is funded with \$949,999 in state funds and \$466,710 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 fifth year at the main campus. Graduating students receive a scholarship for a three-hour course at the main campus upon completion of their program. Unfortunately, COVID presented its challenges, resulting in a decrease in participants from 2019-2020.

Minority Group	2020-2021		
American Indian/Alaskan Native	16	Pacific Islander	6
Asian	49	Two or more races	14
African American	23	<b>Minority Total</b>	<b>800</b>
Hispanic	692	White	495
		<b>Grand Total</b>	<b>1295</b>

### 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 111 new hires for faculty and staff in 2020-2021. Of those, one was American Indian/Alaskan Native, four were Asian or Pacific Islander, three were Black/African American, Non-Hispanic, and nine were Hispanic/Latino/Chicano. Nine new employees declined to identify their race or ethnicity. Four employees identified as "undeclared." The remaining eighty-one 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 972 employees as of May 2021. Please note that 142 employees declined to identify their race or ethnicity and 4 identify as undeclared.

## Minority Employees

### American Indian/Alaskan Native (15)      Number

Computer Support Spec	1
Faculty Part-Time	7
Projects/Programs Director	1
Special Instructor	2
Administrative Spec I	1
Administrative Spec III	1
Academic Lab Assistant	1
Benefits Coordinator	1

### Asian or Pacific Islander (24)      Number

Academic Advisor	1
Assistant Librarian	1
Faculty Full-Time	5
Faculty Part-Time	14
Systems Coord Analyst	1
Administrative Spec. III	1
Director of Major Gifts	1

### Black/African Amer, Non-Hispanic (27)      Number

Assistant Librarian	2
Chief Student Affairs Officer	1
Faculty Full-Time	3
Faculty Part-Time	16
Instructor Program Coord	1
Academic Lab Assistant	1
Academic Lab Supervisor	1
Coord. Cnt. Edu&Bus Outreach	1
Project/Program Manager	1

### Hispanic/Latino/Chicano (44)      Number

Academic Advisor	2
Accounting Coordinator	1
Administrative Specialist I	3
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
Fiscal Support Analyst	1
HEI Program Coordinator	1
Maintenance Assistant	3
Project/Program Director	1
Project/Program Manager	1
Project/Program Specialist	3
Public Safety/Security Officer	1
Registrar	1
Skilled Tradesman	1
Special Instructor	1
Student Services Representative	1

### Full-Time Faculty by Minority Group

Minority Group	Number
Asian or pacific Islander	5
Black/African Amer, Non-Hispanic	3
Hispanic/Latino/Chicano	2
<b>Grand Total</b>	<b>10</b>

### Adjunct Faculty by Minority Group

Minority Group	Number
American Indian/Alaskan Native	7
Asian or pacific Islander	14
Black/African Amer, Non-Hispanic	16
Hispanic/Latino/Chicano	13
<b>Grand Total</b>	<b>50</b>

### Number of New-Hire Minority Faculty and Staff

Minority Group	Number
American Indian/Alaskan Native	1
Asian or pacific Islander	4
Black/African American, Non-Hispanic	3
Hispanic/Latino/Chicano	9
<b>Grand Total</b>	<b>17</b>

The total number of minority employees at NWACC increased from 2020 to 2021. The number of full-time faculty increased by 2, and the number of adjunct faculty who identify as racial or ethnic minorities increased by 16.

Minority Recruitment & Retention Report  
and  
Ozarka College Five Year Plan  
(2020-2025)



Minority Recruitment and Retention Annual Report  
 Ozarka College  
 June 2021

Minority demographics for Ozarka College for 2020-2021 include the following:

**Student Population**

American Indian/Alaskan Native	10	0.88%
Asian	7	0.25%
Black/African American	21	1.57%
Hispanic/Latino	24	2.01%
<b>Total Minority</b>	<b>62</b>	<b>4.96%</b>
<b>Full-Time Faculty</b>		
Minority	1	0.03%
<b>Total Minority</b>	<b>1</b>	<b>0.03%</b>
<b>Adjunct Faculty</b>		
Minority	0	0.00%
<b>Total Minority</b>	<b>0</b>	<b>0.00%</b>
<b>Full-Time Faculty and Staff</b>		
Black/African American	1	0.01%
<b>Total Minority</b>	<b>1</b>	<b>0.01%</b>

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 2017-2018 minority student population was 79 students while the 2016-2017 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 2017-2018. This percentage is a slight increase compared to 4.85 percent in 2016-2017 and to the 3.24 percent listed in the 2015-2016 report. This increase

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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. There were no minority faculty members for the 2017-2018 academic year. 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 in 2012.

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, Climbt350, 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.

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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 2020-21 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 2021)

## **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 2021)

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 2021)

## **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 2021)

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

2020-21 MINORITY RECRUITMENT AND  
RETENTION ANNUAL Submitted for Fall  
2021 REPORT

By Von Daniels, Director  
of Enrollment  
Management and  
Diversity and Inclusion

## PCCUA MINORITY RECRUITMENT AND RETENTION REPORT FOR 2020-21

The best performing institutions of higher education intertwine diversity, equity, and inclusion with quality in the creation of services and programming, curriculum and instruction, and the development of policies and college practices. As noted by Robert Kibbee, *“The quality of a university is measured by the kind of student it turns out, rather than the kind of student that it takes in.”* The sentiment behind that quote is factual, particularly when colleges consider combining all of the concepts in their daily operations. It would influence better educational experiences, create a more substantial commitment to the institution, validate students' academic contributions, and strengthen student retention.

This report presents current practices and policy recommendations used by PCCUA to assist our students in achieving personal and academic student success. Research confirms that by enriching educational experiences, students are more likely to remain at the institution and successfully transfer or enter the workforce after course completion. However, those who struggle academically or socially and receive only adequate support and guidance have a higher probability of not persisting. The current state of society and the educational system adds urgency to the need for diversity, inclusion, and equity in all practices in higher education, specifically at PCCUA, to provide quality education and achieve more significant employment opportunities for students.

PCCUA is committed to the student's success, diversity, and community betterment, as can be witnessed through our efforts to support low-performing, disadvantaged students. For example, Phillips Community College of the University of Arkansas 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 students of color. Through our ATD efforts, PCCUA has focused on data disaggregation and analysis based on gender, race/ethnicity, and socio-economic level. This process is critical to College decision-making related to students, faculty, and staff.

Additionally, PCCUA is working to engage its community in crucial conversations regarding social justice, equity, accessibility, and race because these issues significantly impact the college culture. Community and campus-wide meetings have been scheduled to assist the College in identifying the best practices to eliminate challenges that confront our student body. Our goal is to establish tools for success and extend the educational pipeline of support to our students upon entry and the completion of their degree or certificate.

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

PCCUA has a high minority enrollment; specifically, it is biracial, black, and white. The College has very few other minority groups. There is not a high level of diversity which means both black and white students gain much from discussions and activities which connect them to other minority groups based on differences such as gender, race, gender identity, national origin, disability, religion, marital or parental status, veteran status, genetic information or sexual orientation

Approximately 45.4.7% (604) of the students are African-American, and about 48% (643) of the student population is white. Slightly more than 5% of the student enrollment (72) are classified as other minority. About 64% (698) of the total fall enrollment was female, and 62% of the Spring 2021 enrollment was female (585). Males comprised 36% (394) of the Fall 2020 enrollment and 38 % (357) of the Spring 2021 enrollment. (See table 1 and Table 2)

**Table 1: Minority Student Enrollment**

Student Ethnicity	Fall 2020			Spring 2021			Uduplicated
	Race/Ethnicity	Male	Female	Total	Male	Female	
Asian	5	4	9	5	4	9	9
Black	152	320	472	141	293	434	604
Hawaiian/Pacific Islander	0	0	0	0	0	0	0
Hispanic	10	21	31	8	18	26	37
Am Indian	3	1	4	3	2	5	5

**Table 2: Overall Unduplicated Headcount used for Comparison**

	Year	Headcount (unduplicated)		FTE				
Two	2015-16	2136	10	14	1884	8	12	18
	2016-17	2220	1	2	1979	1	3	3
	2017-18	2146			1880			
	2018-19	1930	698	1092	1850	585	932	1319
	2019-20	1907			1796			
	2020-21	1319			1219			
<b>Term</b>								
	Fall 2015	1661			913			
	Fall 2016	1747			981			
	Fall 2017	1636			912			
	Fall 2018	1520			891			
	Fall 2019	1540			886			
	Fall 2020	1092			649			

**2. Number and position title of minority faculty and staff who currently work for the institution.**

The number of faculty and staff at PCCUA has decreased. While there is no significant difference, the College continues to have difficulty attracting qualified faculty for instructional positions. The number of minority staff has increased, which may be substantial based on the overall staff and faculty decrease. The College does ponder the fact that individuals of color are not as difficult to recruit and place. However, there is a desire by the College to have a more significant number of persons of color teaching.

**Table 3: Minority Faculty and Staff by Race and Gender**

	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

<b>2018-2019</b>	8	59	55	126	185
<b>2019-20</b>	9	59	59	125	184
<b>2020-2021</b>	8	53	55	118	171
Note: Numbers reflect declining enrollment resulting in reduced faculty and staff.					

**Table 4: Full Time Faculty and Staff by Minority Status**

<b>Year</b>	<b>Minority Faculty</b>	<b>Minority Staff</b>
<b>2015-16</b>	8	55
<b>2016-17</b>	9	68
<b>2017-18</b>	9	57
<b>2018-19</b>	8	55
<b>2019-20</b>	9	59
<b>2020-21</b>	8	55

**3. Number of minority adjunct faculty, by a minority group, who currently work for the institution.**

PCCUA has far fewer adjunct instructors than other colleges. A majority of the adjunct instructors are white females and many come from public schools. It is worrisome that there is only one black adjunct. Again, it is challenging to recruit HLC qualified instructors (master's degree in the discipline).

**Table 5: Adjunct Faculty and Staff Working in the 2020-21 Academic Year**

<b>Adjunct</b>	<b>Male</b>	<b>Female</b>
<b>African-American</b>	0	1
<b>White</b>	7	12

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



There was an increase of one in the number of faculty hired. However, there were three African-American professional staff employed. This is an improvement over past years. One of the professional staff hired will lead the Student Support Services program, which is vital to supporting first-generation, low-income, and many minority students.

**Table 6: Position Titles**

Position	Ethnicity		Gender	
	African-American	White	Male	Female
<b>Faculty-instructor</b>	1	2	0	3
<b>Clinical Instructor</b>	0	0	0	0
<b>Professional Staff</b>	3	1	2	2
<b>Classified Staff</b>	0	0	0	0
<b>Total</b>	4	3	2	5

**5. Number of minority full-time faculty, by minority group, who currently work for the institution.**

When comparing minority faculty to the total number of faculty working at PCCUA, it is apparent that the College needs to try harder to recruit qualified faculty. The issue PCCUA faces is that many people prefer urban areas. This is especially true of young newly graduated instructors.

	Minority Faculty	Total Faculty
<b>2015-2016</b>	8	58
<b>2016-2017</b>	9	59
<b>2017-2018</b>	9	60
<b>2018-2019</b>	8	59
<b>2019-20</b>	9	59
<b>2020-2021</b>	8	53

As previously stated, the College needs to recruit more minority instructors. A newly formed Committee called the Diversity and Inclusion Committee is exploring the possibility of incentives that could be offered to attract minority instructors.

**Table 7: New Minority Faculty and Staff by Gender and Position**

<b>Position</b>	<b>Ethnicity</b>		<b>Gender</b>	
	<b>African-American</b>	<b>White</b>	<b>Male</b>	<b>Female</b>
<b>Faculty-instructor</b>	1	2	0	3
<b>Clinical Instructor</b>	0	0	0	0
<b>Professional Staff</b>	3	1	2	2
<b>Classified Staff</b>	0	0	0	0
<b>Total</b>	4	3	2	5

Note: There are no other ethnic groups represented for the new hire population

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

Key Performance indicators reflect that even during the pandemic, students completing at a 100% time completion rate ( from 32% to 35%) and 200% time completion rate increased ( from 39% to 57%). The number of certificates and awards decreased slightly (amazing during a pandemic).

## KEY PERFORMANCE INDICATORS (KPIs)

Indicator/Completion	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>Enrollment (Fall)</b>											
FT	847	747	753	627	591	648	621	610	591	459	
PT	1366	1233	1260	1170	1070	1101	1015	912	949	633	
Total	2213	1980	2013	1797	1661	1748	1636	1522	1540	1092	
SSCH	17,763	16,839	16,950	14,532	13,708	14,753	13,673	13,392	13,287	9732	
FTE	1184.2	1122.6	1130	968.8	913.9	983.5	911.5	892.8	885.8	648.8	
<b>Time to Degree</b>											
100% Completion	14%	18%	13%	17%	21%	33%	32%	35%	2021		
150% Completion (IPEDS Measure)	25%	27%	20%	29%	33%	45%	46%	41%	2022	2023	
200%	35%	35%	26%	37%	39%	57%		2022	2023	2024	
Retention (IPEDS Count)	53%	54%	56%	53%	60%	66%	59%	58%	52%	52%	
<b>Completion</b>											

CPs	121	164	121	167	130	125	127	213	274	286	
TCs	62	68	50	54	45	46	73	74	89	67	
Degrees	105	92	174	192	153	241	178	129	134	122	
<b>Total Awards</b>	<b>288</b>	<b>424</b>	<b>345</b>	<b>413</b>	<b>328</b>	<b>412</b>	<b>378</b>	<b>416</b>	<b>497</b>	<b>475</b>	

Notice the IPED outcomes highlighted in yellow denote 150% time which decreased slightly (46% to 41%). The green highlighted awards show the trend in the number of certificates and degrees awarded. The red designates the most recent indicator by year.

The Strong Start to Finish (SStF) Team comprises English and math instructors, representatives from advising, the Vice Chancellor for Student Services, and the Vice Chancellor for Instruction are all engaged in this academic work. The Dana Center at UT Austin, which facilitates SStF in Arkansas, determined who would be included in the Team. Many actions have been taken to address serious gaps between students' performance facing English and math barriers. The SStF is clear about the strong role English and math faculty play in making academic decisions.

The SStF Committee has begun addressing these problems by engaging in the following actions.

1. Using Data is disaggregated in lots of ways such as race, gender, Pell, full time and part time, etc. This ensures steps are taken to address gaps. Unfortunately, because of our size, when we apply a strategy, we use it as scale. It is too difficult not to do that because of our numbers. We need to reexamine performance gaps and address these in some way.
2. Sharing SStF Team information to discuss the data with other people.

The following SStF tables reflect the work and issues related to performance gaps the SStF Team is addressing with the math pilot. PCCUA has a high number of students in remediation who represent minority groups such as African American, low income, first-generation college. Both the math and English SStF tables have been included in this report.

**Discussion Questions:** When examining your data, consider the following guiding questions:

- Where do you find cause to celebrate progress?
- What areas will you focus on for continued growth towards the SSf Arkansas Initiative goals?
- How will you investigate your work for equitable access, learning, and outcomes?

**Table 1. Numbers of students: (1) Enrolled in fall (all), (2) FTIC in fall, and (3) Not College Ready in Math**

	2016	2019	2020
Number of <b>all</b> students enrolled in fall	683	704	592
Number of <b>FTIC</b> <sup>1</sup> students enrolled in fall	128	160	143
Number and percentage of <b>all</b> students <b>not college ready in math</b> in fall	<b>Number</b>	168	183
	<b>Percentage</b>	25%	26%
			17%

**Table 2. Pass Rates for Students Who Were Not College Ready in Math and Enrolled in Prerequisite and Corequisite + College-Level Math, fall 2016, 2019-2020**

	Prerequisite		Corequisite + College-Level Math	
	Enrolled	Passed*	Enrolled	Passed
<b>2016</b>	145	54%		
<b>2019</b>	135	50%	23	57%
<b>2020</b>	96	45%	3	33%

\*Note. Pass rates is only for prerequisite math course, not college-level math course.

**Table 3. Number and Percentage of Students Completing a Gateway Mathematics Course Within One Year**

2016 (N = 683)		2019 (N = 704)	
Number	Percentage	Number	Percentage
433	63%	398	57%

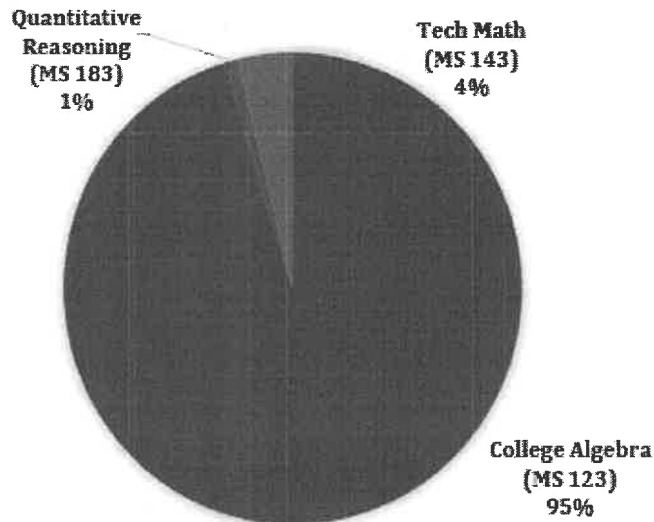
\*Note. Table data found on "Demographics" tab of PCCUA data collection workbook

- 2016: row 2, column E and row 2, column I
- 2019: row 10 column E and row 10, column I

<sup>1</sup> FTIC = first time in college

Course	Number Enrolled	Number Passed	Pass Rate
College Algebra	102	102	100%
Technical Math	4	3	75%
Quantitative Reasoning	1	1	100%
<b>Total Students</b>	<b>107</b>	<b>106</b>	

**Percentage of Students Enrolled in Gateway Math Courses, fall 2020  
(n = 107)**



Top 5 Programs of Study	Mathematics Requirement	# of Students Enrolled in Fall 2020	% of All Students in Fall 2020
AA General Education <sup>2</sup>	MS 123	152	25.68%
AAS Nursing	MS 123	70	11.82%
AA Business Administration	MA 123	39	6.59%

<sup>2</sup> ACTS recommended QL program (<https://dcmathpathways.org/sites/default/files/resources/2018-05/ACTS%20Math%20Review%20Committee%20Recommendation%20Letter%20QL.pdf>)

AAS Early Childhood Education <sup>1</sup>	MS 183 or MS 143 or MS 123	24	4.05%
IS.AAS Information Systems Tech	MS 123 or MS 143	21	3.55%

**Table 6. Representational Equity in Identifying Students as Not College Ready and Students Enrolled in and Passed College-Level Math in One Year, fall 2020**

592 Total Degree-Seeking Undergraduates					
	Total Number of Students	Equity Index			
		Not College Ready	Coreq Enrolled	Coreq Passed	College-Level Math Passed (1 Yr)
<b>Female</b>	416	0.99	0.96	1.08	1.08
<b>Male</b>	176	1.01	1.09	0.81	0.81
<b>Pell grant-eligible</b>	412	1.10	1.23	1.26	1.06
<b>Asian</b>	3	1.38	0.00	0.00	0.59
<b>Black/African American</b>	297	1.13	0.94	0.88	0.38
<b>Hispanic/Latino</b>	15	0.97	0.00	0.00	1.06
<b>Native American Indian/Alaska Native</b>	1	2.08	0.00	0.00	0.00
<b>Pacific Islander</b>	0	NA	NA	NA	NA
<b>White</b>	267	0.85	1.17	1.24	0.64
<b>Multi-racial</b>	9	0.92	0.00	0.00	0.20

Note. Below is the formula for each Equity Index indicator:

- **Not College Ready.** Number of students [in student group] identified as needing dev math / total number of students identified as needing dev math **divided by** number of students [in student group] enrolled at the institution / total number of students enrolled at the institution.
- **Coreq Enrolled.** Number of students [in student group] enrolled in corequisite math / total number of students enrolled in corequisite math **divided by** number of students [in student group] at the institution / total number of students enrolled at the institution.
- **College-Level Math Passed (1 Yr).** Number of students [in student group] who passed college-level math in 1 year / total # of students who passed college-level math in 1 year **divided by** number of students [in student group] at the institution / total number of students enrolled at the institution.



English Outcomes/Not disaggregated by Race

1 <b>Note: Cells with black fill do not need to be completed</b> // Maroon text = example							
2 Complete the Enrollment and Completion Data by entering Numbers in <b>Columns B, D, and F</b> that corresponds to the Question in Column A. <b>Columns C, E, and G</b> (Percentage) will be automatically calculated.		3 <b>Fall 2016</b> (ideal data for longitudinal perspective)		4 <b>Fall 2019</b> (needed data for recent access and outcomes discussions)		5 <b>Fall 2020</b> (needed data for recent access discussions)	
		6 <b>Number</b>	7 <b>Percentage</b>	8 <b>Number</b>	9 <b>Percentage</b>	10 <b>Number</b>	11 <b>Percentage</b>
3	How many total undergraduate, credential-seeking students were enrolled in fall of this year ( <u>not</u> including dual-enrollment students)?	683		704		592	
4	<b>From the # entered in row 4:</b> How many students were in a program of study that did not require a college-level English course (e.g. certificate; technical programs)?	118	17%	165	23%	124	21%
5	<b>From the # entered in row 4:</b> How many students completed a gateway college-level English course before starting classes in fall of this year?	280	41%	283	40%	152	26%
6	<b>From the # entered in row 4:</b> How many students were identified as college ready in English at the beginning of the fall semester AND had not yet completed a college-level English course?	241	35%	297	42%	295	50%
7	<b>From the # entered in row 7:</b> How many students who were college ready in English enrolled in a gateway English course (e.g. Composition I) by fall of this year?	146	61%	167	56%	127	43%
8	<b>From the # entered in row 4:</b> How many students required developmental English ( <i>had not met college readiness guidelines for student placement in gateway English</i> ) at the beginning of fall of this year?	71	10%	74	11%	44	7%
9	<b>From the # in row 9:</b> How many students who required remediation in English <u>enrolled</u> in an English co-requisite course and gateway English course in fall of this year?	0	0%	12	16%	3	7%
10	<b>From the # in row 10:</b> How many students who required remediation in English <u>enrolled</u> and <u>passed</u> an English co-requisite course with a C or better in fall of this year?	0	#DIV/0!	10	83%	2	67%
11	<b>From the # entered in row 9:</b> How many students who required						

**7. Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks 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 activities.

**1. Student Engagement**

Maintain student development via registered student organizations, specifically the 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.

We will add more organizations such as the MULTICULTURAL STUDENT ORGANIZATION, which 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 for diversity.

The NON-TRADITIONAL STUDENT ASSOCIATION was also created to provide non-traditional students with a community of support and education from peers with similar work and life experiences. The organization will improve student orientation and transition to the college environment and improve student retention. Non-traditional students are defined as part/full-time employees, 25 years of age or older, veterans, and students who are parents and/or are married.

Lastly, the Trailblazers, First-Generation College Students Support Group was created for students who are the first family members to attend College. As a result, students will have the opportunity to extend their support system, build community in the college setting, and add to their personal and professional resources. The themes of the group include: navigating College successfully, balancing personal and academic lives, understanding finances, managing responsibilities, identify development and empowerment.

2. Use of a Common Reader: Killer of the Flower Moon by David Grann.

This book discusses the treatment of Native Americans and delivers an appropriate opportunity for discussion. Some faculty will use segments of this reading in their instruction. This account has been buried in history but is a shocking episode in our history. This is often referred to as the Osage Reign of Terror, formally acknowledged from years from 1921 to 1926. In this time, over twenty Osage Indians were murdered to gain access to their wealth.

3. Black History Month has been used to present films, lectures, plays, and forums. This has been especially important this year in light of the George Floyd murder and uncertainty in so many other murders at law enforcement officers' hands. This period of great turmoil and uncertainty has made it most important to address equity and inclusiveness issues and concerns.

**4. Academic Improvements**

The following projects were initiated through the Strong Start to Finish. The intent is to allow students to reduce time in remediation, complete gateway courses, and take a program of study-appropriate math. The PCCUA math Department has reduced the time to complete remediation by eliminating two college remediation courses. In addition, students are being placed in one of three kinds of math depending on their degree. These are Technical Math, Quantitative Reasoning, or College Algebra.

**5. Focused Advising**

PCCUA provides intrusive and intentional advising. This is critical for student success for minority students.

**6. Mandatory Orientation**

All new and returning students complete a mandatory orientation acclimating them to the most important aspects of campus life.

**7. Research Capacity**

The Director of Institutional Research is working with lead faculty and staff to organize and provide data discussions. These discussions are significant for employees so that they understand the implications of data trends.

## 8. Professional Development

This year more than any other, PCCUA has provided professional development focusing on Culturally Responsive Teaching. Fortunately, member of the professional staff is grounded in CRT and committed to assisting with that development effort.

### MATH

All students needing math remediation take MS 1023

1. Students with ACT 14 or below or 227 or below on the NG Accuplacer must enroll in the following corequisite course.

MS 1023 and lab MS 1002

2. Students with ACT 15-16; or a 228-236 on the NG Accuplacer must enroll in the following course:

MS 1023 NO LAB

3. Students with 17-18 or above; 237-248 on the NG ACCUPlacer QAS or complete MS 1023 may enroll in either of the following courses:
  - Tech Math, MS 143
  - College Algebra MS 123 and MS 1121
  - Quantitative Reasoning/Literacy, MS 193 and the Lab-MS 1191
4. Students with ACT 19 or above, or a 249 or above on the NG ACCUPlacer QAS may enroll in either of the following courses:
  - Tech Math, MS 143
  - College Algebra MS 123
  - Quantitative Reasoning/Literacy, MS 193

Note: Students with a 16 on the ACT or a 237 on the NG ACCUPlacer who are earning an AAS may enroll in Tech Math, MS 143 if they are not Nursing or MLT majors. STEM majors must take College Algebra, MS 123.

## READING AND WRITING CHANGES IN DEWITT AND STUTTGART

The actual changes to curriculum that may impact students' schedules are in Basic Writing I & II and in Intro to Reading, DS 103 and College Reading Strategies, DS 123. In the Fall of 2020, PCCUA began enrolling students in open labs on the DeWitt and Stuttgart campuses. The labs associated with the reading and writing are the actual instructional times and the lecture portion has become the student's self-guided reading and writing improvement time. This allows the instructor to provide one-on-one support when needed and is much more individualized than past instruction.

## READING AND WRITING

Intro to College Reading, DS 103  
Reading Lab I DS 1031  
College Reading Strategies, DS 123  
Reading Lab for DS 123 is DS 1231

Writing  
Basic Writing I, EH 1013  
Basic Writing Lab I, EH 1011  
Basic Writing II, EH 1023  
Basic Writing II Lab, EH 1021

## Indicators and Benchmarks

PCCUA will use several indicators to measure the success of the minority recruitment and retention plan. Such as academic performance, term to term persistence, year to year persistence, and graduation rates. PCCUA will also continue to analyze minority student responses to perceptions about the College experience reflected in the students and faculty survey. We will also conduct a Cultural Climate Survey of faculty staff and students to identify our strengths, weaknesses, and opportunities for success, threats to student retention, including diversity,

inclusion, and equitable experiences at PCCUA. The survey will be conducted every year to help gauge our progress toward our goals. Other indicators for the minority faculty and staff recruitment and retention will be measured by the retention of staff and the increase in faculty /staff of color.

- **Action 1:** Monitoring and evaluating student's and employees' enrollment and retention trends over five years.
- **Action 2:** Modifying specific goals for minority recruitment and retention based on minority student survey outcomes.
- **Action 3:** Monitoring the number of minority faculty, staff, and students and adjusting institutional efforts and policies necessary to ensure diversity.
- **Action 4:** Working to continue to increase the number of minorities among the faculty and staff.
- **Action 5:** Continuing to review recruitment, admission, and retention efforts to increase minority student retention and completion rates on all three campuses.

**8. Include your timeline, budget, and methods used to assess and monitor progress.**

Strategy	Costs	Area	Timeline	Individuals Engaged
Advising, placement, mentoring	\$137,298	Student Affairs	Ongoing	Advisors and Student Success Coaches
Strong Start to Finish Brian Zimmerman-focused instructor Institutional Research 5% of IR Director's Salary	\$ 56,589 \$ 3,954	Institutional Research	Ongoing	Faculty, Advisors, Student Success Coaches Institutional Research
	\$ 4,000			

Require early assessment of student learning by faculty (third week).		Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Implement PREP Program for students not ready for college level course work (these students take remedial course work and a student support course).	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Require faculty to inform students of their academic status by the third week of classes.	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Ensure that faculty refer students for tutoring or provide that tutoring if the student is not succeeding or assuming the responsibility for submitting passing student work.	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Ensure faculty refer students for computers and computer access.				
Ensure students are aware and trained to use alternative remote delivery if it becomes necessary.				Deans, Chairs, Faculty, VC for Instruction Deans, Chairs,

Student Success Coaching.	N/A	Instruction	In Progress	Faculty, VC for Instruction
	\$ 80,284	Instruction	In Progress	Director of Student success
Continue to train faculty for data analysis to increase research capacity. The goal of this work will be to address achievement gaps and to assess student learning outcomes.	\$ 5,000	Faculty and Staff Development	Ongoing	Deans, VC for Instruction, faculty. DIR
<b>Mandatory Orientation (all new and returning students)</b>	\$ 10,000	Student Success	Annually	Orientation and Student Success Team
<b>Faculty Engagement</b> Culturally Responsive Teaching (On-going)	\$ 5,000	Instruction	Ongoing	Faculty, staff, VC for Instruction, Deans/Chairs
<b>Conversations about Race</b> Continue ongoing conversations about race and poverty. <b>Common Reader is <i>Killer of the Flower Moon: The Osage</i></b>	Books purchase in 2020.	Instruction	10/20 11/20 12/20	Discussion Facilitators All employees



<i>Murders and the Birth of the FBI</i> by David Gann.		Instruction	Fall/Spring	
<b>All Activities</b>	\$302,125.00	N/A		

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

**Institution Name: Phillips Community College of the University of Arkansas**

**Contact Name: Ella James**

**Contact Phone: 870-338-6474, ext. 1271**

**Contact Email: ejames@pccua.edu**

**Date of Submission: August 6, 2021**

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0 %
<b>Asian Pacific Islander</b>	0	0	0	0 %
<b>Black/Not Hispanic</b>	42	20	62	36.5 %
<b>Hispanic</b>	0	1	1	.5 %
<b>White/Not Hispanic</b>	74	34	108	63 %
<b>Total</b>	116	55	171	100 %

PHILLIPS COMMUNITY COLLEGE  
BOARD POLICY

Policy: 200

Subject: Equal Opportunity/Affirmative Action Statement

Date Adopted: 6/68

Revised: 6/76, 8/84, 6/92, 8/99, 12/12, 7/14

Reviewed: 7/19

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Phillips Community College of the University of Arkansas (PCCUA) is an equal opportunity, affirmative action institution.

PCCUA provides equal educational and employment opportunity without regard to age, race, gender, gender identity, national origin, disability, religion, marital or parental status, veteran status, genetic information, or sexual orientation. We prohibit retaliation against a person who files a charge of discrimination, participates in a discrimination proceeding, or otherwise opposes an unlawful practice.

PHILLIPS COMMUNITY COLLEGE  
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 200.01

Subject: Affirmative Action Plan

Applicable Board Policy: 200

Date Adopted: 8/84

Revised: 3/01, 12/12, 7/14

Reviewed: 7/19

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The Chancellor's Commitment To Equal Opportunity

Phillips Community College is committed to equal opportunity for all people without regard to age, race, gender, gender identity, national origin, disability, religion, marital or parental status, veteran status, genetic information, or sexual orientation.

The College should be a place of work and study for students, faculty, and staff, which is free of all forms of discrimination, sexual intimidation, and exploitation. Therefore, it is the policy of Phillips Community College to prohibit discrimination of its students, faculty, and staff and to make every effort to eliminate discrimination within the College community.

Phillips Community College will make every effort to ensure that all who seek employment are considered on the same basis, with no special consideration given to one applicant over another.

Phillips Community College is an equal opportunity institution with a commitment to the following affirmative action plan:

PCCUA Affirmative Action Policy Statement

At the same time the College prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Non-discriminatory affirmative action equal opportunity policies apply to: recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, and college sponsored programs.

The Office of Human Resources has been designated by the Chancellor to administer the College's personnel management activities and to be responsible for the implementation of the Affirmative Action Program to investigate and resolve all allegations of discrimination on the basis of race, age, gender, gender identity, national origin, religion, disability, veteran status, marital or parental status, genetic information and sexual orientation. This individual will be directly responsible to the college Chancellor for those portions of duties related to EO/AA activities.

Dissemination of Policy

Internal

The Equal Opportunity and Affirmative Action (EOAA) Policy statement is included in the Board Policies and College Procedure Manual, Employee Handbook, and the College Catalog. All staff members have access to these publications.

The EOAA policy will continue to be published periodically in the newsletters, annual reports, catalogs, and brochures published by PCCUA.

Meetings will continue to be held as necessary with administrative personnel and department heads to re-emphasize the intent of the policy and individual responsibility for implementation of the policy.

An abbreviated EOAA statement appears on the applications for employment of professional personnel, faculty, and classified personnel.

Information in regard to the Equal Opportunity Program, progress reports, promotions, and other items will continue to be included in appropriate college publications.

Annually in January, the Chancellor will communicate via email the College's EOAA Policy.

External

Recruiting sources which include local minority and women's agencies are informed of the College's Equal Opportunity policy.

When PCCUA uses external recruiting sources, it will inform them of this policy and its intent to seek out qualified applicants without regard to age, race, gender, gender identity, national origin, disability, religion, marital or parental status, veteran status, genetic information, or sexual orientation.

The EOAA clause appears in appropriate college publications.

A statement of PCCUA's commitment to EOAA is printed on all purchase orders and is used to inform vendors and supplies of the policy.

In accordance with ACT 698 of 1991, the College established a "Minority Purchasing

Program" which supports the policy of the State of Arkansas to promote equal opportunity, as well as economic development in every sector. PCCUA is committed to utilizing minority businesses in contracting to the maximum extent feasible. An annual procurement goal of ten percent (10%) business with minority firms has been established by PCCUA. PCCUA will, within the limits of state statutes and regulations, pursue the award of a fair share of all contracts with minority businesses and shall encourage and assist minority businesses in the methods of doing business with this College.

#### Responsibilities for Implementation

The Office of Human Resources is designated as responsible for implementing the affirmative action plan for the College and for maintaining the EOAA program in the areas of faculty, administrative, professional, and classified staff.

#### Staff Responsibilities

The Phillips Community College Office of Human Resources will:

1. Continue to receive assistance in the achievement of the responsibilities described in this section through the involvement of the College's administrative offices and through their respective faculty and staff.
2. Monitor the Affirmative Action Program in regard to compliance with policy and internal and external communication procedures.
3. Evaluate the internal audit and recording system which will indicate areas in need of remedial action; measure the effectiveness of the Affirmative Action effort; and determine the degree to which faculty goals and objectives have been attained.
4. Assist in the identification of problem areas of under-utilization by developing separate availability analyses for women and minority groups; conducting salary, promotion, and employment analyses; and reviewing the qualifications of all faculty employees to ensure that minorities and women are given full opportunities for promotion and/or transfer.
5. Monitor past standardization of procedures governing employment practices in the College and assuring that the College's EOAA program policies are being followed by (a) insuring that the respective deans/chairs and other administrative staff understand

responsibilities within the program; (b) insuring that the respective deans, division chairpersons, and other administrative staff understand that their work performance is being evaluated on the basis of their EOAA program efforts and results as well as other criteria; and (c) conducting regular discussions with the respective deans/chairs and other administrative staff relating to the Affirmative Action Plan.

6. Serve as a liaison between faculty employees and enforcement agencies.
7. Keep informed of the latest developments in the entire EOAA area.
8. Audit periodically the recruitment, hiring, and promotion patterns in order to remove the impediments to the attainment of the objectives of the Affirmative Action program.
9. Conduct regular discussions with divisions of administration, program directors, other administrative staff, and minority and women employees to be certain that the College's EOAA program policies are being followed and insure that all administrative staff are directed to take necessary action to prevent the harassment of any employees placed in a job position through affirmative action efforts by employment, transfer, and/or promotion.
10. Conduct availability studies for women and minorities separately in the various divisional areas.
11. Submit an annual and five-year minority report to Arkansas Department of Higher Education, mandated by Act 1091 of 1999 (ACA §6-61-122).

#### Work Force Utilization Analysis

##### College Referent Labor Area

Phillips Community College occasionally recruits qualified applicants nationwide for academic and professional positions but the primary target area includes: Arkansas, Mississippi, and Tennessee. The classified personnel geographic service area is Phillips and Arkansas County in Arkansas. These areas are considered as the referent labor areas for statistical data.

Primary Activity Occupational Groups

Administrative - all persons whose assignments require primary supervision of employees (and major responsibility for management of the institution, or a customarily recognized department or subdivision thereof). Assignments require the performance of work directly related to management policies or general business operations of the institution or department. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Reported in this category are all officers holding such title as Chancellor, Vice Chancellor, Dean/Chair, Director, or the equivalent.

NOTE: Supervisory personnel of the technical, clerical and service/maintenance force are reported within the specific categories of the personnel they supervise.

Faculty - all persons whose specific assignments customarily are made for the purpose of conducting instruction or public service as a principal activity (or activities).

Professional Staff (non-faculty) - all persons whose assignments require either college graduation or comparable experience. Included are all staff members with assignments requiring specialized professional training who would not be reported under administrative, faculty, or classified staff.

Classified Staff - all persons whose assignments typically are associated with job duties or functions necessary to operate department(s). Included are personnel who are responsible for internal and external communications, recording and retrieval of data and/or information and other duties required, such as fiscal support specialist, administrative specialist, computer support staff, financial aid analyst, etc. Also included are library support staff who are not recognized as librarians. Classified staff also includes those positions who contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Included are cafeteria workers, institutional services, skilled tradesmen, etc.

Provisional Positions – all persons whose position is supported by a grant secured through the College. These positions fall under one of the following categories: faculty, professional, or classified staff.



PHILLIPS COMMUNITY COLLEGE  
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 200.02

Subject: Discrimination and Harassment Complaints

Applicable Board Policy: 200

Date Adopted: 8/20

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**I. Policy Statement**

Phillips Community College of the University of Arkansas is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination. Such an environment is necessary to a healthy learning, working, and living atmosphere. The College expects students, applicants for admission, employees, applicants for employment, affiliates, subcontractors, on-site contractual staff, community members, and visitors to uphold the College's commitment to nondiscrimination and harassment by conducting themselves in manner that is appropriate and consistent with this policy. Accordingly, all acts of discrimination, harassment, and retaliation are prohibited. The College will take prompt and equitable action in response to complaints about such conduct.

**II. Policy Scope and Relationship to Title IX**

"Discrimination" under this policy refers to action or conduct that (1) is based on race, color, sex, religion, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, pregnancy, physical or mental disability, gender identity, sexual orientation, or genetic information and (2) materially affects a term or condition of an individual's employment, education, living environment, or participation in a program or activity.

"Harassment" under this policy means detrimental action or a course of conduct that is based on one of the foregoing categories and that is sufficiently serious (*i.e.*, severe and/or pervasive) and objectively offensive to deny or limit a person's ability to participate in or benefit from the College's programs, services, opportunities, or activities or when such conduct has the purpose or effect of unreasonably interfering with an individual's employment.

Reports and complaints regarding sexual harassment, sexual assault, relationship violence, stalking, and similar conduct should first be made to the Title IX Coordinator under the College's separate policy on sexual assault and harassment.

Other forms of discrimination and harassment may be the subject of an initial complaint under this policy. In addition, this policy may be used to address complaints of sexual harassment or assault that may negatively affect the campus community but are dismissed by the Title IX Coordinator based on lack of jurisdiction. In such situations, the appropriate office will have discretion on whether to commence an investigation under this policy.

### **III. Offices Hearing Complaints**

The Vice Chancellor of College Advancement/Resource Development is responsible for investigating complaints of discrimination and harassment against faculty, staff, and administrative employees. The Vice Chancellor of Student Services is responsible for investigating complaints of harassment and discrimination against students. A complaint to the appropriate office, using the **Complaint Form**, should be made within 30 days of the act of discrimination or harassment. The time limit may be waived or extended by the Department of Human Resources or the Office of the Dean of Students if good cause is demonstrated.

### **IV. Investigation**

After receiving the complaint, the appropriate office will explore whether the matter can be resolved informally, without disciplinary action or a finding that discrimination or harassment has occurred. If the issue can be resolved informally, no further action will be taken.

If the complaining party chooses to proceed with a formal complaint, the individual against whom the complaint is filed (*i.e.*, the "respondent") will be instructed to provide a written response to the allegations within 5 working days of the request. The matter will then be investigated promptly.

At the conclusion of the investigation, the investigating office will issue a written determination of responsibility and provide the decision to the complaint and respondent. The determination shall also identify any sanctions or remedies that the investigator believes should be imposed. In the case of employee-respondents, the proposed sanctions and remedies shall serve as a nonbinding recommendation to the appropriate campus administrator.

The institution reserves the right to address, as an administrative matter, conduct that does not constitute a violation of this policy, but nevertheless is inappropriate in a professional work or educational environment.

**V. Appeal**

If a student-respondent is dissatisfied with the decision, the respondent may request that the Vice Chancellor of Student Services convene a hearing. The request for a hearing must be made within 5 working days of the decision. After receiving the request, the Vice Chancellor of Student Services will promptly schedule a hearing that generally follows the procedures used for cases of student misconduct.

If an employee-respondent is dissatisfied with the decision, the respondent may appeal the matter to the Chancellor or his/her designee. A respondent who chooses to appeal must, within 5 working days of receiving the decision, deliver a written statement to the Chancellor or designee that concisely explains why the decision should be overturned or modified. The Chancellor or his/her designee may elect to convene a committee to review the allegations, consider the evidence, and make a recommendation; alternatively, the Chancellor or designee may decide the matter in the absence of a committee. The final decision shall be rendered as soon as practicable and ordinarily no later than 10 working days after receiving the written appeal.

**VI. Retaliation**

It is a violation of this policy to take an action against an individual because that person has opposed any practices forbidden by this policy or because that person has filed a complaint, testified, assisted, or participated in an investigation or proceeding under this policy. Retaliation includes intimidating, threatening, coercing, or in any way discriminating against an individual because of the individual's opposition, complaint, or participation. Adverse action is retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy.

**VII. Confidentiality**

The College requests confidentiality from all parties and witnesses involved in an investigation. During an investigation, it may be necessary for the investigator to provide details to individuals with a legitimate need to know about the allegations. This may include: (1) information provided to respondents to allow them to fully respond to the allegations, (2) information provided to witnesses or other people with whom investigators communicate in order to obtain or verify information; (3) where appropriate, information provided to management during or following an investigation to allow any necessary actions to be taken. In addition, the identity of the investigation

participants and the details of the investigation may become known for reasons outside the control of the investigator.

### **VIII. False Reports**

Willfully making a false report of discrimination (including discriminatory harassment) is a violation of College policy and is a serious offense. Any person who willfully makes or participates in making a false report under this policy may be subject to disciplinary action up to and including termination or expulsion.

### **IX. Training**

All new employees should receive training on preventing, reporting, and addressing discrimination (including discriminatory harassment) within 30 days of beginning employment or enrollment. Employees must receive refresher training at least every two years.

### **X. EEOC and NSF Reporting**

Although complainants are encouraged to resolve their grievances related to discrimination by utilizing this policy, they may have the right to file a complaint directly with the appropriate agency. The contact information for the EEOC and NSF are as follows:

#### **Equal Employment Opportunity Commission (EEOC)**

820 Louisiana St., Suite 200  
Little Rock, AR 72201  
Toll Free: 1-800-669-4000  
Telephone: 501-324-5060  
TTY: 800-669-6820  
Fax: 501-324-5991

#### **National Science Foundation (NSF)**

Office of Diversity and Inclusion  
2415 Eisenhower Ave.  
Alexandria, VA 22314  
Telephone: 703-292-8020  
Fax: 703-292-9072  
Email: [programcomplaints@nsf.gov](mailto:programcomplaints@nsf.gov)



**DISCRIMINATION, RETALIATION,  
AND SEXUAL MISCONDUCT FORM**

Today's Date: \_\_\_\_\_

**SECTION 1 - INFORMATION REGARDING THE COMPLAINANT**

Name of Complainant:	
Telephone (Home) #:	Telephone (Cell) #:
The Complainant is (please check one): <input type="checkbox"/> Faculty Member <input type="checkbox"/> Student <input type="checkbox"/> Staff Member <input type="checkbox"/> Not Affiliated With PCCUA	
For faculty, staff and students, indicate whether: <input type="checkbox"/> Current   or <input type="checkbox"/> Former	

**SECTION 2 - INFORMATION REGARDING THE VICTIM (IF HE OR SHE IS NOT THE COMPLAINANT)**

Name of Victim:	
The Victim is (please check one): <input type="checkbox"/> Faculty Member <input type="checkbox"/> Student <input type="checkbox"/> Staff Member <input type="checkbox"/> Not Affiliated With PCCUA	
For faculty, staff and students, indicate whether: <input type="checkbox"/> Current   or <input type="checkbox"/> Former	

**SECTION 3 - INFORMATION REGARDING THE RESPONDENT**

Name of Respondent:	
The Respondent is (please check one): <input type="checkbox"/> Faculty Member <input type="checkbox"/> Student <input type="checkbox"/> Staff Member <input type="checkbox"/> Not Affiliated With PCCUA	
For faculty, staff and students, indicate whether: <input type="checkbox"/> Current   or <input type="checkbox"/> Former	

**SECTION 4 - INFORMATION REGARDING THE ALLEGED POLICY VIOLATION**

Alleged policy violation(s): <input type="checkbox"/> discrimination <input type="checkbox"/> harassment <input type="checkbox"/> retaliation <input type="checkbox"/> sexual misconduct
If discrimination/harassment, please check all that apply: <input type="checkbox"/> race <input type="checkbox"/> color <input type="checkbox"/> religion <input type="checkbox"/> national origin <input type="checkbox"/> military service/veteran status <input type="checkbox"/> sex <input type="checkbox"/> age <input type="checkbox"/> pregnancy <input type="checkbox"/> disability <input type="checkbox"/> gender identity <input type="checkbox"/> genetic information
If retaliation, please state the activity you engaged in that resulted in the alleged retaliation:          
Time and date of each alleged policy violation:

Location of alleged policy violations:

On campus: \_\_\_\_\_ Off campus: \_\_\_\_\_

Witnesses or third parties who may have information regarding the alleged policy violation(s):

Please provide a brief description of the alleged policy violation(s):

You may wish to consider including, among other things, some or all of the following information for your description: the gender of the parties, the relationship between the parties, whether one or more of the parties were under the influence of alcohol or drugs at the time of the alleged policy violation, whether the Respondent used pressure or force (physical or otherwise) in the course of any alleged sexual misconduct, and the frequency (if applicable) of the alleged policy violation.

PHILLIPS COMMUNITY COLLEGE  
ADMINISTRATIVE PROCEDURE

Administrative Procedure Number: 200.03

Subject: Equal Opportunity/Affirmative Action Compliance

Applicable Board Policy: 200

Date Adopted: 12/12

Reviewed: 7/19

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PCCUA is committed to providing faculty, staff and students with clear and easy-to-access information on how to comply with federal and state employment laws. PCCUA has the desire to ensure fair and equal treatment of all individuals in the processes which affect education and employment by enforcing all federal/state laws and regulations as well as university policies and procedures related to civil rights, affirmative action, and non-discrimination.

Executive Orders No. 11246 and No. 11375; Revised Order No. 4 prohibits discrimination against any employee or applicant for employment because of race, color, religion, sex, or national origin.

Title VI of The Civil Rights Act of 1964 prohibits unlawful discrimination based on race, color, or national origin in provision of benefits or services in all programs or activities which receive federal financial assistance.

Title VII of The Civil Rights Act of 1964 prohibits unlawful discrimination in employment based on race, color, religion, sex or national origin regardless of whether the employer is a contractor with the federal government. Title VII also prohibits sexual harassment and creates the Equal Employment Opportunity Commission, charging it with enforcement of Title VII.

Equal Pay Act of 1963 (as amended) provides that employees performing substantially the same work under similar working conditions in the same establishment receive the same rate of pay, regardless of sex.

Civil Rights Act of 1991 strengthens existing laws prohibiting discriminatory practices by establishing a more stringent burden of proof for employers defending themselves against charge of discriminatory acts. It also expands eligibility for compensatory and punitive damages to employees in cases where illegal discrimination is found.

Age Discrimination Act of 1967 (as amended) prohibits employment discrimination against persons 40 years of age or older.

Pregnancy Discrimination Act is an amendment to Title VII of the Civil Rights Act of 1964. Discrimination on the basis of pregnancy, childbirth or related medical conditions constitutes unlawful sex discrimination under Title VII. Women affected by pregnancy or related conditions must be treated in the same manner as other applicants or employees with similar abilities or limitations.

Title IX of the Education Amendments of 1972 prohibits sex discrimination in educational programs or activities on the basis of sex against employees or students in federal assisted programs and in educational institutions receiving federal assistance.

Sections 503 of the Rehabilitation Act of 1973, amended and Sections 504 of the Rehabilitation Act of 1973 prohibit discrimination against individuals with disabilities and require institutions to take affirmative action to hire and promote qualified persons with disabilities, as well as to make programs accessible to persons with disabilities. Institutions must also provide "reasonable accommodations" to persons with disabilities.

Americans with Disabilities Act of 1990 (ADA) prohibits employers from discriminating against qualified individuals with disabilities in hiring, promotions, discharge, compensation, training and other conditions and benefits of employment.

Vietnam Era Veterans Readjustment Act of 1974 prohibits discrimination in employment based on veteran status. Section 402 of this act requires government contractors and subcontractors to take affirmative action to employ and promote disabled veterans and veterans of the Vietnam era.

Uniformed Services Employment and Reemployment Rights Act (USERRA) protects service members' reemployment rights when returning from a period of service in the uniformed services, including those called up from the reserves or National Guard, and prohibits employer discrimination based on military service or obligation. The U.S. Department of Labor's (DOL) Veterans' Employment and Training Service (VETS) administers USERRA.

Act 698 of 1991 promotes equal opportunity, as well as economic development, in every sector to include contracting of minority businesses.

State of Arkansas Act 1222 of 2009 encourages participation of businesses owned and controlled by Arkansas minority vendors to provide opportunity for minority business enterprises to participate in the purchasing process for state-funded construction projects and in the purchase of goods and services for the college.

Act 593 of 2017 drug testing by employers is permissible, which implements, in part, the Arkansas Medical Marijuana Amendment of 2016.



# South Arkansas Community College Annual Report Minority Recruitment and Retention 2020-2021

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**

<b>Ethnic Makeup</b>	<b>Fall '16</b>	<b>Fall '17</b>	<b>Fall '18</b>	<b>Fall '19</b>	<b>Fall '20</b>	<b>1-year change</b>	<b>5-year change</b>
<b>African American Females</b>	23.7%	24.9%	26.4%	26.4%	26.0%	-0.40%	+2.30%
<b>African American Males</b>	8.2%	6.9%	7.2%	7.6%	7.1%	-0.50%	-1.10%
<b>Caucasian Females</b>	39.1%	37.9%	37.3%	36.7%	37.0%	+0.30%	-2.10%
<b>Caucasian Males</b>	19.9%	19.8%	18.3%	18.9%	18.6%	-0.30%	-1.30%
<b>Hispanic Females</b>	3.3%	3.7%	3.5%	3.4%	3.83%	+0.43%	+0.53%
<b>Hispanic Males</b>	2.2%	1.8%	2.2%	2.2%	3.35%	+1.15%	+1.15%
<b>Other Females</b>	2.5%	3.6%	3.3%	2.8%	2.47%	-0.33%	-0.03%
<b>Other Males</b>	1.0%	1.5%	2.0%	1.9%	1.60%	-0.30%	+0.60%
	<b>1,535</b>	<b>1,481</b>	<b>1,472</b>	<b>1,443</b>	<b>1,253</b>		

**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 [higherjobs.com](http://higherjobs.com) website; in regional newspapers; local websites [goeldorado.com](http://goeldorado.com) and [eldoark.com](http://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.

**Minority Faculty & Staff as of November 1, 2020 – Table 2**

**Number and position title of minority faculty and staff who currently work for the institution.**

<b>Position and Classification</b>	<b>Total Employees</b>	<b>Minority Female</b>	<b>Minority Male</b>	<b>Minority Percentage</b>
<b>Professional Staff</b>	58	10	5	25.9%
<b>Faculty full-time</b>	50	3	2	10.0%
<b>Faculty part-time</b>	38	2	2	10.5%
<b>Classified full-time</b>	40	15	5	50.0%
<b>Totals</b>	<b>186</b>	<b>30</b>	<b>14</b>	<b>23.7%</b>

**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 (11/1/2020 census date).**

<b>Position Classification</b>	<b>Minority Female</b>	<b>Minority Male</b>
<b>Professional Staff</b>	2	1
<b>Faculty full-time</b>	0	0
<b>Classified Staff full-time</b>	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.

Corresponding information pertaining to efforts to assist minorities with financial aid is positive. In 2019 - 20, 1,573 students (unduplicated count) were enrolled. Of those students, 1,097 or 69.7% had some type of financial aid. A total of 777 (70.3% of financial aid awardees were ethnic minorities. In 2020 - 21, 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.

**2. 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**

<b>2020 Fall</b>	<b>Total Non-Traditional Participants</b>	<b>Total # of Participants in the CTE Programs</b>	<b>% Non-Traditional Participants in CTE Programs</b>
<b>Health Sciences</b>	<b>84</b>	<b>597</b>	<b>14.1%</b>
Male	55	82	67.1%
Female	29	515	5.6%
<b>Arts &amp; Sciences</b>	<b>71</b>	<b>150</b>	<b>47.3%</b>
Male	1	54	1.9%
Female	70	96	72.9%
<b>Career Technical</b>	<b>13</b>	<b>74</b>	<b>17.6%</b>
Male	0	61	0.0%
Female	13	13	100.0%
<b>Grand Total</b>	<b>168</b>	<b>821</b>	<b>20.5%</b>

**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 2019-2020 academic year, 24 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 \$270,375, 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 43 program participants for the Upward Bound project.

**Upward Bound Participants March 2019 – Table 5**

<b>Male</b>	<b>Female</b>	<b>African American</b>	<b>Asian</b>	<b>Caucasian</b>	<b>Hispanic</b>
20.9%	79.1%	100%	0.0%	0.0%	0.0%

**d. Career Pathways Initiative**

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, **105 students** are enrolled. The average age is **30**, and the student age range is **18-45**. The ethnicity of the students is as follows: **65.7%** African American, **33.3%** Caucasian, and **1%** Hispanic.

**3. 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 2,636 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**

<b><sup>1</sup>WARREN SCHOOL DISTRICT</b>		<b><sup>1</sup>EL DORADO SCHOOL DISTRICT</b>	
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%
<b><sup>1</sup>STRONG-HUTTIG SCHOOL DISTRICT</b>			
African-American/Black		76.3%	
Hispanic		2.4%	
Asian/Pacific Islander		0.0%	
American Indian		0.3%	
<b><sup>1</sup>LAKESIDE SCHOOL DISTRICT</b>			
African-American/Black		76.2%	
Hispanic		13.8%	
Asian/Pacific Islander		0.0%	
American Indian		0.0%	
<i>Source: <sup>1</sup>myschoolinfo.arkansas.gov (20-21); extracted 06/17/2021</i>			

**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 the 2020-2021 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.

Due to the pandemic, scholarship recognition was done via social media during the month of February.

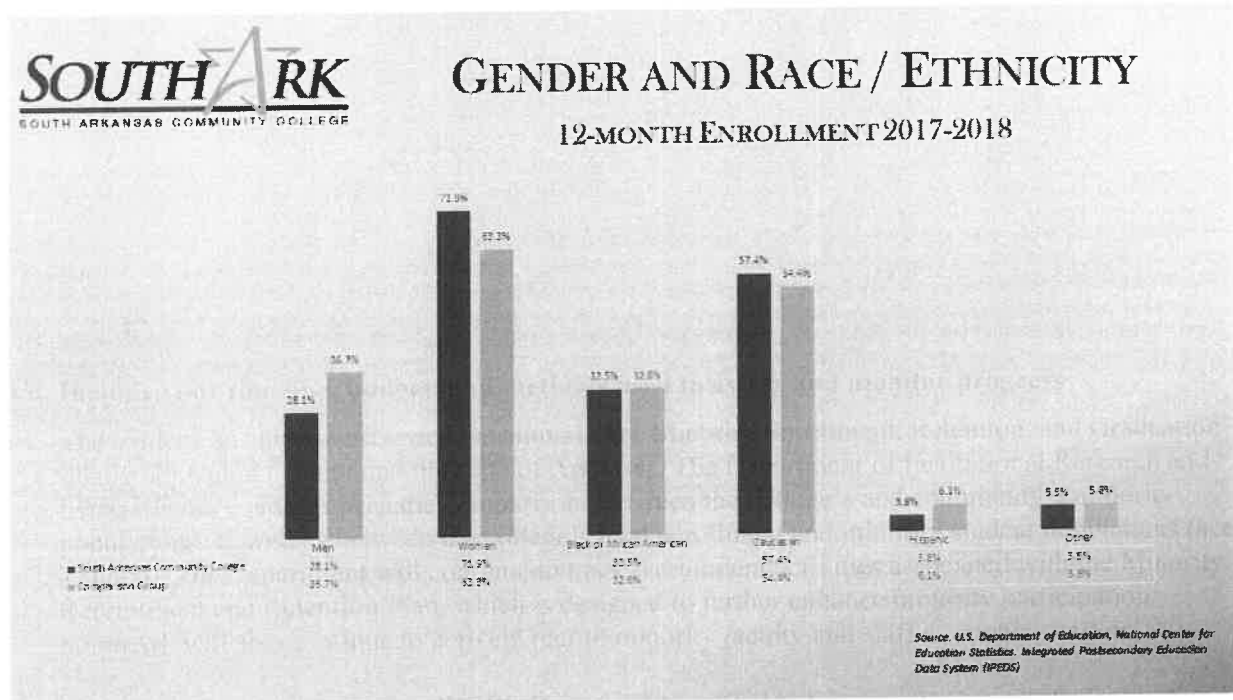
**III. New strategies or activities that have been added for the coming year and the indicators/ benchmarks that will be used to determine success in meeting any new objectives**

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 Research and Effectiveness 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, 2020 - June 30, 2021).

##### 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

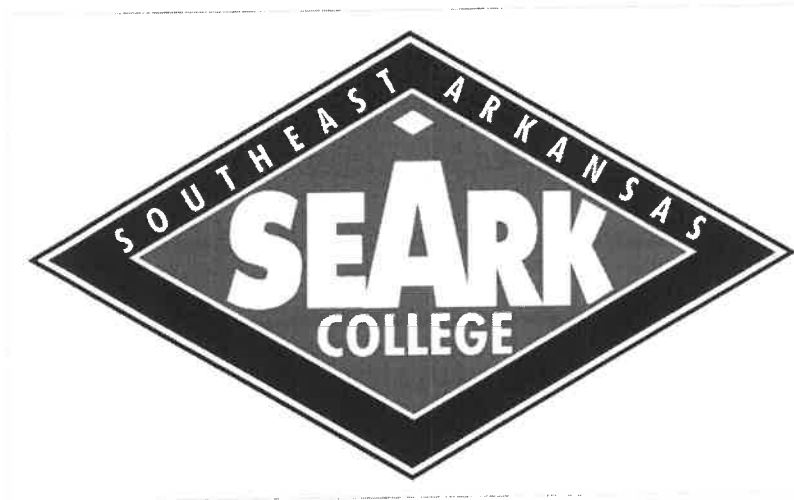
The budget dedicated for the implementation of the Minority Recruitment and Retention plan is spread across campus in various different budgets throughout the institution. The Recruiter, College and Career Coach program, Academic Advising,

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.



# **SOUTHEAST ARKANSAS COLLEGE MINORITY RETENTION 5 YR PLAN**



## **ANNUAL PROGRESS REPORT**

**Academic Year  
July 1, 2020 through June 30, 2025**

*This report includes progress that has been made  
toward the goals in our five-year plan.*

*SEARK remains committed to providing appropriate resources to minorities on  
an individual and as-needed basis enabling them to be successful.*

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## ACT 1091 of 1999

### Annual Report on Five-Year Minority Retention Plan

**Name of Institution:** Southeast Arkansas College

**Name of Contact Person:** Dr. Steven Bloomberg, President & Acting CAO

Please attach to this form a copy of the annual report which includes the following information:

1. Report the progress that has been made towards meeting the goals included in your five-year plan. Address each goal relative to students, faculty members, and staff.
2. If there are any revisions or updates to the current five-year plan, please include those in this report. Be sure to clearly indicate what part of the plan has been revised.
3. Act 1091 requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable. Please submit two copies of the report. ADHE will forward a copy to the Interim House and Senate Committees.



## ***2020-2021 Annual Progress Report***

***FOR FIVE-YEAR MINORITY RETENTION PLAN  
JULY 2020-JUNE 2025***

**Southeast Arkansas College is committed to the retention of an ethnically/racially diversified faculty and student populace. Retention remains a primary focus for the higher education arena and is a priority for all at the college to increase this factor.**

**Faculty are actively recruited through various methods of advertising including, but not limited to, announcements to minority colleges and/or publications. Retention of these employees is an important goal that the college consistently aspires to achieve.**

**We realize that improving student retention is not a passing fad. Retention was important in the past, has become important today, and will be a sought-after goal for years to come. We are working with students to get them involved in their course work, as well as extracurricular activities such as:**

**Clubs and Organizations  
Campus Activities  
Motivational Workshops  
Orientation  
SEARK Ambassadors  
Career Pathways**

**Certificates of Appreciation  
Honors Program  
Field Trips with TRIO  
Work-Study Job Placement  
Minority Male Initiative (MMI)  
Tutoring Central**

**Research has shown that these types of activities give the student a sense of belonging. That feeling of belonging reinforces the student's desire to remain with the institution and to continue as a student. The involvement also enhances the student's learning experiences. We work very hard to get students and faculty on our campus, and we desire to do everything within our power to keep them once they are enrolled or hired.**

**Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.**

**SOUTHEAST ARKANSAS COLLEGE MINORITY  
RETENTION PLAN PROGRESS REPORT JULY 2020  
- JUNE 2025**

*ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN*

Our overall goal is to increase minority retention at Southeast Arkansas College as we continue to meet our present institutional goals and objectives toward the recruitment of minority students, faculty, and staff.

The official enrollment for the Fall 2020 semester was one thousand one hundred forty-five students. The total number of minority students was nine hundred nine, or 79% percent of our enrollment.

Term	Ethnicity	# Enrolled
2020FA	American Indian Or Alaskan Nat	1
	Asian Or Pacific Islander	15
	Black (non-Hispanic Origin)	642
	Hispanic	240
	Other	11
	White	236
	<b>TOTAL</b>	<b>1,145</b>

Term	Enrollment (Unduplicated)
2020FA	1,145
Credit Headcount	
FT Enrollment	31%
PT Enrollment	69%
Occupational/Technical Education	53%
General Education	47%
Male	31%
Female	69%
Average Age	23
White	20.61%
African American	56.07%
Hispanic/Latino	20.96%
Other	2.36%

The official enrollment for the Spring 2021 semester was one thousand eight students. Of the 1,008 students, 816 or 81% were minority. This is a 10% increase in minority enrollment from 2020SP.

Term	Ethnicity	# Enrolled
2021SP	American Indian Or Alaskan Nat	1
	Asian Or Pacific Islander	8
	Black (non-Hispanic Origin)	578
	Hispanic	220
	Other	13
	White	188
	<b>TOTAL</b>	<b>1,008</b>

Term	Enrollment (Unduplicated)
2021SP	1,008
Credit Headcount	
FT Enrollment	37%
PT Enrollment	63%
Occupational/Technical Education	33%
General Education	67%
Male	28%
Female	72%
Average Age	25
White	18.66%
African American	57.34%
Hispanic/Latino	21.83%
Other	2.18%

Source: SEARK IR Office

**Objective I: To remove financial barriers for minority students by providing assistance through federal, state, and institutional programs.**

**A. FINANCIAL AID WORKSHOPS**

***Success Indicator: At least 70% of minority students will be retained from semester to semester.***

Status: Beginning October 1, 2019, the Financial Aid Office began the 2020-2021 Free Application for Federal Student Aid (FAFSA) Renewal Campaign and promoting applications for state grants and scholarships (YoUniversal Application). There are emails sent and telephone calls to students to encourage early application. Financial Aid Workshops are offered on-campus and at local high schools.

In March, 2020, we offered FAFSA workshops across the campus and encouraged students to complete the state YoUniversal Application for Arkansas grants and scholarships. However, the campaign was cut short due to the Coronavirus pandemic. The Financial Aid Office continued the outreach remotely.

In October, 2020, the Financial Aid Office renewed its commitment to promoting early awareness by contacting students and encouraging early renewal of the 2021-2022 FAFSA and application for state grants and scholarships via the YoUniversal Application through Arkansas Division of Higher Education.

The Financial Aid Office contacts new students and encourages them to apply for federal and state grants and scholarships on a bi-weekly basis. The Office has two student use computers and provides assistance with completing financial aid applications, The Office provides information on private scholarships and helps students learn how to do scholarship searches.

The Financial Aid Office provides referrals to other resources of student assistance such as Career Pathways, Student Support Services (TRIO), the College's Disability Services Coordinator, Arkansas Rehabilitation Services and others.

## B. COLLEGE WORK-STUDY PROGRAM

***Success Indicator: At least 65% of minority participants will be retained from semester to semester.***

Status: During the Spring 2020 semester, eighteen (18) students participated in the Work- Study program and thirteen (13) of these students were minorities. Of those thirteen (13) minority students, six (6) returned for classes in the Fall 2020 semester for a total retention rate of forty-six (46) percent.

During the Fall 2020 semester, two (2) students participated in the Work-Study program and were minorities. Of those, two (2) minority students, two (2) returned for classes in the Spring 2021 semester for a total retention rate of one hundred percent (100%).

Source: SEARK Financial Aid Office

## **Objective II: To retain minority participants in the TRIO Student Support Services Program.**

### A. TO PROVIDE SUPPORTIVE SERVICES

***Success Indicators: At least 60% of minority students in the TRIO Student Support Services (SSS) Program will be retained from FY 2020 to FY 2021 or will have graduated and/or transferred.***

Status: One hundred and thirty-one minority students received Student Support Services during FY2020. In the fall of 2020, forty-three of these minority students re-enrolled for a retention rate of thirty-three percent.

In addition, thirty-nine of the minority students served in FY 2020 either graduated by the end of FY 2020 or transferred to another institution by the fall semester 2020.

Almost sixty-three percent of the minority students therefore were retained from FY 2020 to FY 2021 or graduated/transferred.

Source: SEARK Student Support Services Office



**Objective III: To recruit and retain minority faculty and staff.**

Status: For the fiscal year 2020-2021, thirteen (13) minority employees were hired. They are still employed.

<b>Classification</b>	<b>Position</b>	<b>Gender</b>	<b>Race</b>
Faculty	Faculty/General Studies	Female	Black or African American
Faculty	Faculty/General Studies	Male	Black or African American
Faculty	Faculty/General Studies	Female	Black or African American
Faculty	Faculty/Nursing and Allied Health	Female	Black or African American
Faculty	Faculty/Nursing and Allied Health	Female	Black or African American
Faculty	Faculty/Nursing and Allied Health	Female	Black or African American
Faculty	Faculty/Adult Education	Male	Black or African American
Professional	Career Coach	Female	Black or African American
Staff	Administrative Assistant	Female	Black or African American
Staff	Administrative Specialist I	Female	Black or African American
Staff	Coordinator	Female	Black or African American
Staff	Coordinator	Female	Black or African American
Staff	Inst Services Assistant	Male	Black or African American

Thirteen (13) employees terminated employment during the 2020-2021 fiscal year; 100% were minorities.

**A. TO ADVERTISE JOB OPENINGS**

***Success Indicator: Graduating students will/may be interested in an entry level position by placing advertisements to reach prospective employees who do not subscribe to local newspapers.***

Status: SEARK advertises in newspapers that are delivered free to residents of Jefferson County and surrounding counties. The Employment Security Division receives copies of position announcements. All SEARK job openings are listed on our website.

**B. TO OFFER INCENTIVES**

***Success Indicator: SEARK is working toward competitive salaries with area school districts and offers comprehensive benefits.***

Status: SEARK offers a generous benefit package to eligible employees. The package includes Basic Health, Dental, Life Insurance, Retirement, and Tuition Waivers.

**Number and position title of full-time minority faculty and staff who worked for Southeast Arkansas College during the 2020-2021 academic year.**

<b>Number</b>	<b>Position Title</b>
1	President
1	Chief Academic Officer
1	Dean of Nursing and Allied Health
5	Career Coach
2	Counselor
1	Coordinator of Administrative Computing
1	Coordinator of Student Recruitment
1	Director of Development
1	Director of Retention & Advising
1	Director of Workforce
1	Librarian
1	Registrar
3	Administrative Analyst
4	Administrative Specialist
1	Administrative Support Specialist
1	Assistant Director of Financial Aid
1	Budget Specialist
1	Cashier
2	Coordinators
1	Food Preparation
1	Education Counselor
1	Financial Aid Specialist
1	Fiscal Support Supervisor
6	Institutional Services Assistant
1	Intake Coordinator
1	Library Technician
1	Library Technician II
1	Maintenance Assistant
1	Payroll Technician
1	Project/Program Specialist
1	Shipping and Receiving Clerk
1	Student Recruitment Specialist
22	Faculty
<b>70</b>	<b>TOTAL</b>

*Positions held by minorities decreased 2.8% at Southeast Arkansas College from the previous 2019-2020 academic year.*

**Objective IV. To retain minority participants in the Career Pathways Initiative.**

- A. To provide supportive services in the following areas: Academic Advising; Career Planning; and Mentoring Sessions.
- B. To provide assistance with tuition, fees, textbooks, transportation (gas vouchers), and childcare.

**Success Indicator:** *To retain 50% of Career Pathways minority students from fall to spring semesters.*

Status: During Fall 2020, forty-three degree-seeking minority students were enrolled in the Career Pathways Initiative. Of those 25 (i.e., 58%) were retained from Fall 2020 to Spring 2021. It should be noted that non-degree seeking students, including TEA clients, and graduates were removed from the cohort. Each student was required to meet with a CPI counselor prior to the registration period in order to receive academic advising. Program participants were also asked to take a career assessment, which assists in the development of specific career goals for each minority student, should they need help deciding what to major in. In addition to the monthly counseling sessions, the CPI minority staff member engaged in additional mentoring sessions and small groupwork for both male and female minority students.

AY	TERM	STUDENTS SERVED	MINORITIES SERVED 2019FA	MINORITIES RETAINED 2019FA - 2020SP	MINORITY RETENTION RATE	RETENTION PERIOD
2020	2019FA	79	68	40	69.0%	Fall 2019 - Spring 2020
AY	TERM	STUDENTS SERVED	MINORITIES SERVED 2020FA	MINORITIES RETAINED 2020FA - 2021SP	MINORITY RETENTION RATE	RETENTION PERIOD
2021	2020FA	43	38	24	66.7%	Fall 2020 - Spring 2021

**Success Indicator: To retain 50% of Career Pathways minority students from fall to fall and spring to fall semesters.**

Status: During the Fall 2019 semester, sixty-eight minority students were enrolled in Career Pathways and subsequently received one or more of the services delivered by the program, including but not limited to tuition assistance, course-related fees, transportation, childcare services and book loan. After removing non-degree seeking, TEA, and graduated students, seventeen minority students remained in the target cohort. Thus, 38% (17 of 45) of CPI minority participants were retained from Fall 2019 to Fall 2020.

AY	TERM	STUDENTS SERVED	MINORITIES SERVED 2019FA	MINORITIES RETAINED 2019FA - 2020FA	MINORITY RETENTION RATE	RETENTION PERIOD
2020	2019FA	79	68	17	37.8%	Fall 2019 - Fall 2020
AY	TERM	STUDENTS SERVED	MINORITIES SERVED 2020SP	MINORITIES RETAINED 2020SP - 2020FA	MINORITY RETENTION RATE	RETENTION PERIOD
2020	2020SP	81	70	23	45.1%	Spring 2020 - Fall 2020

Source: SEARK Career Pathways Office in collaboration with SEARK IR Office

**Objective V. To provide tutorial services.**

**Success Indicator:** *At least 75% of minority students in the Tutoring Central Program will earn a passing grade in the class(es) for which they received tutoring.*

Status:

## Fall 2019 Data

**There were 115 students who signed up for tutoring this semester. Some students were tutored in more than one subject, which made the total be 124 with a few students being counted more than once.**

**All Students**

**101 Passed (81% Success Rate)**

**11 Failed (9% Failure Rate)**

**12 Withdrew (10% Withdrawal Rate)**

**Minority Students**

**83 Minority Students (67% of the students tutored were minorities)**

**64 Passed (77% Success Rate)**

**10 Failed (12% Failure Rate)**

**9 Withdrew (11% Withdrawal Rate)**

<b>Race</b>	<b>Total</b>	<b>Race %</b>	<b>Passed</b>	<b>Pass Rate</b>	<b>Failed</b>	<b>Fail Rate</b>	<b>Withdrew</b>	<b>Withdrawal Rate</b>
Hispanic	3	2%	3	100%	0	0	0	0
Black	79	64%	60	75%	10	13%	9	11%
White	41	33%	37	90.24%	1	2.44%	3	7.32%
Am. In/ Alaskan	1	1%	1	100%	0	0	0	0

## Spring 2020 Data

No data due to the pandemic.

Note: The inaugural director retired during the 2019-2020 academic year, and the current director has not received the Tutoring Central attendance data for the Spring 2020 semester.

## Fall 2020 Data

**There were 71 students who signed up for tutoring this semester. Two students were tutored in 2 different subjects and listed twice (69 students / 71 different classes).**

### All Students

**52 Passed (73% Success Rate)**

**4 Failed (6% Failure Rate)**

**15 Withdrew (21% Withdrawal Rate)**

### Minority Students

**52 Minority Students (75% of the students tutored were minorities)**

**36 Passed (69% Success Rate)**

**5 Failed (10% Failure rate)**

**11 Withdrew (21% Withdrawal Rate)**

Race	Total	Race %	Passed	Pass Rate	Failed	Fail Rate	Withdrew	Withdrawal Rate
Hispanic	1	1.45%	1	100%	0	0	0	0
Black	50	72.5%	34	68%	5	10%	11	22%
White	17	24.6%	16	94%	0	0	1	6%
Am. In/ Alaskan	1	1.45%	1	100%	0%	0	0	0

**Fall 2020, we booked 329 tutoring appointments. Out of the 329 booked, 298 appointments were served. Percentagewise, 91% of the students were served, 4% were no shows, and 5% cancelled. It is worth noting that 81% of the students served were repeat visitors. We had 16 different academic workshops throughout the semester both virtually and in person. Due to the pandemic, we did not have any attending.**

## Spring 2021 Data

**There were 73 students who signed up for tutoring this semester.**

### All Students

**70 Passed (96% Success Rate)**

**2 Failed (3% Failure Rate) Both students failed all their classes and only attended tutoring once or twice.**

**1 Withdrew (1% Withdrawal Rate) This student withdrew from 2 out of 3 classes.**

### Minority Students

**40 Minority Students (55% tutored were minorities)**

**38 Passed (95% Success rate)**

**2 Failed (5% Failure rate)**

**Ten (10) out of the 40 minority students received tutoring during the fall 2020 semester and spring 2021. Percentagewise, 25% received tutoring both semesters. All 10 students passed with a 100% success rate.**

Race	Race %	Total	Passed	Pass Rate	Failed	Fail Rate	Withdrew	Withdrawal Rate
Hispanic	7%	5	5	100%	0	0	0	0
Black	48%	35	33	94%	2	6%	0	0
White	45%	33	32	97%	0	0	1	3%

**Spring 2021, we booked 463 tutoring appointments. Out of the 463 booked, 460 appointments were served; percentagewise 99.4% of the students were served, and 0.6% were no shows. It is worth noting that 83.69% of the students served were repeat visitors.**

**We had Student Lingo On-Demand workshops, in which 23 students attended the workshops, including 6 minorities. We are excited that 26% of our minority students attended these workshops which teaches them how to be successful in class and in life in general.**

**We conducted 13 academic workshops. Due to the pandemic, attendance was low. We had 2 minorities to attend 2 or more of the workshops. Both students passed all classes. Therefore, we had 100% minority success rate with the academic workshops.**

Source: SEARK Tutoring Central Program, in collaboration with SEARK IR Office

**Objective VI. To develop a culture of valuing diversity and empowering communities.**

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 art exhibits, student activity events, lectures, and other presentations, we have experienced excellent results in our goal to make students of various races and ethnic groups feel comfortable and welcome on our campus. New courses in African American literature and the Politics of Race have been added in the past year to provide more focus on diversity within our curriculum.

As we look to the future, we will continue to assess the impact of our progress and stress the recognition of the contributions of all races to our college, our community, and our world. We believe that as we continue to respect all people, regardless of their race, gender, and age, we will continue to be affirmed by the many communities that we currently serve. This will be addressed by the newly formed SEARK Center for Diversity and Social Justice.

Under the auspices of the SEARK Center for Diversity and Social Justice, an audit of policies will be completed to ensure full compliance with inclusive policies and support for marginalized groups. Other initiatives will be defined that will provide a framework and systematic process for including minorities in the life of the College, as well as to promote diversity within our community.





Southern Arkansas University  
Minority Recruitment and Retention Annual Report  
2020-2021

Southern Arkansas University  
100 East University  
Magnolia, Arkansas 71753

**MINORITY RETENTION PLAN  
2020-2021**

Although there are many goals and objectives that are University-wide that relate to the retention of minority faculty, staff, and students, the following goals and objectives relate directly to these groups.

**Goal 1: To recruit and retain diverse, well-qualified and student-centered faculty and staff.**

- Objective: Increase the percentage of underrepresented faculty 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

**ACT 1091 of 1999**  
**FACULTY/STAFF MINORITY RETENTION**  
**2020-2021 Report**

1. Minority representation is required on significant committees that have a great impact on the University.
2. The policy of minority representation on all search committees continues.
3. Beginning in 2003 and in observance of Martin Luther King, Jr. Day, all classes were cancelled for the observance of Martin Luther King, Jr. Day in February. Students and faculty were dismissed for the day's observations and programs.
4. A vote of the SAU staff (100% participation) showed clearly that the staff was overwhelmingly in favor of not either taking a mandatory day of leave or losing one day of Christmas leave time to observe Martin Luther King, Jr. Day. The staff wished for the University offices to remain open to honor the wishes of the King family. The family's position was/is that Dr. King died so that African Americans and women could have better access to education and other civil liberties and for those institutions to shut down in observance was/is counterproductive. Any staff employees wanting to observe Martin Luther King, Jr. Day are welcomed and encouraged to do so by taking a personal vacation day.
5. The University supports and promotes the awareness of and appreciation for diversity to the letter and 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 are also available. For example, the University 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.
6. All employment opportunity advertisements include a 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 that committees should ask diversity and inclusion related questions during the interview and should include information about diversity and inclusion in the committee's recommendation.
7. The University recently adopted its latest strategic plan. In May 2018, the Board of Trustees approved a strategic planning framework with eight goals and a prioritized strategic plan with four goals being selected 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***

8. 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, but the forum will take place either remotely or when it is safe to do so in a live group setting. SAU is tentatively planning a live even for Spring 2022.
9. The Academy for Professional Development had a Diversity, Equity, and Inclusion subcommittee this year. The committee has recommended training to the University administration, and this will be implemented in Fall 2021. The professional development will be voluntary and asynchronous for faculty and staff to complete at their convenience.

### **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 2020 - Summer I 2021)**

Black/African American	1,141
American Indian/Alaska Native	32
Hispanic/Latino	178
Asian	61
Non-Resident Alien	253
Nat Hawaiian/Pacific Islander	3
Multi-Racial	117
Unknown	82

**African-American Beginning Freshmen Retention Rates**

<b>Cohort</b>	<b>SAU Total</b>	<b>African American</b>
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%

**African-American Beginning Freshmen Graduation Rates**

<b>Cohort</b>	<b>SAU Total</b>	<b>African American</b>
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%

**Total Minority Faculty and Staff as of October 2020**

Accountant	1
Academic Advisor	1
Administrative Specialist I	4
Administrative Specialist II	4
Administrative Specialist III	1
Administrative Assistant for Dispatch	1
Admissions Recruiter	1
Assistant Basketball Coach	1
Assistant Director of Student Activities	1
Assistant Director of International Admissions	1
Assistant Football Coach	1
Assistant Professor	12
Assistant Track Coach	1
Associate Dean of Students	1
Associate Professor	6
Cashier	1
Counselor	1
Dean	1
Department Chairperson	1
Director of Athletic Bands	1
Director of International Programs	1
Director of Student Aid	1
Education Specialist	1
Financial Aid Analyst	1
Fiscal Support Specialist	1
Golf Coach	1
Human Resources Manager	1
Human Resources Specialist	1
Instructor	30
Loan Officer	1
Maintenance Assistant	1
Manager of Facilities & Events	1
Photographer/Videographer	1
Post Office Specialist	1
Professional Academic Advisor	1
Professor	2
Public Safety Officer	1
Student Account Specialist	1
Student Housing Specialist	1
Systems Technician	1
Vice-President for Finance	1
<b>TOTAL:</b>	<b>93</b>

### **Full-Time Minority Faculty as of October 2020**

Black/African American	10
American Indian/Alaska Native	0
Hispanic/Latino	2
Asian	8
Non-Resident Alien	6
Nat Hawaiian/Pacific Islander	0
Multi-Racial	0
Unknown	1

### **Adjunct Faculty as of October 2020**

Black/African American	7
American Indian/Alaska Native	0
Hispanic/Latino	1
Asian	6
Non-Resident Alien	0
Nat Hawaiian/Pacific Islander	1
Multi-Racial	0
Unknown	0

### **New Minority Hires (July 1, 2020 – June 30, 2021)**

Administrative Assistant for Dispatch	1
Assistant Coach	1
Assistant Controller	1
Assistant Football Coach	1
Assistant Professor	8
Financial Aid Analyst	1
Golf Coach	1
Tutor Coordinator	1
Total:	15



# 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, acknowledgement 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 2020/2021 ACTIVITIES and EVENTS

### AUGUST 2020

- Black Students Association meeting
- Associate Dean of Multicultural Affairs and Diversity was selected to the Arkansas Department of Higher Education (ADHE) Equity Think Tank
- Met with ADHE Equity Think Tank

### SEPTEMBER 2020

- Black Students Association meeting
- Sexual Assault Awareness Week activities
- Black Students Association meeting
- Met with ADHE Equity Think Tank
- Facilitated True Colors Seminar
- Black Students Association meeting
- Sister-To-Sister meeting
- Prizm (formerly Gay Straight Alliance (GSA)) meeting
- Facilitated True Colors Seminar
- ADHE Equity Think Tank

### OCTOBER 2020

- BSA meeting
- Sister-To Sister meeting
- BSA meeting
- ADHE Equity Think Tank
- Prizm meeting
- Facilitated True Colors Seminar
- BSA meeting
- ADHE Equity Think Tank
- Attended Arkansas Black Male Initiative Consortium

### **NOVEMBER 2020**

- Sister-To-Sister meeting
- BSA meeting
- ADHE Equity Think Tank
- BSA meeting
- Prizm meeting
- Facilitated True Colors Seminar

### **JANUARY 2021**

- Dr. Martin Luther King, Jr. Zoom Speaker – Terry Harden
- Sister-To-Sister meeting
- Black Student Association meeting
- Sister-To-Sister
- Prizm meeting
- Established a sub-committee to implement an additional pillar for the SAU Academy of Professional Development for diversity, equity, and inclusion

### **FEBRUARY 2021**

- BSA meeting
- Sister-To-Sister meeting
- BSA meeting
- Sister-To-Sister meeting
- Prizm meeting
- Facilitated True Colors Seminar
- Met with DEI sub-committee
- The Associate Dean of MCS&D was selected to serve as an External Reviewer for the CAS Standards of Arkansas Tech's office of Multicultural Student Services and Programs

### **MARCH 2021**

- BSA meeting
- Sister-To-Sister meeting
- True Colors Seminar
- DEI Academy sub-committee meeting
- The Associate Dean interviewed faculty, staff, administration and students at Arkansas Tech for the MSSP CAS Standards
- Co-Sponsored and Moderated The Arkansas Colorful Women Female Leadership Conference

### **APRIL 2021**

- Met with DEI Academy sub-committee
- BSA meeting
- BSA program – Painting With A Purpose

### **MAY 2021**

- Submitted External Review Findings to Arkansas Tech's MSSP CAS Standards

**Southern Arkansas University Tech**

**Minority Recruitment and Retention Annual Report**

**June 30, 2021**

## Southern Arkansas University Tech Minority Recruitment and Retention Annual Report -- 2021

**Number of minority students who currently attend the institution.**

In the fall 2020 semester there were 357 minority students attending SAU Tech. The total fall 2020 headcount was 769. The table details the fall 2020 enrollment by race/ethnicity categories. (*Plan Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*)

	Headcount Enrollment									
	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
American Indian/Alaska Native	2	0.26%	3	0.27%	1	0.09%	3	0.30%	5	0.64%
Asian/Pacific Islander	1	0.13%	3	0.27%	4	0.37%	4	0.40%	3	0.38%
Black (Non-Hispanic)	323	42%	394	35.75%	371	34.29%	344	34.06%	258	33.08
Hispanic	31	4.04%	52	4.72%	49	4.53%	30	2.97%	22	2.82%
Native Hawaiian/Other Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.13%
Unknown & Non-Resident Alien	4	0.52%	4	0.36%	19	1.76%	6	0.59%	11	1.41%
White	343	44.60%	550	49.91%	566	52.31%	573	56.73%	463	59.36%
Two or More Races	65	8.45%	96	8.71%	72	6.65%	50	4.95%	17	2.18%
<b>Total</b>	<b>769</b>	<b>100.00</b>	<b>1102</b>	<b>100.00%</b>	<b>1082</b>	<b>100.00%</b>	<b>1010</b>	<b>100.00%</b>	<b>780</b>	<b>100.00%</b>

Source: ADHE SIS File Submission/ IPEDS Fall Enrollment Survey Component

**Number and position title of minority faculty and staff who currently work for the institution.**

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2020 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2020									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	7	0	0	1	0	48	0	57
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	8	0	0	0	5		0	13
Management	0	8	0	0	0	0	11	0	19
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	4
Service	0	5	0	0	1	0	7	0	13
Office & Administrative Support	0	14	0	0	0	0	14	0	28
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	4	0	4
Production, Transportation, & Material Moving	0	0	0	0	0	0		0	0
<b>GRAND TOTAL</b>	<b>1</b>	<b>46</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>99</b>	<b>0</b>	<b>148</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority faculty and staff who currently work for the institution.**

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2019 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2019									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	4	0	0	0	0	34	0	39
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	9	0	0	0	0	4	0	13
Management	0	7	0	0	0	0	8	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	4
Service	0	3	0	0	1	0	6	0	10
Office & Administrative Support	0	10	0	0	0	0	7	0	17
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	5
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	<b>1</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>74</b>	<b>0</b>	<b>113</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority faculty and staff who currently work for the institution.**

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2018 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2018										
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Two or more races	Unknown	TOTAL
Full-Time Faculty	0	2	0	0	0	0	32	0	0	34
Librarians	0	0	0	0	0	0	1	0	0	1
Library Technicians	0	0	0	0	0	0	1	0	0	1
Student & Academic Affairs & Other Educational Services	0	6	0	0	0	0	8	1	0	15
Management	0	7	0	0	0	0	8	0	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	0	5
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	0	4
Service	0	5	0	0	1	0	6	0		12
Office & Administrative Support	0	8	0	0	0	0	7	0	0	15
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	0	5
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	0	1
<b>GRAND TOTAL</b>	<b>0</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>76</b>	<b>1</b>	<b>0</b>	<b>111</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority faculty and staff who currently work for the institution.**

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2017 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2017									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	0	0	0	0	0	35	0	35
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	2	0	0	0	0	10	0	12
Management	0	6	0	0	0	0	11	0	17
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	2	0	0	0	0	2	0	4
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	4
Service	0	4	0	0	1	0	5	2	12
Office & Administrative Support	0	9	0	0	0	0	8	0	17
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	7	0	7
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	1
<b>GRAND TOTAL</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>86</b>	<b>2</b>	<b>114</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories



**Number and position title of minority faculty and staff who currently work for the institution.**

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2016 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2016									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	0	0	0	0	0	29	0	29
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	1	0	0	0	0	0	0	1
Student & Academic Affairs & Other Educational Services	0	2	0	0	0	0	9	0	11
Management	0	7	0	0	0	0	10	0	17
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	1	0	4
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	2	0	3
Service	0	2	0	0	1	0	8	0	11
Office & Administrative Support	0	10	0	0	0	0	9	0	19
Natural Resources, Construction, & Maintenance	0	1	0	0	0	0	8	0	9
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	1
<b>GRAND TOTAL</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>80</b>	<b>0</b>	<b>109</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number of minority, by minority group, full-time faculty who currently work for the institution. (2020)**

In the fall 2020 semester, there were **nine (9)** full-time minority faculty. The fall 2019 total full-time faculty was **39**. The table details full-time faculty by minority group. (*Plan Indicator to Determine Success #5 – Comparison of faculty subpopulations each fall.*)

Race	Southern Arkansas University Tech Full-Time Faculty									
	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
Non-Resident Alien	1	2%	1	3%	0	0%	0	0%	0	0%
Black Non-Hispanic	7	12%	4	10%	2	6%	0	0%	0	0%
American Indian/Alaskan Native	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	1	2%	0	0%	0	0%	0	0%	0	0%
White, Non-Hispanic	48	84%	34	87%	32	94%	35	100%	29	100%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0
<b>Total</b>	<b>57</b>	<b>100%</b>	<b>39</b>	<b>100.00%</b>	<b>34</b>	<b>100.00%</b>	<b>35</b>	<b>100%</b>	<b>29</b>	<b>100%</b>

Source: IPEDS Human Resources Survey Component

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

In the fall 2020 semester, there were **5** minority adjuncts or part-time minority faculty. The fall 2020 total part-time or adjunct faculty was **20**. The table details part-time or adjunct faculty by minority group. (*Plan Indicator to Determine Success #5 – Comparison of faculty subpopulations each fall.*)

Race	Southern Arkansas University Tech Part-Time Faculty									
	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
Non-Resident Alien	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black Non-Hispanic	2	10%	4	20.0%	6	19.4%	8	28.6%	0	0.0%
American Indian/Alaskan Native	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Islander	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic		0%	1	5.0%	1	3.2%	1	3.6%	1	5.6%
White, Non-Hispanic	18	90%	15	75.0%	24	77.4%	19	67.8%	17	94.4%
Unknown	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>20</b>	<b>100.00%</b>	<b>20</b>	<b>100.00%</b>	<b>31</b>	<b>100.0%</b>	<b>28</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>

Source: IPEDS Human Resources Survey Component

**Number and position title of minority staff who currently work for the institution.**

In the fall 2020 semester, there were 39 minority staff employed at SAU Tech. The fall 2020 staff employment for SAU Tech was 91. The table details staff by minority group. *(Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.)*

Southern Arkansas University Tech Staff Fall 2020									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	8	0	0	0	0	5	0	13
Management	0	8	0	0	0	0	11	0	19
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	4
Service	0	5	0	0	1	0	7	0	13
Office & Administrative Support	0	14	0	0	0	0	14	0	28
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	4	0	4
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	<b>0</b>	<b>39</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>51</b>		<b>91</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority staff who currently work for the institution.**

In the fall 2019 semester, there were 33 minority staff employed at SAU Tech. The fall 2019 staff employment for SAU Tech was 74. The table details staff by minority group. *(Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.)*

Southern Arkansas University Tech Staff Fall 2019									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	9	0	0	0	0	4	0	13
Management	0	7	0	0	0	0	8	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	4
Service	0	3	0	0	1	0	6	0	10
Office & Administrative Support	0	10	0	0	0	0	7	0	17
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	5
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	<b>0</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>40</b>	<b>0</b>	<b>74</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority staff who currently work for the institution.**

In the fall 2018 semester, there were **32** minority staff employed at SAU Tech. The fall 2018 staff employment for SAU Tech was **77**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2018										
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Two or more races	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	0	1
Library Technicians	0	0	0	0	0	0	1	0	0	1
Student & Academic Affairs & Other Educational Services	0	6	0	0	0	0	8	1	0	15
Management	0	7	0	0	0	0	8	0	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	0	4
Service	0	5	0	0	1	0	6	0	0	12
Office & Administrative Support	0	8	0	0	0	0	7	0	0	15
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	0	5
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	0	1
<b>GRAND TOTAL</b>	<b>0</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>44</b>	<b>1</b>	<b>0</b>	<b>77</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority staff who currently work for the institution.**

In the fall 2017 semester, there were **26** minority staff employed at SAU Tech. The fall 2017 staff employment for SAU Tech was **79**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2017									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	<b>1</b>
Library Technicians	0	0	0	0	0	0	1	0	<b>1</b>
Student & Academic Affairs & Other Educational Services	0	2	0	0	0	0	10	0	<b>12</b>
Management	0	6	0	0	0	0	11	0	<b>17</b>
Business & Finance Ops	0	0	0	0	0	0	3	0	<b>3</b>
Computer, Engineering, & Science	0	2	0	0	0	0	2	0	<b>4</b>
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	<b>4</b>
Service	0	4	0	0	1	0	5	2	<b>12</b>
Office & Administrative Support	0	9	0	0	0	0	8	0	<b>17</b>
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	7	0	<b>7</b>
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	<b>1</b>
<b>GRAND TOTAL</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>51</b>	<b>2</b>	<b>79</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority staff who currently work for the institution.**

In the fall 2016 semester, there were **29** minority staff employed at SAU Tech. The fall 2016 staff employment for SAU Tech was **80**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2016									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	<b>1</b>
Library Technicians	0	1	0	0	0	0	0	0	<b>1</b>
Student & Academic Affairs & Other Educational Services	0	2	0	0	0	0	9	0	<b>11</b>
Management	0	7	0	0	0	0	10	0	<b>17</b>
Business & Finance Ops	0	0	0	0	0	0	3	0	<b>3</b>
Computer, Engineering, & Science	0	3	0	0	0	0	1	0	<b>4</b>
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	2	0	<b>3</b>
Service	0	2	0	0	1	0	8	0	<b>11</b>
Office & Administrative Support	0	10	0	0	0	0	9	0	<b>19</b>
Natural Resources, Construction, & Maintenance	0	1	0	0	0	0	8	0	<b>9</b>
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	<b>1</b>
<b>GRAND TOTAL</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>51</b>	<b>0</b>	<b>80</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority faculty and staff who began working at the institution in the past year.** Between November 1, 2019 and October 31, 2020 there was 9 minority faculty and staff who began working at the institution, which represents 45% of the total new hires. The table details faculty and staff positions by minority group.

<b>Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2019-October 31, 2020</b>									
<b>Race</b>	<b>Non-Resident Alien</b>	<b>Black, Non-Hispanic</b>	<b>American Indian/Alaskan Native</b>	<b>Asian</b>	<b>Hispanic</b>	<b>Native Hawaiian/Pacific Islander</b>	<b>White, Non-Hispanic</b>	<b>Unknown</b>	<b>TOTAL</b>
<b>Full-Time Faculty</b>		3	0	0	1	0	5	0	<b>9</b>
Librarians	0	0	0	0	0	0	0	0	<b>0</b>
Library Technicians	0	0	0	0	0	0	0	0	<b>0</b>
Student & Academic Affairs & Other Education Services	0	0	0	0	0	0	1	0	<b>1</b>
Management	0	1	0	0	0	0	0	0	<b>1</b>
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	<b>0</b>
Computer, Engineering, & Science	0	1	0	0	0	0	1	0	<b>2</b>
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	<b>0</b>
Service	0	1	0	0	0	0	2	0	<b>3</b>
Office & Administrative Support	0	2	0	0	0	0	1	0	<b>3</b>
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	1	0	<b>1</b>
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	<b>0</b>
<b>GRAND TOTAL</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories



**Number and position title of minority faculty and staff who began working at the institution in the past year.** Between November 1, 2018 and October 31, 2019 there was **ten (10)** minority faculty and staff who began working at the institution, which represents **58.8%** of the total new hires. The table details faculty and staff positions by minority group.

<b>Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2018-October 31, 2019</b>									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	3	0	0	0	0	5	0	9
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	3	0	0	0	0	0	0	3
Management	0	0	0	0	0	0	0	0	0
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	0	0	0
Office & Administrative Support	0	3	0	0	0	0	2	0	5
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	0
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>17</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority faculty and staff who began working at the institution in the past year.** Between November 1, 2017 and October 31, 2018 there were **eight (8)** minority faculty and staff who began working at the institution, which represents **50.0%** of the total new hires. The table details faculty and staff positions by minority group.

<b>Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2017-October 31, 2018</b>									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	2	0	0	0	0	3	0	5
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	3	0	0	0	0	4	0	7
Management	0	1	0	0	0	0	0	0	1
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	1	0	0	0	0	0	0	1
Office & Administrative Support	0	1	0	0	0	0	1	0	2
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	0
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>16</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority faculty and staff who began working at the institution in the past year.** Between November 1, 2016 and October 31, 2017 there were **four (4)** minority faculty and staff who began working at the institution, which represents **18.2%** of the total new hires. The table details faculty and staff positions by minority group.

<b>Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2016-October 31, 2017</b>									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	0	0	0	0	0	6	0	6
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	1	0	0	0	0	4	0	5
Management	0	0	0	0	0	0	2	0	2
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	1	0	1
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	1	0	1
Service	0	3	0	0	0	0	2	0	5
Office & Administrative Support	0	0	0	0	0	0	1	0	1
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	1	0	1
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>22</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority faculty and staff who began working at the institution in the past year.** Between November 1, 2015 and October 31, 2016 there were **zero (0)** minority faculty and staff who began working at the institution, which represents **0.0%** of the total new hires. The table details faculty and staff positions by minority group.

<b>Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2015-October 31, 2016</b>									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	0	0	0	0	0	3	0	3
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	0	0	0	0	0	0	0	0
Management	0	0	0	0	0	0	0	0	0
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	0	0	0
Office & Administrative Support	0	0	0	0	0	0	0	0	0
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	1	0	1
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Progress was made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.** The ultimate goal of SAU Tech's Minority Recruitment/Retention Plan is to increase, through recruitment and retention, the student, faculty, and staff minority representation to the respective proportion in the primary service area. Primarily, SAU Tech serves the south central Arkansas counties of Calhoun, Columbia, Dallas, and Ouachita. According to the U.S. Census Bureau, Census 2010, population diversity in this service area is composed of 59.3% White, 37.6% Black or African American, and 3.1% Other ethnic origins.

Minorities represent **31%** for the total completions for 2020-2021. This is a smaller percentage by 3.43% of minority completions than last year. Also, minorities represent 46.42% of total headcount enrollment for 2020-2021.

In the fall semester 2020, the full time faculty consisted of 12.82% minorities, adjunct or part time faculty consisted of 25.0% minorities, and the staff consisted of 44.59% minorities.

*Plan Indicator to Determine Success # 4 – Comparison of completion rates each spring.*

Race	Graduated Student File by Race/Ethnicity									
	2020-2021		2019-2020		2018-2019		2017-2018		2016-2017	
American Indian/Alaska Native	1	0.24%	5	0.69%	2	0.28%	6	0.96%	9	1.25%
Asian/Pacific Islander	1	0.24%	3	0.41%	5	0.70%	1	0.16%	2	0.28%
Black (Non-Hispanic)	108	25.71%	169	23.18%	150	21.10%	124	19.78%	153	21.34%
Hispanic	19	4.52%	32	4.39%	28	3.94%	11	1.75%	18	2.51%
Native Hawaiian	1	0.24%	0	0.00%	0	0.00%	1	0.16%	0	0.00%
Two or More Races	20	4.77%	40	5.49%	19	2.67%	17	2.71%	24	3.35%
Non-resident Alien	3	0.71%	2	0.27%	2	0.28%	3	0.48%	2	0.28%
Unknown	0	0.00	1	0.14%	0	0.00%	3	0.48%	3	0.42%
White	267	63.57%	477	65.43%	505	71.03%	461	73.52%	506	70.57%
Total Graduates	420	100%	729	100.00%	711	100.00%	627	100.00%	717	100.00%

**NOTE: Academic Year 2020-2021 Graduated Student numbers are based on a file extraction from the Graduate File in our SIS platform as of June 2, 2021. These numbers could change since the academic year has not yet ended and there could be additional graduates from the Summer I 2021 term.**

**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 will continue to work toward the current objectives and work to refine the methods being employed.

**Include your timeline, budget, and methods used to assess and monitor progress.** The college will continue to assess and monitor progress on an annual basis. There is not a budget specifically for minority recruitment and retention. Therefore, the budget for minority recruitment is dispersed throughout the college. All faculty and staff hiring is centralized to insure consistency in the recruitment process for all positions and this is overseen by the Vice Chancellor for Finance and Administration. The Vice Chancellor for Student Services monitors activities specifically geared toward the minority student population.

*Plan Indicator to Determine Success #2 – Review of the Fall Student Satisfaction Survey.*

Student Satisfaction Survey Data Fall 2019/Fall 2018/Fall 2017/Fall 2016/Fall 2015								
Item	Spring 2019	Fall 2018		Fall 2017		Fall 2016		Fall 2015
Size of Classes				N/A	N/A	N/A	N/A	4.32 86.40%
Racial Harmony				N/A	N/A	N/A	N/A	4.35 87.00%
Overall Impression		4.50	90.00%	4.19	83.72%	4.26	85.22%	4.32 86.40%
Ratings are based on a 5-point scale with 5 being Excellent.								

**Note:** SAU Tech replaced the Student Satisfaction Survey with the Community College Survey of Student Engagement. This instrument was implemented in the Spring 2021 semester and we are waiting for the final results from the testing agency.

## **Affirmative Action Report**

July 1, 2020 – June 30, 2021

Forty-one (41) positions were advertised and twenty-eight (28) employees were hired to fill the positions for July 1, 2020 to June 30, 2021. The positions were advertised through the following:

Camden News

Magnolia Banner News

El Dorado Times

AR Democrat- Gazette

Fordyce Advocate

SAU Tech website

HigherEdJobs.com

arkansasjobs.net

Social Media (Facebook, LinkedIn, Twitter)

The applicants who completed the Equal Employment Data form submitted information for the following data.

Three hundred eight (308) applications were submitted and reviewed for the filled positions. Seventy-two (72) candidates were interviewed.

Candidates who received an interview were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	12	20	7	<b>39</b>
Black	17	4	7	<b>28</b>
Asian	0	0	0	<b>0</b>
Native Hawaiian	0	1	0	<b>1</b>
Hispanic	0	1	0	<b>1</b>
No Response	0	2	1	<b>3</b>
Male	8	13	5	<b>26</b>
Female	21	15	10	<b>46</b>

The interview committees made their selection to hire the candidates based on qualifications, presentations, knowledge of area, and experience. Of the candidates interviewed, those who hired were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	1	10	5	<b>16</b>
Black	6	3	2	<b>11</b>
Asian	0	0	0	<b>0</b>
Hispanic	0	1	0	<b>1</b>
Male	2	6	3	<b>11</b>
Female	5	8	4	<b>17</b>

\*NOTE: Thirteen (13) positions have not been filled as of June 30, 2021. The table below shows the vacant positions for each division and classification.

	<b>Administration</b>	<b>Faculty</b>	<b>Classified</b>
<b>Career Academy</b>	0	1	0
<b>AETA</b>	0	1	2
<b>AFTA</b>	0	2	0
<b>Adult Education</b>	0	0	1
<b>SAU Tech</b>	1	1	4

Olivia Clack, Director  
Human Resources



**Affirmative Action Report  
2020-2021  
Southern Arkansas University Tech (SAU Tech) 0115**

SAU Tech has hired the following for FY 2019-20:

July 2020	Females	0	Black	0	January 2021	Females	2	Black	1
	Males	1	White	0		Males	2	White	1
			Black	0				Black	1
			White	1				White	1
August 2020	Females	4	Black	1	February 2021	Females	2	Black	1
	Males	2	White	2		Males	0	White	1
			Other	1				Black	0
			Black	0				White	0
			White	2	March 2021	Females	0	Black	0
September 2020	Females	2	White	0		Males	0	White	0
	Males	2	Black	1				Black	0
			White	1				White	0
October 2020	Females	1	Black	1	April 2021	Females	0	Black	0
	Males	0	White	0		Males	1	White	0
			Black	0				Black	1
			White	0				White	0
November 2020	Females	0	Black	0	May 2021	Females	0	Black	0
	Males	2	White	0		Males	0	White	0
			Black	0				Black	0
			White	2				White	0
December 2020	Females	0	Black	0	June 2021	Females	2	Black	1
	Males	0	White	0		Males	0	White	1
			Black	0				Black	0
			White	0				White	0

SAU Tech is an equal opportunity, affirmative action employer, and does not discriminate on the basis of race, creed, color, religion, national origin, sex, age, or handicap.

Webbmi Beasley 06.22.21  
Agency Director/Date

**University of Arkansas**  
**Minority Recruitment & Retention FY 21 Annual Report**  
**Submitted June 30, 2021**

The University of Arkansas, Fayetteville (UAF) is dedicated to developing a diverse community of faculty, staff, and students. Moreover, the UAF 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 C. Section B. includes the narrative overview of programs and initiatives facilitated by units supporting the 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.

**I. Numerical Data for This Report Period as Required by Act 1091**

**Diversity Initiatives (FY 2020)**

Below are DEI programmatic initiatives the university supported between July 1, 2020 - June 30, 2021.

LULAC Gala (university collaborative effort)	\$11,000.00
BAS Virtual Reunion	\$ 2,500.00
Leading with Excellence-BHM event	\$ 750.00
Multicultural Graduation Stoles	<u>\$ 2,492.17</u>
<b>TOTAL</b>	<b>\$16,742.17</b>

**Minority Student Enrollment**

Between the fall 2019 and fall 2020, overall, the number of minority students attending the University of Arkansas increased. However, the number of students for certain groups decreased. The following graph provides the details.

**\*MINORITY STUDENT ENROLLMENT**

<b>ETHNICITY</b>	<b>FALL 2019</b>	<b>FALL 2020</b>	<b>% of Total 2020</b>
Hispanic and any race	2,369	2,531	9.2%
American Indian	259	229	0.8%
Asian	682	737	2.7%
African American	1,202	1,251	4.5%
Hawaiian	21	30	0.1%
Two or More Races	1,088	1,147	4.2%
<b>TOTAL</b>	<b>5,621</b>	<b>5,925</b>	<b>21.5%</b>
Foreign (International)	1,408	1,211	4.4%
Ethnicity Not Available	219	347	1.3%

\*(UA Office of Institutional Research)

**Minority Faculty/Staff**

For FY 21, the university hired 347 employees in both faculty and staff positions. Federally defined minorities accounted for 21.5% of these hires. This number represents a 10.29% increase for the 2020-2021 school year. Women comprised 47.26% of the new employees. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2020-2021, showing the total number of minority faculty and staff at the university by position and the total number minority full-time and adjunct faculty.

**FACULTY/STAFF NEW HIRES (2020-2021)**

<b><u>Ethnicity</u></b>	<b><u>2020</u></b>	<b><u>%</u></b>	<b><u>2021</u></b>	<b><u>%</u></b>
African American	26	4.24%	30	8.64%
American Indian	7	1.14%	4	1.15%
Asian	19	3.10%	27	7.80%
Hispanic	26	4.24%	12	3.45%
Native Hawaiian	0	0.00%	0	0.00%
Two or More Races	11	1.80%	13	3.75%
Foreign	51	8.32%	0	0.00%
Unknown	0	0.00%	84	24.21%
Caucasian	473	77.16%	177	51.00%
<b>Totals</b>	<b>613</b>	<b>100.00%</b>	<b>347</b>	<b>100.00%</b>

**Gender Totals**

Female	325	53.02%	164	47.26%
Male	288	46.98%	179	51.59%
Unknown			004	1.15%
<b>Totals</b>	<b>613</b>	<b>100.00%</b>	<b>347</b>	<b>100.00%</b>

**Minority Faculty/Staff by Position**

<b>Position</b>	<b># of Employees</b>
Project/Program Specialist	69
Assistant Professor	69
Instructor	44

Associate Professor	35
Institutional Services Assistant	45
Professor	20
Project/Program Manager	19
Skilled Tradesman	09
Lecturer	07
Administrative Specialist III	11
Research Associate	24
Project/Program Director	16
Academic Counselor	19
Administrative Support Supervisor	06
HEI Program Coordinator	08
Senior Research Assistant	08
Post-Doctoral Fellow	19
Administrative Specialist II	08
Assistant Professor – WCOB	13
Student Development Specialist	10
Administrative Analyst	06
Computer Support Specialist	08
Development/Advancement Specialist	02
Associate Professor – Engineering	10
Associate Professor – WCOB	05
Assistant Professor – Engineering	15
Fiscal Support Specialist	03
Department Chairperson	02
Major Gift Development Officer	03
Professor – Engineering	11
Institutional Bus Driver	02
Distinguished Professor	02
Fiscal Support Analyst	02

Computer Support Technician	04
Instructional Designer	01
Sr. Project/Program Director	02
Professor – WCOB	03
Teaching Associate	03
Mental Health Clinician	05
Senior Library Assistant	02
Associate Librarian	02
Fiscal Support Manager	01
Library Specialist	02
Scientific Research Technologist	01
Institutional Services Supervisor	02
Skilled Trades Supervisor	01
Systems Analyst	03
Fiscal Support Supervisor	01
University Professor	02
Library Supervisor	03
Master Scientific Research Tech	02
Skilled Trades Helper	02
Assistant Dean	03
Assistant Librarian	02
Associate Dean	01
Computer Operator	01
Coordinator of Housekeeping	06
Professor – Law	04
Assistant Coach	02
Assistant Trainer	04
Public Safety Officer	03
Administrative Specialist I	02
Assistant to the Dean	01

Associate Professor – Law	01
Assistant Football Coach	02
Director of Outreach	01
Financial Aid Analyst	02
Parking Control Officer	02
Registrar’s Assistant	02
Systems’ Specialist	03
Dept Chairperson – Engineering	03
Dept Chairperson – WCOB	03
Library Technician	02
Occupational Safety Coordinator	01
Physician – Health Center	03
Website Developer	02
Associate Director of Athletics	02
Assistant Basketball Coach	04
Certified Nursing Assistant	01
Development Specialist	02
Inventory Control Tech	01
Public Safety/Security Officer	03
Vice Provost	01
Advanced Practice Nurse	01
Cashier	02
HE Public Safety Commander I	03
Human Resources Specialist	02
Skilled Trades Foreman	01
University Professor – Engineering	02
Assoc. Director of Univ. Info. Tech.	01
Executive Project/Program Director	01
HE Public Safety Commander III	02
Mail Services Coordinator	01



Maintenance Assistant	01
Medical Billing Specialist	01
Police Captain	01
Sr. Associate Athletic Director	01
Telecommunications Specialist	01
Assistant Track Coach	01
Distinguished Professor – Engineering	01
Exec. Associate Athletic Director	01
Maintenance Supervisor	02
Payroll Services Specialist	01
Research Assistant	01
Security Analyst	01
Senior Software Support Analyst	01
Vehicle Facilities Coordinator	01
Assistant Registrar	01
Assistant Softball Coach	01
Associate Director of Exec Education	01
Associate Registrar	01
Commercial Graphic Artist	01
Development/Advancement Director	01
Financial Aid Specialist	01
Logistics Manager	01
Medical Records Technician	01
Medical Technologist	01
Printer	01
Shipping & Receiving Clerk	01
Assistant Director of Affirmative Action	01
Coordinator of Academic Space	01
Director of Business & Econ Research	01
Director of Affirmative Action	01

Director of Career Services	01
Director of University Police	01
Other	07
<b>Total Minority Faculty/Staff</b>	<b>698</b>

**Minority Full-time Faculty**

<b>Ethnicity</b>	<b>Number</b>
African American	28
American Indian	08
Asian	119
Hispanic	20
Two or More Races	18
<b>Total</b>	<b>193</b>

**Minority Adjunct Faculty**

<b>Ethnicity</b>	<b>Number</b>
African American	14
American Indian	3
Asian	6
Hispanic	2
<b>Total</b>	<b>25</b>

### Minority Faculty/Staff New Hires by Position

Assistant Professor	9
Lecturer	1
Institutional Services Assistant	11
Project/Program Specialist	5
Instructor	4
Post-Doctoral Fellow	7
Administrative Specialist III	3
Assistant Professor – WCOB	2
Project/Program Manager	2
Academic Counselor	3
Research Associate	2
Administrative Specialist II	3
Associate Professor	1
Extra Help Assistant	1
HEI Program Coordinator	2
Mental Health Clinician	3
Asst. Basketball Coach	4
Assistant Trainer	3
Professor	1
Assistant Professor – Engineering	2
Assistant Football Coach	2
Parking Control Officer	1
Student Development Specialist	2
Systems Specialist	1
Administrative Analyst	1
Coordinator of Housekeeping	2
Maintenance Assistant	1
Major Gift Development Officer	1
Project/Program Director	1
Advanced Practice Nurse	1
Financial Aid Specialist	1
Public Safety/Security Officer	1
Sr. Associate Athletic Director	1
Sr. Project/Program Director	1
<b>Total</b>	<b>86</b>

## **I. Progress Made in Meeting Institutional Goals and Objectives Related to Recruitment and Retention of Minority Students, Faculty and Staff for 2018 -2020.**

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This section reports on the University of Arkansas Fayetteville's progress in pursuing the goals and objectives elaborated in its *Minority Recruitment and Retention Plan, 2011-2016*, that was filed with the Arkansas Department of Higher Education (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 UAF 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 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 Retention Plan specified by Act 1091, to cultivate a more diverse and inclusive campus culture and climate, and to oversee the plan. 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 UAF's evidence of a commitment to diversity and inclusion is obvious and clearly reflected throughout a strategic plan for diversity 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 UAF 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, UAF 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. 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 UAF campus towards success in this priority 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 foundation for transformative change and to readying the UAF campus to move further in our efforts towards diversity and inclusion. The below presents a progress report on 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 requires each campus unit to engage in a DEI planning process that will result in a DEI plan specific to its 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, and trainings, 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 in spring 2019 and the remainder units will begin their planning process fall 2019. 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. The Office for Diversity and Inclusion reviews all unit plans annually to provide feedback and to gain a sense of what campus activities are happening and what themes emerge regarding the need for campus wide resources.

(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, it will enhance our campus infrastructure relative to diversity and inclusion thereby assisting to meet UAF'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 UAF and across the state relative to diversity and inclusion and strengthen UAF's ability to secure funding to support diversity and inclusion efforts at UAF and across the state.

a. The IDEALS Institute (Inclusion, Diversity, Equity, Access, Leadership and Strategic Supports) was approved by the UAF 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.

(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 UAF 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 18 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. To address this need, a monthly diversity leaders' team was developed and implemented in spring 18. The second need was 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. The third need was a better way to



coordinate requests to and within our campus community for sponsorships to support diversity and inclusion efforts such that UAF 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.

- i. The website was updated and serves as an essential tool for enhancing communication relative to our campus DEI efforts
- ii. The student efforts informed a DEI strategic communication campaign that the campus is in the process of implementing.
- iii. With the exception of each July, diversity leader meetings now occur monthly. The meetings include faculty and staff that have diversity and inclusion responsibilities as part of their job duties. The team includes approximately 46 members, and the members rotate hosting and providing leadership of the monthly meetings. The meetings serve to enhance communication, coordination and to facilitate discussion and problem solving of DEI needs and topics specific to our campus.
- iv. In fall 2018 the Office for DEI assumed responsibility for coordinating external DEI sponsorship efforts. This process is already resulting in the UAF receiving enhanced marketing recognition for its external DEI sponsorships and reduced marketing costs for individual units.
- v. In fall 2018 the UAF 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 and the incorporation of enhanced student efforts, the assistant vice chancellor position was promoted to an associate vice chancellor position in June 2021.

(4) Implement a collaborative process to apply for and receive grant dollars to facilitate strategic, diversity and inclusion efforts on our campus and across the state.

- a. As a research-intensive university, UAF is committed to producing and consuming research relative to diversity and inclusion and to securing external funding to support diversity and inclusion efforts at UAF 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.
- b. The Sr. Research Fellow and the VC for Diversity 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 Awards:

- i. Behavioral Health and Workforce Education and Training award - \$1,847,706. Purpose is to increase the number of graduate level social workers that are from underrepresented

populations or working to serve rural and underrepresented communities. PI: Dr. Marcia Shobe; Co-Investigator Dr. Yvette Murphy-Erby.

- ii. NSF – Closing the STEM Labor Gap through a Path to Graduation for Low Income, Rural Students. Purpose to provide mentoring and support to underrepresented students in the Honors College PATH program that are majoring in stem and stem related fields. \$999,000. PI: Dr. Paul Adams; Co-PI, Dr. Yvette Murphy-Erby
- i. Walmart NWA Giving Foundation – IDEALS Implementation Grant \$200,000 for two-years, ending December 30, 2020. The grant purpose is to support implementation of the IDEALS Institute and to pilot test various aspects proposed for the Institute.
- ii. United Way of Northwest Arkansas – Individual Development Assets for Marshallese Families \$213,000 grant over two-years. Purpose to support our outreach and engagement efforts with underrepresented populations and our mission as a land grant institution by promoting the attainment of assets (home ownership, business ownership, car ownership or post-secondary education) within the Marshallese community in Springdale AR. Co-PI(s) Dr. Marcia Shobe and Dr. Yvette Murphy-Erby.

New awards since last report relative to diversity, equity and inclusion goals and strategies

- iii. \$3,113,000

Title: Behavioral Health and Workforce Education and Training  
Source: Health Resources and Services Administration  
Role: Co-Investigator (Co-PIs – Kristin Higgins, David Christian, Brian Primack)  
Dates: July 1, 2021 – June 30, 2025  
Funds: \$1,909,342 [MC142108]

Title: Scholarships for Disadvantaged Students (School of Social Work)  
Source: Health Resources and Services Administration  
Role: 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: 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: 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: Key Personnel (PIs, Murphy-Erby & Morimoto, Co-I's O'Leary, Needy, Zajicek, Taylor)  
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: Principal Investigator (Co-I – Dr. Elecia Smith)

Dates: October 1, 2020-September 30, 2022

Funds: \$100,000

**TOTAL: \$5,908,491**

(5) 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 UAF campus community about diversity and inclusion and thoughts for moving the UAF campus forward;
- engaging faculty, staff, administrative leadership and students in collaborative teams efforts and conversations, the campus continues to be successful in creating a synergistic excitement about the work that lies ahead.
- The graduate school and international education developed signed partnership agreements with 13 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 Off-Campus 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. 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, a network of LGBTQIA+ allies and 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**

Last year's UAF Minority Recruitment and Retention Report specified five strategic actions with associated metrics for the next five years. Listed below, are the five actions, outcomes, and metrics, followed by a discussion 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 goals.

## **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 with regard to 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 in an effort 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 and disseminate findings 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.
  - 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.

### **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 establishing public 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. The VC for Diversity's role should be that of support and facilitation for the Associate Dean of International Education.

## **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 towards Strategic Actions during this Report Period:**

Progress for this report period includes:

- An updated strategic plan. In response to the social unrest happening across the nation and campus calls for change, the office updated its strategic plan [https://diversity.uark.edu/DEI\\_OneSheet.pdf](https://diversity.uark.edu/DEI_OneSheet.pdf).
- An enhanced focused on strategic actions to diversify the U of A community. Specifically, we established the U A Connection program. The program focuses on attracting underrepresented students to the U of A and providing culturally relevant resources and support, resources to address financial need, enhanced mentorship and enhanced engagement that position the students thrive. In addition, the program employs outreach and engagement efforts that use culturally relevant strategies to build relationships with and engage students, their families and their communities. Twelve students that participated in the UA connections program were enrolled in the U of A as of the 11-day count in Fall 2020.

- Numbers of underrepresented student enrollment is up for Fall 2020. Total minority enrollment is 5,925 which is up more than 304 students from 2019.
- Collaborated with the Black Alumni Society to enhance outreach efforts by making personal contacts to 354 Black students that were accepted to the U of A but had not signed a housing contract or confirmed a commitment to attend the U of A.
- Enhanced focus on sr. leadership accountability for DEI progress, including incorporating progress relative to DEI in the performance evaluations of all Sr. Leaders (Deans, Vice Provosts, Vice, Chancellors, Provosts and Chancellors).
- Development of a strategic communication plan specific to DEI.
- Sara Bishop and Yvette Murphy-Erby delivered two workshops to all campus communicators focused on strategies for effective communication relative to DEI.
- Began implementation of DEI Tips and Strategies Sheet for campus communicators.
- Enhanced focused on the centrality of our diversity priority and the importance of equity in our diversity and inclusivity efforts by moving the office from the Office of the Provost to the Office of the Chancellor and petitioning the Board of Trustees and ADHE to rename the Office for Diversity and Inclusion to the Division for Diversity, Equity and Inclusion.
- Petition granted by the Board of Trustees and ADHE to rename the Office for Diversity and Inclusion to the Division of Diversity, Equity and Inclusion on January 29,2021
- The Office for Advancement provided a Sr. Director of Development to our office, that will focus on donor development and fundraising for DEI efforts.
- Collaborated with corporate partners to implement career development opportunities focused on preparing students from underrepresented populations.
- Between June and August 2020, the campus hosted 8 2.5-hour webinars with peer group discussions title Transforming the U of A.
- The IDEALS Institute hired three trainers and a program coordinator (office manager in 2020).
- The IDEALS Institute has begun to build its brand and is developing its reputation as the go to DEI resource for our campus and region.
- By way of the IDEALS Institute, the U of A received a grant from the

American Association of College and Universities and was designated as one of 23 TRHT Centers <https://news.uark.edu/articles/52096/new-campus-center-to-focus-on-racial-and-diversity->

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 DEI professional development 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 (GSIE, Fulbright College of Arts and Sciences, Walton College of Business, the Law School, Honors College) to provide specialized professional development and facilitated conversations around DEI.
- IDEALS hosted its first Equity Forum called *Equity in Action: Envisioning a Post-Covid Arkansas* in May of 2020. More than 300 participants from across the state tuned in for the panel discussion.
- IDEALS received \$100,000 grant from the Walton Foundation and the Walton Family Foundation to support its DEI asynchronous product development.

[awareness#:~:text=FAYETTEVILLE%2C%20Ark.%20%E2%80%93%20The%20University%20of%20Arkansas%20is.change%20in%20areas%20relating%20to%20diversity%20and%20inclusion.](#)

- As a part of the TRHT Center efforts, the IDEALS Institute hosted eight 2.5-hour campus-wide discussions about race and belonging between June and August 2020 entitled Transforming the U of A.
- The Assistant VC for D & I implemented the plan developed last year to engage URM students and alumni and jumpstart URM faculty/staff employee impact groups.
- The Assistant VC for D & I hosted five 1.5-hour training modules for faculty, staff and students on the basic components for diversity, equity



and inclusion.

- 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 campus learning opportunities.
- Piloted the Innovation in Recruitment, Attraction and Retention Pilot Program
- Sr. Fellow for Diversity and Inclusion developed a Bridge Mentoring Program and began a pilot of the program in fall 2020.
- Named to the ASPIRE Alliance by the Association of Public Land Grant Universities. <https://news.uark.edu/articles/50583/university-of-arkansas-named-to-alliance-aimed-at-diversifying-stem-faculty>
- Submitted and received several NSF grants focused on diversity. <https://www.nwaonline.com/news/2020/sep/28/science-grants-aim-to-expand-diversity-in-ua/>

**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. The unit also consistently submits and receives external grants that provide additional funding support. Given the need for enhanced efforts in response to the growth of social justice needs and concerns, the unit has requested 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

The Academic Colleges/Schools and the Graduate School and International Education

The Office for Employment Opportunity and Compliance  
The Office for Student Admissions  
The Office of the Provost

**University of Arkansas Community College at Batesville  
Minority Recruitment and Retention 2020-2021 Annual Report**

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

<b>Fall Semester Comparisons</b>	<b># and % of Students Enrolled</b>					
	<b>2018</b>		<b>2019</b>		<b>2020</b>	
<b>Minority Group</b>						
American Indian/Alaskan Native	5	0.004%	10	.68%	6	.41%
Black	37	2.79%	36	2.43%	24	1.87%
Hispanic	70	5.27%	120	8.11%	95	5.92%
Asian	15	1.13%	17	1.15%	11	.65%
Hawaiian	1	0.0%	0	0%	1	0%
Multiple Races	76	1.96%	89	6.02%	91	5.35%
Total Minority Students	204	15.36%	272	18.39%	228	14.19%

<b>Spring Semester Comparisons</b>	<b># and % of Students Enrolled</b>					
	<b>2019</b>		<b>2020</b>		<b>2021</b>	
<b>Minority Group</b>						
American Indian/Alaskan Native	7	0.01%	8	.64%	5	.54%
Black	37	3.09%	25	1.99%	23	2.48%
Hispanic	64	5.33%	95	7.56%	73	7.86%
Asian	14	1.17%	14	1.11%	8	.86%
Hawaiian	0	0.00%	1	0.08%	0	0%
Multiple Races	60	5.00%	73	5.81%	66	7.10%
Total Minority Students	182	15.18%	216	17.20%	175	18.84%

During the Fall 2020 semester, 228 minority students were enrolled at UACCB. This is down 44 students from the total of 272 minority students enrolled in the Fall 2019 semester. Minority students comprised 14.19% of the total number of students enrolled in the Fall 2020 semester, a 4.2% decrease from Fall 2019. [note: enrollment was impacted by the COVID-19 pandemic].

During the Spring 2021 semester, 175 minority students were enrolled at UACCB. This is down forty-one students from the total of 216 minority students enrolled in the Spring 2020 semester. Minority students comprised 18.84% of the total number of students enrolled in the Spring 2020 semester, a 1.64% increase from Spring 2020. [note: enrollment was impacted by the COVID-19 pandemic].

According to U.S. Census Bureau data, the minority population of UACCB's service area (Independence, Sharp, Stone, and Cleburne Counties) is 4.46%. UACCB's Fall 2020 student body was 9.73% more diverse than the UACCB service area and the Spring 2021 student body was 14.38% 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 106 full-time employees, 55 adjunct instructors, and 29 part-time staff. Of that population, 10 employees are minorities. The percentage of minority employees is 5.26%, which exceeds UACCB's service area minority population of 4.46%. The following chart details the positions of current minority employees.

<b>Employee Status</b>	<b>Position Title</b>	<b>Race/Ethnicity</b>
Full-time	Counselor	American Indian/Alaskan Native
Full-time	Special Programs	Asian/White
Full-time	Maintenance	Black
Full-time	Special Instructor/Trainer	Black
Faculty (part-time)	Adjunct Faculty	American Indian/Alaskan Native
Faculty (part-time)	Adjunct Faculty	American Indian/Alaskan Native
Faculty (part-time)	Adjunct Faculty	Asian
Faculty (part-time)	Adjunct Faculty	Black
Staff (part-time)	Extra Help	Black
Staff (part-time)	Extra Help	American Indian/Alaskan Native

**III. Number of minorities, by minority group, full-time faculty who currently work for the institution.**

<b>Minority Group</b>	<b># of Full-Time Faculty</b>		
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
American Indian/Alaskan Native	1	0	1
Black	0	1	2
Hispanic	0	0	0
Asian	0	0	0
Multiple Races	0	0	1
<b>Total Minority Full-time Faculty</b>	<b>1</b>	<b>1</b>	<b>4</b>

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

Minority Group	# of Adjunct Faculty		
	2018-2019	2019-2020	2020-2021
American Indian/Alaskan Native	2	2	2
Black	2	2	1
Hispanic	1	1	0
Asian	0	1	1
Multiple Races	0	0	0
Total Minority Adjunct Faculty	5	6	4

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

There was one minority part-time extra help hired during the 2020-2021 academic year.

**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 2016-2021**

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 14.19% minority students in the Fall 2020 semester and 18.84% minority students in the Spring 2021 semester. The minority population of UACCB's designated service area is 4.46% according to the 2010 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 2020-2021 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 5.26%. Minorities currently comprise 4.46% of the population of UACCB's service area. This goal was met.

- 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 2020-2021 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 2020-2021 academic year:

- Constitution Day Celebration and free meals at the Grill 9/17/20 – 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 10/12/20 and 10/15/20 - approximately 50 and 70 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 1/19/21 – approximately 99 people participated to learn about and celebrate the life and teachings of Martin Luther King, Jr.
- Black History Month Celebration 2/23 – 2/24/21 – approximately 25 and 20 people participated on respective days to celebrate the lives and contributions of notable, historic and present-day Black persons.

For the Fall 2020 Student Symposium, TRIO invited minority speaker, Demetrious “DD” Jordan to be a keynote speaker to share his motivational story of overcoming the many obstacles in his life. A total of 55 UACCB students, including 15 TRIO participants, attended the symposium, along with all four TRIO staff members, and other UACCB staff and faculty volunteers.

In honor of MLK Day, TRIO offered participant's the opportunity to view Dr. Martin Luther King, Jr.'s "I have a Dream" speech via YouTube, and twelve UACCB TRIO students submitted their impressions via email for participation credit for a cultural activity.

The UACCB Multi-cultural Student Association (MSA) did not meet this academic year due to concerns over COVID. Plans are underway to re-convene in Fall 2021.

The Fall 2020 Professional Development keynote speaker was Ms. Amber Booth-McCoy with the Diversity Booth, Inc. with a focus on Diversity, Equity, and Inclusion. Attendance was mandatory for all full-time employees.

The 5-Year Minority Recruitment and Retention Plan was updated for 2021-2026.

**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



**Minority Recruitment and Retention  
Progress Report  
2021**

**The University of Arkansas  
Community College at  
Hope-Texarkana**

**Prepared for the Arkansas Department of Higher Education  
June 2021**

# 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	71.98
Black	24.63%
Hispanic	7.30%
American Indian/Alaskan Native	0.85%
Asian	0.58%
Native Hawaiian/Pacific Islander	0.07%
More than One Race	1.87%

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**

	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
American Indian/Alaskan Native	11 (0.72%)	15 (0.98%)	8 (0.51%)	7 (0.47%)	3 (0.24%)
Asian	59 (3.85%)	26 (1.69%)	16 (1.03%)	6 (0.41%)	8 (0.63%)
African American	555 (36.25%)	517 (33.66%)	468 (30.0%)	479 (32.43%)	372 (29.50%)
Hawaiian/Pacific Islander	2 (0.13%)	1 (0.07%)	3 (0.19%)	2 (0.14%)	1 (0.080%)
Hispanic	89 (5.81%)	110 (7.16%)	118 (7.56%)	130 (8.80%)	101 (8.01%)
White	794 (51.86%)	848 (55.21%)	930 (59.65%)	825 (55.86%)	753 (59.71%)
Two or more races	3 (0.20%)	4 (0.26%)	9 (0.58%)	20 (1.35%)	12 (0.95%)
Unknown	18 (1.18%)	15 (0.98%)	7 (0.45%)	8 (0.54%)	11 (0.87%)
<b>TOTAL</b>	<b>1531</b>	<b>1536</b>	<b>1559</b>	<b>1477</b>	<b>1261</b>

*\*Unknown/Other indicates more than one ethnicity.*

Since the 2012-2013 academic year the College has operated an instructional site in Miller County, Arkansas (Texarkana). A second instructional building opened in Spring 2016. Minority enrollments on the Texarkana campus during the Fall 2020 term were over 42% of the total enrollments. Hispanic enrollments have averaged approximately 3.7% over the last five years. The enrollment numbers charted below are included in the total College enrollment numbers charted above, but broken out to include only the Texarkana instructional site.

Texarkana breakdown for enrollment – charted like above but just for Texarkana

	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
American Indian/Alaskan Native	3 (0.72%)	6 (1.25%)	1 (0.23%)	1 (0.24%)	1 (0.32%)
Asian	7 (1.68%)	2 (0.42%)	2 (0.46%)	0	1 (0.32%)
African American	160 (38.46%)	186 (38.83%)	163 (37.73%)	146 (34.52%)	117 (37.40%)

Hawaiian/Pacific Islander	1 (0.24%)	1 (0.21%)	2 (0.46%)	1 (0.24%)	1 (0.32%)
Hispanic	18 (4.33%)	27 (5.64%)	12 (2.78%)	14 (3.31%)	8 (2.56%)
White	225 (54.09%)	255 (53.24%)	250 (57.87%)	255 (60.28%)	180 (57.51%)
Two or more races	0	1 (0.21%)	2 (0.46%)	5 (1.18%)	4 (1.28%)
Unknown	2 (0.48%)	1 (0.21%)	0	1 (0.24%)	1 (0.32%)
<b>TOTAL</b>	<b>416</b>	<b>479</b>	<b>432</b>	<b>423</b>	<b>313</b>

\*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**

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
American Indian/Alaskan Native	5 (1.04%)	4 (0.82%)	4 (0.84%)	3 (0.68%)	1 (0.25%)
Asian	6 (1.24%)	4 (0.82%)	5 (1.05%)	4 (0.90%)	2 (0.51%)
African American	161 (33.33%)	172 (35.32%)	125 (26.32%)	124 (27.93%)	113 (28.68%)
Hawaiian/Pacific Islander	0	0	0	2 (0.45%)	1 (0.25%)
Hispanic	30 (6.21%)	34 (6.99%)	33 (6.95%)	47 (10.59%)	42 (10.66%)
White	278 (57.56%)	269 (55.24%)	306 (64.42%)	259 (58.33%)	224 (56.85%)
Two or more races	1 (0.21%)	4 (0.82%)	2 (0.42%)	3 (0.68%)	9 (2.28%)
Unknown	2 (0.41%)	0	0	2 (0.45%)	2 (0.51%)
<b>TOTAL</b>	<b>483</b>	<b>487</b>	<b>475</b>	<b>444</b>	<b>394</b>

During the past five years our graduate numbers averaged 456 students. Graduation averages for African Americans were 30% of total graduates (nearly 6% above the service area population). Graduation averages for Hispanic students were 8.28% of total graduates (statistically equivalent

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 underlying 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 10<sup>th</sup> through 12<sup>th</sup> 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 entering class of 10<sup>th</sup> grade students began their Collegiate Academy experience in fall 2018, with an enrollment of 23 students. Those 10<sup>th</sup> grade students transitioned into the 11<sup>th</sup> grade in fall 2019, and are poised to be high school seniors in fall 2020, and will graduate from high school with a simultaneous Associate's Degree in spring 2021. Of the original 10<sup>th</sup> grade class, 17 are females and five are males with a demographic breakdown of ten white students, six African-American students, and seven Hispanic students.

The 2020, entering 10<sup>th</sup> grade class had 16 students, 8 females and 8 males with a demographic breakdown of 10 white students, four African-American students, two Hispanic students, one Asian student, and one student reporting more than one race.

The Collegiate Academy model replicated on the Texarkana campus in Fall 2020, with 10<sup>th</sup> and 11<sup>th</sup> grade students from Arkansas High School. The entering class of 10<sup>th</sup> grade students for the Texarkana Collegiate Academy had an enrollment of seven students, six females and one male, with a demographic breakdown of one white students, five African American students, and one reporting more than one race. The Texarkana Collegiate Academy students will transition to next level of class status in Fall 2021. This past spring, the institution graduated its senior class of the collegiate academy with 27 graduates. The graduates completed their associate's degree with a demographic breakdown of 14 white graduates, seven African American graduates, and five Hispanic students. [*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 two-pronged approach toward principles of diversity, equality, and global awareness. The second prong utilized multiple types of cultural, artistic, and educational programming through the on-campus conference and performing arts center, Hempstead Hall. Involving members of diverse communities in program planning and the activities featured at Hempstead Hall allows us to utilize it as a forum to feature varying components of different cultures. Unfortunately, one of the programs for the 2019-2020 Program Series showcasing the Four Tops was cancelled due to COVID-19 audience restrictions. [*see Strategy 1.2.2; Activity 1.2.2.1*]

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 21<sup>st</sup> 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 focus of our project with the Persistence and Completion Academy has been on data analysis of student withdrawals. We started with a three-year trend as a baseline and then broke withdrawal data down weekly throughout each semester. With the completion of the spring 2020, semester we have four years of data. We are looked for withdrawal rate patterns. Our plan for data analysis took the 25% and above course sections and 'drilled down' into (1) student demographics; (2) full-time/part-time status; (3) point-in-time of the withdrawal; (4) course format (face-to-face/online); (5) instructor; (6) existence of any course co-requisites; (7) individual student's withdrawal history; (8) course instructor feedback (reason/story); and (9) campus location.

In fall 2016, a "W" accounted for 13.3% of all campus enrollments; by fall 2020, that percentage reduced to 8.8%. [*see Activity 2.1.1.4*]

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 2019-2020 academic year, approximately 45% 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 45% 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 116 full-time faculty and staff, of whom 85 (73.2%) are white, 31 (26.7%) are African American, and 1 (0.1%) 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
Counselor	1/6/1997	African American
Career Services Coordinator	10/29/2000	African American
Career Pathways Director	5/28/2007	African American
Instructor	8/26/2013	African American
Trio Upward Bound Director	01/02/2014	African American
Administrative Assistant	7/1/2015	African American

GED Director	7/1/2015	African American
Administrative Assistant	11/2/2015	African American
Wage Coordinator	7/1/2015	African American
SNAPS	9/1/2015	African American
Administrative Assistant	9/25/2017	African American
Trio Upward Bound Curriculum Coordinator	11/6/2017	African American
Faculty	12/4/2017	African American
Faculty	1/3/2018	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
Director of Testing	8/5/2009	African American
Skilled Tradesman	11/26/2018	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
Faculty	1/6/2020	African American
Faculty	1/6/2020	African American
Career Coach	2/17/2020	African American
Administration Specialist I	10/16/2020	African American

Our service area is approximately 24.6% African American, and African Americans represent 26.7% of College employees. Six of the African American employees are faculty and 33 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. [see Strategy 4.1.1; Activity 4.1.1.1; Activity 4.1.1.2]

One way to assess faculty diversity is to measure it against the make-up of the student body. The College has work to do to reach such a standard. We have always acknowledged that on average the total number of minority faculty is about 10% lower than representative of the service area. During the 2020-2021 academic year there were 47 full-time faculty members, of whom six (13%) were African American. There were 65 adjunct faculty members, of which there were ten African Americans, one Hispanic, one Asian and one Native American. 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 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 2017-2022 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	1.1.1 Encourage faculty to broaden course perspectives to	1.1.1.1 Encourage the use of texts, instructional materials, and learning activities	General meeting materials	Curriculum Committee; Academic Deans, Vice Chancellor	2017-2022  Ongoing

curriculum as a component of students' overall educational experience	address global awareness	that reflect the values of diversity		for Academics	
		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	2021-2026 Ongoing

				Co-curricular groups	
		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
		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 Not yet underway
	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 2019-2020 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	2018-2019 Hope Ongoing 2018-2019 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	2017-2019  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	2017-2018 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	2017-2019 Ongoing
		2.2.2.2 Identify classes where using Blackboard technologies can be added to classroom instruction	General budgetary considerations	Faculty	2017-2019 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 active learning and learner-centered strategies for more personalized learning	Research materials, operational budgets, scholarship funds	Faculty	2019-2022 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
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#### 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 and financial resources to diversity goals	General survey materials	Chancellor's Cabinet	2021-2026 Ongoing
		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

**University of Arkansas at Little Rock**

**Minority Recruitment and Retention  
Annual Report  
June 2021**

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:**

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University of Arkansas at Little Rock  
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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 2020 student body continued the historical trend.

Fall 2020 enrollment percentages, categorized by ethnicity, are as follows:



White	54.4%
African-American	23.1%
Hispanic	3.2%
Unknown/Not Disclosed	0.8%
Non-Resident Alien	4.9%
Two or More Races	10.8%
Asian	2.3%
Amer. Indian/Alaskan	0.6%
Hawaiian/Pacific Islander	0.0%

### Minority Student Enrollment

Table 1: UA Little Rock Minority Student Enrollment for Fall 2010 through Fall 2020

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African-American	3,063	3,022	2,903	2,856	2,694	2,687	2,625	2,603	2,408	2,150	2,052
Hispanic	459	341	345	358	351	414	417	407	402	362	281
Amer.Ind/Alaskan	72	51	37	42	45	37	33	34	28	40	53
Asian	343	307	308	318	269	275	268	228	218	209	205
Hawaiian/Pac Isl	0	0	1	1	0	0	0	0	0	0	0
Two or more races	304	511	688	785	859	988	1,027	988	978	1,019	957
<b>Total Minority</b>	<b>4,241</b>	<b>4,232</b>	<b>4,282</b>	<b>4,360</b>	<b>4,218</b>	<b>4,401</b>	<b>4,370</b>	<b>4,260</b>	<b>4,034</b>	<b>3,780</b>	<b>3,548</b>
<b>Minority/Total</b>	<b>32.2%</b>	<b>32.4%</b>	<b>33.3%</b>	<b>35.2%</b>	<b>36.2%</b>	<b>37.0%</b>	<b>37.5%</b>	<b>36.6%</b>	<b>38.4%</b>	<b>39.5%</b>	<b>39.9%</b>
White	8,181	8,013	7,797	7,326	6,784	6,857	6,692	6,639	5,827	5,233	4,839
Non-resident Alien	438	486	545	498	480	481	464	638	573	510	439
Unknown	316	337	248	193	163	152	139	87	81	58	73
<b>Total Students</b>	<b>13,176</b>	<b>13,068</b>	<b>12,872</b>	<b>12,377</b>	<b>11,645</b>	<b>11,891</b>	<b>11,665</b>	<b>11,624</b>	<b>10,515</b>	<b>9,581</b>	<b>8,899</b>

Source: UALR Office of Institutional Research

As indicated in Table 1 above, minority recruitment as a percentage of total students has continued to increase over all but one of the last eleven years, from 32.2% in 2010 to 39.9% in 2020. According to the 2018 U.S. Census estimates, the percentage of minority residents for Pulaski County is 48.1%. UA Little Rock minority enrollment does not yet match the regional demographics, but, overall, it is moving towards this goal.

### First-Time Undergraduate Minority Enrollment for Fall 2010-2020.

UA Little Rock's first-time undergraduate minority enrollment rose sharply in fall 2015 and has declined over the next 5 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 2020, from 59.4% in fall 2019, to 56.6% of the total first-time students, though this fall 2020 percentage is higher than six of the previous ten years. Further, the percentage of first-time undergraduate minority enrollment per total first-time undergraduate enrollment has increased from 37.0% in Fall 2010 to 56.6% in Fall 2020.

Table 2: UA Little Rock First Time in College Undergraduate Minority Enrollment Fall 2010-2020

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African-American	188	260	202	210	209	254	218	215	187	127	105
Hispanic	40	34	40	30	31	50	59	43	34	21	24
Amer.Ind./Alaskan	24	20	27	17	16	28	35	17	18	10	5
Asian	0	4	1	2	2	2	3	1	3	4	2
Hawaiian/Pac Isl	0	0	0	0	0	0	0	0	0	0	0
Two or more races	43	37	140	119	122	182	149	142	137	185	156
<b>Total Minority</b>	<b>295</b>	<b>355</b>	<b>410</b>	<b>378</b>	<b>380</b>	<b>516</b>	<b>464</b>	<b>418</b>	<b>379</b>	<b>347</b>	<b>292</b>
<b>Minority/Total</b>	<b>37.0%</b>	<b>38.5%</b>	<b>48.4%</b>	<b>56.3%</b>	<b>51.8%</b>	<b>59.4%</b>	<b>57.0%</b>	<b>54.4%</b>	<b>63.1%</b>	<b>59.4%</b>	<b>56.6%</b>
White	450	471	397	260	333	322	328	313	189	212	201
Non-resident Alien	26	29	39	33	21	25	16	34	30	24	21
Unknown	27	68	1	0	0	5	6	1	3	1	2
<b>Total Students</b>	<b>798</b>	<b>923</b>	<b>847</b>	<b>671</b>	<b>734</b>	<b>868</b>	<b>814</b>	<b>766</b>	<b>601</b>	<b>584</b>	<b>516</b>

Source: UALR Office of Institutional Research

### Undergraduate Minority Enrollment for Fall 2010-2020.

Total undergraduate minority enrollment matches the downward trend of the total university enrollment. However, 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. The minority enrollment in Fall 2020 reached its highest percentage rate of total enrollment in the last 11 years (43.1% of the total undergraduate and high school concurrent enrollment).

Table 3: Undergraduate & High School Concurrent Enrollment for Fall 2010-2020\*

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African-American	2,521	2,504	2,423	2,405	2,290	2,295	2,235	2,216	2,038	1,799	1,697
Hispanic	396	280	293	310	314	364	377	358	341	315	242
Asian	286	260	262	270	230	236	232	207	188	167	154
Amer. Ind./Alaskan	56	36	26	32	32	27	27	24	18	27	41
Hawaiian/Pac Isl	0	0	0	1	0	0	0	0	0	0	0
Two or more races	278	450	629	727	800	921	944	886	868	933	887
<b>Total Minority</b>	<b>3,537</b>	<b>3,530</b>	<b>3,633</b>	<b>3,745</b>	<b>3,666</b>	<b>3,843</b>	<b>3,815</b>	<b>3,691</b>	<b>3,453</b>	<b>3,241</b>	<b>3,021</b>
<b>Minority/Total</b>	<b>33.8%</b>	<b>34.0%</b>	<b>35.2%</b>	<b>37.6%</b>	<b>39.1%</b>	<b>40.1%</b>	<b>40.7%</b>	<b>39.6%</b>	<b>41.7%</b>	<b>42.6%</b>	<b>43.1%</b>
White	6,503	6,342	6,189	5,816	5,360	5,446	5,325	5,303	4,526	4,097	3,739
Non-resident Alien	213	256	312	271	230	189	163	307	291	249	206
Unknown	213	249	177	138	128	97	71	23	16	26	38
<b>Total Students</b>	<b>10,466</b>	<b>10,377</b>	<b>10,311</b>	<b>9,970</b>	<b>9,384</b>	<b>9,575</b>	<b>9,374</b>	<b>9,324</b>	<b>8,286</b>	<b>7,613</b>	<b>7,004</b>

\*Includes Undergraduates (which includes Post-Baccalaureate) & High School Concurrent Students

Source: UALR Office of Institutional Research

## Total Undergraduate Minority Enrollment by Academic Year 2010-2020

Table 4 shows unduplicated undergraduate minority enrollment for the entire year (as opposed to the fall census snapshot). Note that AY 2020-21 does not account for Off-Schedule Spring 2021, On-Schedule Summer 2021, and Off-Schedule Summer 2021. 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 2010-11 through 2020-21\*

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	3,197	3,136	3,009	2,949	2,893	2,842	2,705	2,642	2,515	2,234	1,950
Hispanic	450	313	335	327	347	375	412	565	485	319	252
Asian	268	247	273	265	253	251	237	224	233	198	175
Amer. Ind/Alaskan	59	44	35	39	39	38	31	28	24	40	47
Hawaiian/Pac Isl	0	0	0	1	0	0	0	0	0	0	0
Two or More Races	306	414	580	652	724	824	863	832	863	989	944
<b>Total Students</b>	<b>4,280</b>	<b>4,154</b>	<b>4,232</b>	<b>4,233</b>	<b>4,256</b>	<b>4,330</b>	<b>4,248</b>	<b>4,291</b>	<b>4,120</b>	<b>3,780</b>	<b>3,368</b>

\*Includes only Undergraduates (which includes Post-Baccalaureate)

\* AY 2020-21 does not account for Off-Schedule Spring 2021, On-Schedule Summer 2021, and Off-Schedule Summer 2021. This data is currently not available. Source: UALR Office of Institutional Research

## Graduate Student Minority Enrollment for Fall 2010-2020

UA Little Rock's overall graduate student enrollment (Table 5 below) declined sharply in 2014, showed modest growth through fall 2018, but has sharply declined in the last two years. Individual minority categories show leveling or decline over the seven-year period since 2013, except for Asian students. The general decline of African American students will need special attention in the next few years, though there was a slight increase in Fall 2020.

Table 5: Graduate Student Fall Semester Minority Enrollment (including Law School)\*

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African-American	542	518	480	451	404	392	390	387	370	351	355
Hispanic	63	61	52	48	37	50	40	49	61	47	39
Asian	57	47	46	48	39	39	36	21	30	42	51
Amer. Ind/Alaskan	16	15	11	10	13	10	6	10	10	13	12
Hawaiian/Pac Isl	0	0	1	0	0	0	0	0	0	0	0
Two or More Races	26	61	59	58	59	67	83	102	110	85	70
<b>Total Students</b>	<b>704</b>	<b>702</b>	<b>649</b>	<b>615</b>	<b>552</b>	<b>558</b>	<b>555</b>	<b>569</b>	<b>581</b>	<b>538</b>	<b>527</b>

\*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 enrollment on the fall census date. 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 retention rate increased from last year and was the highest retention rate in the last eleven years. In 2020, the minority retention rate was higher than that of White students (73.5% to 71.4%), which has happened six of the last eleven years. The retention rates of African American and Hispanic students were the highest retention rates in the last eleven years as well. While the retention rate of Asian students decreased slightly, it still matches the second highest retention rate for that category in the last eleven years (90.0% in both Fall 2012 and 2020).

Table 6: Minority Students One-Year Retention Rates for Entering Undergraduates\*

	Fall 2010 Returned Fall 2011	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
African-American	58.8	65.3	66.7	65.7	67.5	60.4	66.0	66.0	56.5%	70.7%
Hispanic	57.9	78.8	76.9	83.3	80.6	78.7	78.8	72.5	61.8%	90.5%
Asian	66.7	90.0	87.5	87.5	93.8	77.8	82.4	81.3	94.1%	90.0%
Amer. Indian/Alaskan	-	0	0	100.0	100.0	100.0	33.3	-	100.0%	100.0%
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-
Two or More Races	62.8	73.5	74.1	72.8	76.7	71.9	63.0	69.6	65.1%	72.1%
<b>Total Minority</b>	<b>59.9</b>	<b>68.3</b>	<b>71.4</b>	<b>70.5</b>	<b>73.0</b>	<b>67.4</b>	<b>67.6</b>	<b>68.5</b>	<b>62.3%</b>	<b>73.5%</b>
White	62.0	65.6	65.9	70.2	70.6	71.0	71.6	64.9	71.5%	71.4%
Non-Resident Alien	73.1	85.7	86.8	84.8	66.7	76.0	75.0	76.7	83.3%	69.6%
Unknown	59.1	63.6	100	-	-	60.0	66.7	-	50.0%	100.0%
<b>Total Students</b>	<b>61.5</b>	<b>67.2</b>	<b>69.6</b>	<b>71.1</b>	<b>71.7</b>	<b>68.9</b>	<b>69.3</b>	<b>67.4</b>	<b>66.2%</b>	<b>72.6%</b>

\*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 increased significantly across the last several years, from 15.4% completion rate for the Fall 2007-Summer II 2013 cohort to 38.5% completion rate for the Fall 2014-Summer II 2020 cohort. The six-year graduation rate for African-American students has increased from 12.1% for the Fall 2007-Summer II 2013 cohort to 33.0% completion rate for the Fall 2014-Summer II 2020 cohort. The graduation gap between Non-Minority and Minority students has narrowed

across the last ten years from a 10.8% to a 6.4% 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 between the most recent cohorts to 12 percentage points, due to an increase in the white cohort's completion rate while the African-American cohort's graduation rate remained relatively stable.

Table 7: Six-Year Graduation Rates for First-time in College Undergraduates\*

	Fall 2007 - Summer II 2013		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	
	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%
African-American	39/321	12.1%	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%
Amer. Indian/ Alaskan	2/6	33.3%	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%
Asian	13/19	68.4%	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%
Hispanic	2/17	11.8%	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%
Hawaiian/Pacific Islander	0/0	-	0/0	-	0/0	-	0/0	-	0/0	-	0/0	-	0/0	-	-	-
Two or More Races	0/0	-	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%
<b>Total Minority</b>	<b>56/363</b>	<b>15.4%</b>	<b>43/226</b>	<b>16.2%</b>	<b>54/304</b>	<b>17.8%</b>	<b>73/292</b>	<b>25.0%</b>	<b>101/338</b>	<b>29.9%</b>	<b>153/398</b>	<b>38.4%</b>	<b>151/363</b>	<b>41.6%</b>	<b>141/366</b>	<b>38.5%</b>
White	118/449	26.3%	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%
Non-Resident Alien	0/0	-	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%
Unknown	0/2	0.0%	3/5	60.0%	0/2	0.0%	5/22	22.7%	19/66	28.8%	1/1	100.0%	-	-	-	-
<b>Total Non-Minority</b>	<b>118/451</b>	<b>26.2%</b>	<b>108/354</b>	<b>30.5%</b>	<b>127/370</b>	<b>34.3%</b>	<b>144/477</b>	<b>30.2%</b>	<b>182/533</b>	<b>34.1%</b>	<b>153/409</b>	<b>37.4%</b>	<b>119/271</b>	<b>43.9%</b>	<b>150/334</b>	<b>44.9%</b>
<b>Total Students</b>	<b>174/814</b>	<b>21.4%</b>	<b>151/620</b>	<b>24.4%</b>	<b>181/674</b>	<b>26.9%</b>	<b>217/769</b>	<b>28.2%</b>	<b>283/871</b>	<b>32.5%</b>	<b>306/807</b>	<b>37.9%</b>	<b>270/634</b>	<b>42.6%</b>	<b>291/700</b>	<b>41.6%</b>

\*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

Although UA Little Rock enrollment declined again this year, minority enrollment as a percentage of total enrollment increased to its highest level in the last eleven years, to 39.9%. The minority enrollment rate has steadily increased across the last eleven years, from 32.2% of the total enrollment in Fall 2010 to 39.9% in Fall 2020. Undergraduate minority enrollment has decreased in number along with overall enrollment declines. However, the percentage of minority enrollment during that decline has increased from 37.0% of the total enrollment in Fall 2010 to 56.6% of the total enrollment in Fall 2020. Although graduate minority enrollment numbers had increased slightly for the previous four years (2014-2018), with a 4% increase overall, and a 2% increase from 2017 to 2018, these graduate numbers sharply decreased in 2019 (from 581 in 2018-19 to 538 in 2019-20) and decreased further in Fall 2020 (527). This decrease was 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 23.1% total increase over the last 8 years (15.4% to 38.5%). 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 was a slight decrease in the total minority graduation rate from the 2013-2019 cohort to the 2014-2020 cohort (41.6% to 38.5%).

## Initiatives for Minority Student Recruitment and Retention

Across the summer of 2020, 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, funds, and staffing specifically to further the MC's mission and vision. 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 who are upperclassmen 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

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.
- Cultural Celebrations are month-long celebrations of various diverse groups involving numerous events to raise awareness and foster inclusion. These celebrations include: Hispanic Heritage Month, LGBTQ+ History Month, Global Diversity Month, Native American History Month, Black History Month, Women's History Month, Black



Women's History Month, National Minority Health Awareness Month, Asian Pacific Heritage Month, and LGBTQ+ Pride Month.

- First Fridays at the MC is a safe space to connect and decompress for UA Little Rock's students of color.
- SADI Reality Checks are various workshops held on the third Thursday of each month. In 2020-21, topics included: time management, self-care, communication, visualizing goals, financial advice, applying for graduate school, and dealing with fatigue at the end of the semester.

**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.
- 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 minority students.
- 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, 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: 2020

	Chair	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African-American	1	2	5	14	3	25
Hispanic	0	1	4	0	2	7
Asian/Pacific Islander	4	18	10	12	1	45
Native American	0	0	0	1	0	1
2 or More Races	0	4	3	2	0	9
Unknown	0	4	4	0	5	13
<b>Total Minority*</b>	<b>5</b>	<b>29</b>	<b>26</b>	<b>29</b>	<b>11</b>	<b>100</b>

Source: UALR Department of Human Resources; \*Excludes Unknown

In 2020, the largest faculty minority group was comprised of 45 faculty members who identified as Asian/Pacific Islander. The raw numbers for all minority faculty members decreased from last year's numbers, except for faculty who identified as African-American, which increased by 1 faculty compared to the 2019 numbers.

The total number of minority full-time faculty, excluding those who identified as unknown, decreased by three full-time faculty as compared to the total number in 2019. The number of African-American faculty members, after having decreased in the last two previous years (2018 and 2019), increased in 2020 by one full-time faculty over the 2019 total. In 2020 there were 360 full-time faculty members (from July 1, 2020 Report Run Date of May 18, 2021) and 87 of them identified as a minority. That is, in 2020, 24.2% of the full-time faculty identified as a minority (excluding unknown). See Appendix A for minority faculty by rank.

Table 9: Full-Time Faculty by Ethnic/Racial Category from 2014 to 2020

	2014	2015	2016	2017	2018	2019	2020
African-American	29	27	31	34	26	24	25
Hispanic	7	8	9	7	9	11	7
Asian/Pacific Islander	44	43	45	51	50	48	45
Native American	1	1	0	1	1	1	1
2 or More Races	6	15	12	4	-	6	9
Unknown	33	34	29	33	21	18	13
<b>Total (Excluding Unknown)</b>	<b>87</b>	<b>94</b>	<b>97</b>	<b>97</b>	<b>86</b>	<b>90</b>	<b>87</b>

Source: UALR Department of Human Resources: \*There are 360 Full-Time Faculty Members from July 1, 2020 - Report Run Date of May 18, 2021.

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 2020 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

	2015	2016	2017	2018	2019	2020	Goal	Status
African-American	6.7%	8.9%	8.2%	6.2%	6.6%	6.9%	6.3%	0.6%
Hispanic	2.0%	1.8%	1.7%	2.8%	3.0%	1.9%	5.2%	-3.3%
Asian/Pacific Islander	10.7%	13.4%	12.3%	12.3%	13.2%	12.5%	5.9%	6.6%
Native American	0.2%	0.3%	0.2%	0.3%	0.3%	0.3%	0.4%	-0.1%
2 or More Races	3.7%	1.0%	1.0%	1.5%	1.7%	2.5%	0.4%	-0.8%
Total Percentage	23.4%	25.4%	23.4%	23.1%	24.8%	24.2%	18.2%	6.0%

Source: UALR Department of Human Resources: \* There are 360 Full-Time Faculty Members from July 1, 2020 - Report Run Date of May 18, 2021.

The total percentage of minority, full-time faculty decreased from 24.8% in 2019 to 24.2% in 2020, representing a decrease of 0.6%. Nevertheless, UA Little Rock exceeded its established goal for total percentage of minority, full-time faculty (18.2%) by 6.0%. The percentage of faculty members who identified as African-American increased slightly, by 0.3%, rising 0.6% above the institutional goal of 6.3%. The percentage of Asian/Pacific Islander faculty members decreased by 0.7% from last year. The percentage of faculty members who identified as Hispanic decreased by 1.1%, leaving the institution at 3.3% below its goal in this category.

Table 11: New Faculty Minority Hires 2014 to 2020

	2014	2015	2016	2017	2018	2019	2020
African-American	7	6	3	5	4	1	4
Hispanic	-	-	0	0	0	1	1
Asian/Pacific Islander	2	2	7	2	5	1	0
Native American	-	-	0	0	0	1	0
2 or More Races	-	-	0	0	0	0	0
Unknown	-	-	0	1	1	0	0
Total	9	8	10	8	10	4	5

Source: UALR Department of Human Resources

As seen in Table 11, there were only five minority faculty new hires in 2020: four who identified as African-American and one who identified as Hispanic.

### 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 that with the number of new minority hires averaging 9 per year from 2014-2018, 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 six 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 824 staff members at UALR as shown in Table 12 below. Of that number, 318 (excluding unknown), or 38.5%, were minorities, which decreased from 40.6% in 2019. African-Americans represented the largest minority staff group with 251 staff members, or 30.4% of the total staff population. Administrative/Managerial staff numbers who identified as a minority significantly increased in 2020 (31 total in 2020 as compared to 19 total in 2019).

Table 12: Full-Time Staff by Ethnic/Racial Category and EEO Position Category: 2020

	African-American	Hispanic	Asian/Pacific Islander	Native American	White	2 or More Races	Unknown	Total
Administrative/Managerial	23	0	1	1	67	6	1	99
Other Professionals	117	8	5	0	211	15	1	357
Technical & Paraprofessional	49	1	6	0	133	15	2	206
Clerical & Secretarial	22	2	2	1	53		3	83
Skilled Crafts	3	0	0	0	0	0	0	3
Service/Maintenance	37	1	0	0	34	3	1	76
<b>Total</b>	<b>251</b>	<b>12</b>	<b>14</b>	<b>2</b>	<b>498</b>	<b>39</b>	<b>8</b>	<b>824</b>

Source: UALR Department of Human Resources

Table 13 below shows that the total number of minority staff members at UA Little Rock has fluctuated over the last seven years, has decreased since 2016, and is less than last year, 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 2014 to 2020

	2014	2015	2016	2017	2018	2019	2020
African-American	306	293	318	326	284	262	251
Hispanic	11	7	12	13	16	28	12
Asian/Pacific Islander	22	17	19	19	13	13	14
Native American	0	1	6	4	5	1	2
2 or More Races	42	31	31	13	11	30	46
Unknown	11	10	12	19	18	7	8
<b>Total (Excluding Unknown)</b>	<b>381</b>	<b>349</b>	<b>386</b>	<b>375</b>	<b>347</b>	<b>334</b>	<b>325</b>

Source: UALR Department of Human Resources

Table 14 shows that in 2020 the number of minority staff hires decreased by 29 from 2019 due to hiring freezes. African American hires represented 60% of all minority hires in 2020. The number of Hispanic staff hires dropped from 11 (17% of all minority hires in 2019) to 0 in 2020. See Appendix D for numbers of minority staff hired in 2020 by appropriated titles.

Table 14: New Minority Staff Hires from 2014 to 2020

	2014	2015	2016	2017	2018	2019	2020
African-American	56	59	50	62	31	46	21
Hispanic	3	1	3	3	6	11	0
Asian/Pacific Islander	4	3	5	3	1	2	3
Native American	-	1	3	-	-	1	1
2 or More Races	1	4	-	1	1	2	6
Unknown	-	1	2	-	6	2	4
<b>Total New Hires</b>	<b>64</b>	<b>69</b>	<b>63</b>	<b>69</b>	<b>45</b>	<b>64</b>	<b>35</b>

Source: UALR Department of Human Resources

### Initiatives for Minority Faculty/Staff Recruitment and Retention

The Provost’s Office, in collaboration with the Diversity Council, the academic departments, and the Department of Human Resources, is working to improve recruitment efforts to hire more minority faculty. 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 updated 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 Fall 2020, the Chancellor formed two new committees focused on race and ethnicity. A new faculty- and staff-oriented Chancellor's Race and Ethnicity Advisory Committee was formed to continue the campus conversation about race and ethnicity and to identify areas for continuous improvement. This idea for this committee is based on the original committee created by former Chancellor Joel Anderson. The Racial Barriers Committee was formed to review campus policies, processes, and practices for elements that may serve as unintended barriers to access and opportunity for people of color at UA Little Rock.
3. The university is also developing implicit bias training for employees and students, best practices on diversity hiring, a salary equity study.
4. Across the 2020-21 academic year, the University held open forums of race and ethnicity for students, faculty, and staff. The Chancellor launched efforts to foster campus-wide discussions on the topic of race and ethnicity and across the year several small groups of faculty, staff, and students read and held online discussions about several books on race and ethnicity.
5. The University also held numerous events that focused on race and ethnicity across the academic year.
6. 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 (completed again

in spring 2019 ([https://ualr.edu/diversity/files/2020/07/2019-UALR-Diversity-Survey\\_Expanded.pdf](https://ualr.edu/diversity/files/2020/07/2019-UALR-Diversity-Survey_Expanded.pdf)), was administered again this spring 2021 and findings will be disseminated in fall 2021.

- 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 Diversity Month 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. The Diversity Council iEducation subgroup is now planning, in collaboration with the Multicultural Center, for Diversity Month (for 2021-2022) due to the growth of activities and events.
7. 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. In 2020-21, the cohort was 21% minority with a mentor faculty cohort that was 43% minority.

#### **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\***

<b>Position Title</b>	<b>African American</b>	<b>Hispanic</b>	<b>Asian/ Pacific Islander</b>	<b>Native American</b>	<b>2 or More Races</b>	<b>Unknown</b>	<b>Total</b>
<b>Assistant Professor 12 Month</b>	4	0	0	0	0	0	4
<b>Assistant Professor 9 Month</b>	10	0	12	1	2	0	25
<b>Associate Professor 12 Month</b>	0	0	0	0	0	0	0
<b>Associate Professor 9 Month</b>	5	4	10	0	3	4	26
<b>Department Chair 12 Month</b>	1	0	4	0	0	0	5
<b>Distinguished Professor</b>	0	0	0	0	0	1	1
<b>Instructor 12 Month</b>	1	0	0	0	0	1	2
<b>Instructor 9 Month</b>	2	2	1	0	0	4	9
<b>Professor 12 Month</b>	0	0	1	0	0	0	1
<b>Professor 9 Month</b>	2	1	17	0	4	3	27
<b>Total</b>	<b>25</b>	<b>7</b>	<b>45</b>	<b>1</b>	<b>9</b>	<b>13</b>	<b>100</b>

\* 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\***

<b>Position Title</b>	<b>African-American</b>	<b>Hispanic</b>	<b>Asian/ Pacific Islander</b>	<b>Native American</b>	<b>2 or More Races</b>	<b>Unknown</b>	<b>Total</b>
<b>Assistant Professor 12 Month</b>	0	0	0	0	0	0	0
<b>Associate Professor 9 Month</b>	0	0	0	0	0	0	0
<b>Assistant Professor 9 Month</b>	3	0	0	0	0	0	3
<b>Instructor 12 Month</b>	0	0	0	0	0	0	0
<b>Instructor 9 Month</b>	1	1	0	0	0	0	2
<b>Total</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>

\* 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	0	0	0	0	1	0	1
Administrative Analyst	0	0	0	0	1	0	1
Administrative Specialist I	0	0	0	0	0	1	1
Administrative Specialist II	0	0	0	0	1	0	1
Administrative Specialist III	16	2	1	0	5	2	26
Administrative Support Supervisor	1	0	0	0	0	0	1
Archivist	1	0	0	0	0	0	1
Assistant Coach	3	0	0	0	1	0	4
Assistant Dean	2	0	0	0	0	0	2
Assistant Director of the Multicultural Center	1	0	0	0	0	0	1
Assistant Research/Extension Specialist	4	1	0	0	2	1	8
Assistant VC of Student Affairs	1	0	0	0	0	0	1
Associate Dean of Students	0	0	0	0	1	0	1
Assoc. Director Information Technology	1	0	0	0	0	0	1
Associate Research/Extension Specialist	3	0	0	0	1	0	4
Associate Vice Chancellor for Finance	0	0	0	0	1	0	1
Assistant Director Student Union	1	0	0	0	0	0	1
Assistant Director of Aquatics & Fitness	1	0	0	0	0	0	1
Budget Specialist	1	0	0	0	0	0	1
Buyer	2	0	0	0	0	0	2
Computer Support Specialist (Non-Exempt)	1	0	0	0	1	0	2
Computer Support Technician	1	0	0	0	0	0	1
Computer System Manager	1	0	0	0	1	0	2
Development/Advancement Director	2	0	0	0	0	0	2
Development/Advancement Specialist	2	0	0	0	0	0	2
Director of Community Partnerships	1	0	0	0	0	0	1
Director of International Programs	1	0	0	0	0	0	1
Director of Special Events Center	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	0	0	0	0	1	0	1
Fiscal Support Analyst	2	0	0	0	1	0	3
Fiscal Support Specialist	1	0	0	0	0	0	1
HE Public Safety Commander 1 (Exempt)	1	0	0	0	0	0	1

Position Title	African American	Hispanic	Asian/Pac Islander	Native American	2 or More Races	Unknown	Total
HE Public Safety Dispatcher	4	0	0	0	2	0	6
HE Public Safety Supervisor	4	0	0	0	0	0	4
Head Coach	2	0	0	0	0	0	2
HEI Program Coordinator (Non-Exempt)	3	0	0	0	4	0	7
Housekeeper	1	0	0	0	0	0	1
HR Associate Director	3	0	0	0	0	0	3
Institutional Assistant	53	4	1	0	2	1	61
Institutional Services Assistant	31	1	0	0	1	1	34
Institutional Services Supervisor	2	0	0	0	1	0	3
Librarian	3	0	0	0	0	0	3
Library Technician	3	0	0	0	0	0	3
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
Project/Program Director	4	0	0	0	1	0	5
Project/Program Manager (Exempt)	2	0	1	0	3	0	6
Project/Program Specialist	9	0	0	0	0	1	10
Public Safety Officer	5	0	1	0	0	0	6
Research Associate	12	0	3	0	1	0	16
Research Coordinator	1	0	0	0	0	0	1
Research Project Analyst	0	1	0	0	0	0	1
Research Scientist	0	0	1	0	0	0	1
Research/Extension Specialist	0	0	0	0	0	1	1
Residential Life Coordinator	1	0	0	0	0	0	1
Senior Research Assistant	14	0	1	1	6	0	22
Senior Research/Extension Specialist	0	0	0	0	1	0	1
Skilled Trades Supervisor	0	0	0	0	1	0	1
Skilled Tradesman	3	0	0	0	0	0	3
Stationary Engineer	1	0	0	0	0	0	1
Student Affairs Diversity Initiatives Success Coach	1	0	0	0	0	0	1
Student Development Specialist	29	3	2	0	4	0	38
System Programmer/Web Developer	0	0	1	0	1	0	2
Technical Support Staff	1	0	0	0	0	0	1
VC for Finance & Administration	1	0	0	0	0	0	1
<b>Total</b>	<b>251</b>	<b>12</b>	<b>14</b>	<b>2</b>	<b>46</b>	<b>8</b>	<b>333</b>

\* 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\***

<b>Position Title</b>	<b>African-American</b>	<b>Hispanic</b>	<b>Asian/ Pacific Islander</b>	<b>Native American</b>	<b>2 or More Races</b>	<b>Unknown</b>	<b>Total</b>
Academic Counselor	0	0	0	0	1	0	1
Administrative Specialist II	0	0	0	0	1	0	1
Administrative Specialist III	2	0	0	0	1	1	4
Assistant Coach	1	0	0	0	0	0	1
Assistant Director of the Multicultural Center	1	0	0	0	0	0	1
Assistant Research/Extension Specialist	3	0	0	0	1	1	5
Division Chief	0	0	0	1	0	0	1
Fiscal Support Analyst	0	0	0	0	1	0	1
HE Public Dispatcher	0	0	0	0	1	0	1
Housekeeper	1	0	0	0	0	0	1
Institutional Assistant	6	0	0	0	0	0	6
Institutional Services Assistant	1	0	0	0	0	1	2
Project/Program Specialist	2	0	0	0	0	1	3
Public Safety Officer	0	0	1	0	0	0	1
Research Associate	0	0	1	0	0	0	1
Student Affairs Diversity Initiatives Success Coach	1	0	0	0	0	0	1
Student Development Specialist	3	0	1	0	0	0	4
<b>Total</b>	<b>21</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>35</b>

\* Due to timing of when reports were run, information in this table may vary slightly from Table 14.

**UA COMMUNITY COLLEGE AT MORRILTON  
MINORITY RECRUITMENT AND RETENTION PLAN  
JUNE 2021**

*Introduction/Background*

Arkansas Higher Education Coordinating Board policy and ACA 6-61-121 and ACA 6-61-122 require all Arkansas public institutions of higher education to develop five-year Minority Recruitment and Retention Plans. For purposes of complying with the statutory and policy requirements, the term "minority" refers to African-Americans, Hispanic-Americans, Asian-Americans, and Native-Americans. The five-year plans are submitted to the Arkansas Department of Higher Education. Annual progress reports will be submitted according to Coordinating Board policies.

Prior to the requirements of Act 1091 of 1999, UACCM appointed a Minority Recruitment Committee in 1993 to make recommendations regarding recruitment of minorities. The first five-year Minority Recruitment and Retention Plan was submitted to the Arkansas Department of Higher Education in June 2000. This Plan replaces that plan and expands upon the recommendations made in the original plan.

The College's service area consists of Conway, Faulkner, Perry, Pope, Yell, and Van Buren counties in west central Arkansas. According to the 2019 U. S. Census, the minority population of our service area is 19.3%. African Americans comprise 8.0% of the population; other minority groups comprise 8.2%. The minority population of the student enrollment of UACCM for the Fall 2020 semester was 27.8%. African-American students comprised 8.5% of the enrollment; Hispanics comprised 10.2% other minority groups comprised 9.2% of the student enrollment. The ethnic student population during fall 2019 was 26.3%, which is above the average rate of the ethnic population of the College's service area, which was 19.3%.

While the College has experienced some success in recruiting minority students, the recruitment of faculty and staff has been challenging. Located geographically within 25 miles of Hendrix College, the University of Central Arkansas, and Arkansas Tech University, UACCM has not been able to compete with faculty salaries available to minorities at these senior institutions. UACCM will continue to follow its minority recruitment process in an effort to attract and retain minority students, faculty, and staff.

UACCM's minority staff comprises 5% (4 of 86) of the total full-time staff. Minorities comprise 2% (1 of 60) of UACCM's full-time faculty members. A review of the demographic data for the 2020-2021 academic year revealed that 8% (1 of 13) of the part-time staff were members of a minority group. Minorities comprise 13% (2 of 15) of UACCM's adjunct faculty members. Only 2 true adjunct instructors on June 30, 2021. 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, 2021: 8 of 174 (5%).

#### ***Goals and Objectives for Recruitment and Retention of Minority Students***

1. Increase the percentage of minority students enrolled at UACCM during the time covered by the five-year plan.
2. Increase the retention rate of minority students enrolled at UACCM over the next five years.

#### ***Strategies for Achieving the Institution's Recruitment and Retention Goals/Objectives for Minority Students***

1. Increase advertising in media outlets targeting minority audiences.
2. Striving to develop a minority student peer mentoring program to mentor new minority students.
3. Increase communication efforts with the minority segment of the communities served by the College.
4. Encourage College participation at minority events and activities.
5. Established a Multicultural Committee to review and recommend actions and events to increase diversity opportunities for student recruitment and retention.

6. Established a Diversity and Inclusion Committee which focuses on increasing diversity awareness to the campus community through programs and events.

***Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/Objectives for Minority Students***

1. Use eleventh day student enrollment report to determine the number of minority students enrolled at UACCM compared to previous years.
2. Analyze the enrollment data to determine the retention rate of minority students compared to the student population as a whole.
3. Use data from Institutional Advancement surveys of students to determine if advertising in targeted media has been successful in reaching minority students.
4. Review the number of marketing and recruitment activities targeted toward members of the minority community.

***Goals and Objectives for Recruitment and Retention of Minority Faculty and Staff***

1. Increase the number of minority faculty and staff employed by UACCM.
2. Increase the awareness within the state of employment opportunities for minority faculty and staff at UACCM.

***Strategies for Achieving the Institution's Recruitment and Retention Goals/Objectives for Minority Faculty and Staff***

1. Maintain a record of the faculty and staff position announcements posted with offices of minority affairs and similar offices at local colleges and universities.
3. Continue to inform local colleges and universities of faculty and staff positions, and forward notices to institutions with predominantly minority student enrollments.
4. Continuing to notify the local and state Civic Organization known as the NAACP and predominantly black churches concerning faculty and staff positions.
5. As minority faculty and staff are employed, supervisors will be appointed to each new employee to assist with orientation to the College and acclamation to UACCM.
6. Continue to encourage College participation in diversity-related activities.
7. Review the research and minority recruitment and retention reports annually to identify the best practices for possible implementation at UACCM.
8. We are still attempting what we call the "Grow Your Own" approach to aid in employing our minority graduates.

***Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/Objectives for Increasing Minority Faculty and Staff***

1. Review the number of job fairs attended annually at predominantly minority institutions.
2. Review the record of the job postings of faculty and staff position announcements to Human Resources offices at colleges and universities, including predominantly minority institutions.
3. Review the number of diversity activities scheduled and attended each semester.

***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 their 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.

***Budget for Minority Recruitment and Retention Activities***

The College will utilize existing line items within the annual budget, such as recruitment and advertising, 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](http://www.uaccm.edu) . Reallocating or redirecting some of the resources currently in the College's budget can achieve these efforts.

***Methods Used for Assessing and Monitoring the Effectiveness of Strategies and for Modifying the Plan***

The College administration will review the annual progress report to see if 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 are met. 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.





**University of Arkansas Cossatot**

**Minority Recruitment and Retention  
Annual Report, June 2021**

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%

### II. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

UA Cossatot currently has 21 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:**

	2019 Reporting		2020 Reporting		2021 Reporting	
<b>American Indian</b>	<ul style="list-style-type: none"> <li>• Division Chair of Allied Health</li> <li>• Director of Human Resources</li> </ul>	2	<ul style="list-style-type: none"> <li>• Division Chair of Allied Health</li> <li>• Director of Human Resources</li> <li>• ARNEC Information Specialist</li> </ul>	3	<ul style="list-style-type: none"> <li>• Division Chair of Allied Health</li> <li>• Director of Human Resources</li> <li>• ARNEC Information Specialist</li> </ul>	3
<b>Hispanic</b>	<ul style="list-style-type: none"> <li>• History Instructor</li> <li>• (2) AR Works Career Coaches</li> <li>• Financial Aid Specialist</li> </ul>	11	<ul style="list-style-type: none"> <li>• History Instructor</li> <li>• (2) AR Works Career Coaches</li> <li>• Financial Aid Specialist</li> </ul>	11	<ul style="list-style-type: none"> <li>• History Instructor</li> <li>• AR Works Career Coach</li> <li>• Financial Aid Specialist</li> </ul>	9

2021 Minority Report-UA Cossatot

	<ul style="list-style-type: none"> <li>• Institutional Officer Supervisor</li> <li>• Administrative Specialist I</li> <li>• (2) Academic Advisor</li> <li>• Administrative Specialist III</li> <li>• Marketing Coordinator Project/Program Specialist</li> </ul>		<ul style="list-style-type: none"> <li>• Institutional Officer Supervisor</li> <li>• (2) Administrative Specialist I</li> <li>• (2) Academic Advisor</li> <li>• Administrative Specialist III</li> <li>• Coordinator for Center for Student Success</li> </ul>		<ul style="list-style-type: none"> <li>• Institutional Officer Supervisor</li> <li>• Administrative Specialist I</li> <li>• (2) Academic Advisor</li> <li>• Administrative Specialist III</li> <li>• Coordinator for Center for Student Success</li> </ul>	
<b>Asian</b>	<b>None</b>		<b>None</b>		<b>None</b>	
<b>African American</b>	<ul style="list-style-type: none"> <li>• Institutional Services Assistant</li> <li>• Financial Aid Analyst</li> <li>• Director of Career Pathways</li> <li>• Administrative Specialist III</li> <li>• Truck Driving Instructor</li> <li>• Cashier</li> </ul>	<b>6</b>	<ul style="list-style-type: none"> <li>• Institutional Services Assistant</li> <li>• Financial Aid Analyst</li> <li>• Director of Career Pathways</li> <li>• Administrative Specialist III</li> <li>• Athletic Director/Head Basketball Coach</li> <li>• YouthBuild Pathway Case Manager</li> <li>• Student Accounts Officer</li> </ul>	<b>7</b>	<ul style="list-style-type: none"> <li>• (2) Institutional Services Assistants</li> <li>• Financial Aid Analyst</li> <li>• Director of Career Pathways</li> <li>• Administrative Specialist III</li> <li>• Athletic Director/Head Basketball Coach</li> <li>• YouthBuild Pathway Case Manager</li> <li>• YouthBuild Job Developer/Placement Specialist</li> <li>• Student Accounts Officer</li> </ul>	<b>9</b>
<b>TOTALS</b>		<b>19</b>		<b>21</b>		<b>21</b>

**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.

<b>Hispanic</b>	<b>TOTAL:</b>
<b>1</b>	<b>1</b>

**Number of minority, part time adjunct faculty who currently work for the institution:**

<b>Hispanic</b>	<b>African American</b>	<b>American Indian</b>	<b>TOTAL:</b>
1	1	1	3

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

<b>Hispanic</b>		<b>0</b>
<b>Asian</b>		<b>0</b>
<b>African American</b>	Institutional Services Assistant YB Job Developer/Placement Specialist	<b>2</b>
		<b>TOTAL: 2</b>

**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:**

- While we added two minority positions we lost two minority positions we did not recruit to rehire for this past year due to the COVID-19 pandemic and a decrease in enrollment. We hope to improve our numbers to better mirror the demographics of our communities. It is difficult for us to recruit minority faculty to our rural area, however, we are improving recruitment of minority staff.

**Timeline, Budget Assessment**

**TIMELINE:**

- The timeline in judging success of the above efforts ran from July 1, 2020 through June 30, 2021.

**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.

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# **Minority Recruitment and Retention Report 2020-21**

**University of Arkansas - Fort Smith**

June 30, 2021



## **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 current status of diversity on the UAFS campus.

## **Student Enrollment and Retention**

### **Overview**

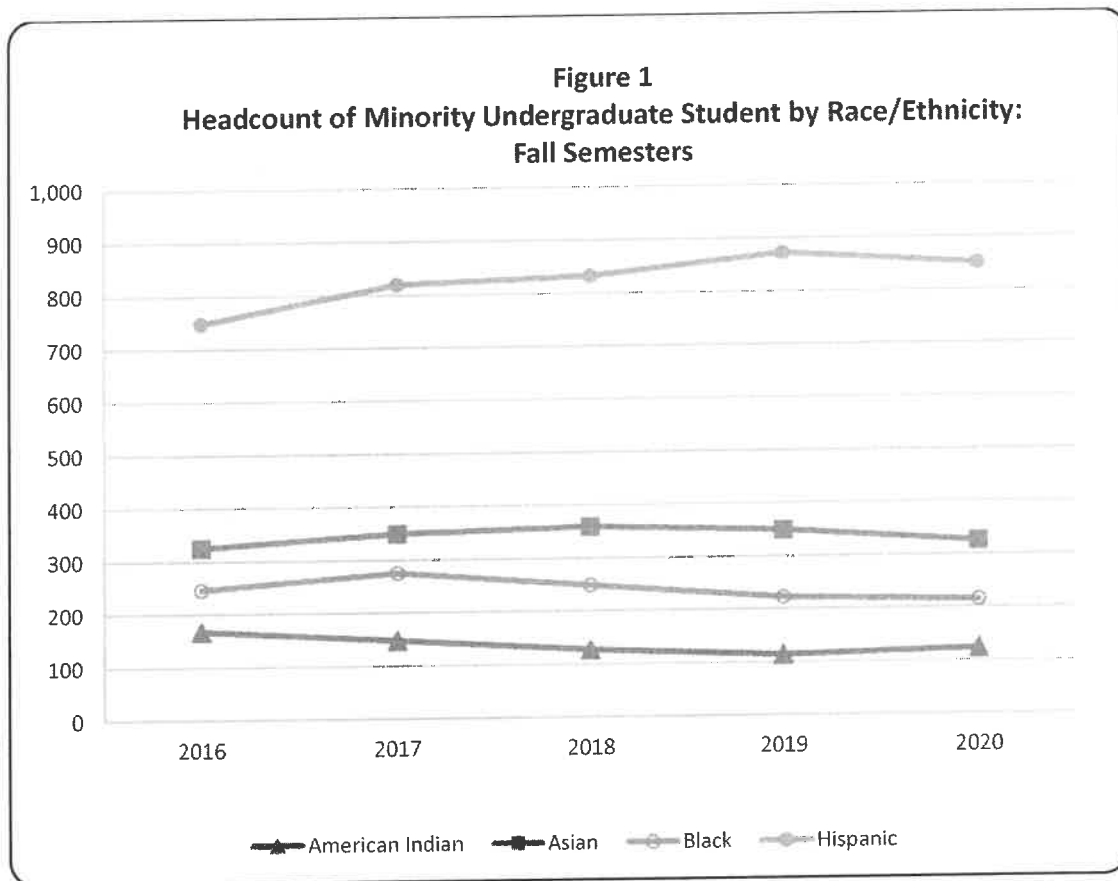
Total undergraduate census date enrollment for fall 2020 was 5,830 students. This number represents a 6.4 percent decrease in total enrollment from fall 2019, and the university experienced a 2.8 percent decrease in minority student enrollment during this period. In fall 2020, students who identified as minority made up 27 percent of the student body. Much of this decline can be attributed to the pandemic.

### **Minority Student Enrollment**

Minority enrollment in Fall 2020 was adversely impacted by the COVID-19 pandemic. UAFS experienced a 2.5 percent decline in Hispanic student enrollment from fall 2019 to fall 2020, and a 6.5 percent

decrease in Asian student enrollment. Except for American Indian Students, enrollment among all other minority groups declined from fall 2019 to fall 2020.

Of the total headcount reported to ADHE for fall 2020, the American Indian population comprised 2.1 percent; the Asian population comprised 5.6 percent; the Hispanic population comprised 14.6 percent; the Black/African American population comprised 3.7 percent (see Figure 1).



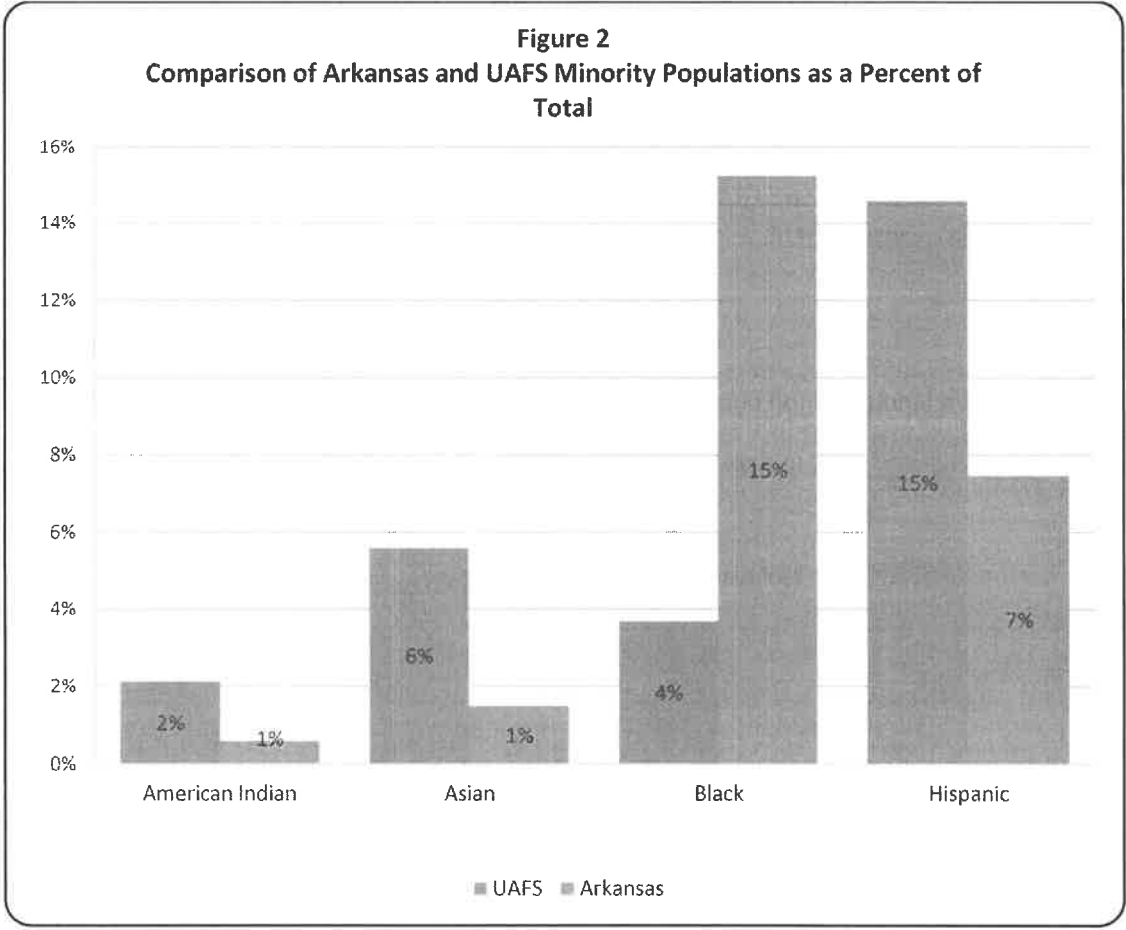
Source: Office of Strategic Analytics and Institutional Research

Since fall 2016, overall undergraduate minority enrollment has increased by 1.7 percent. The largest increase occurred among Hispanic students (13%). 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. This plan was extended to



include 2019 and 2020 because of the COVID-19 impact on enrollment and overall university operations. According to the 2019 U.S. Census Bureau’s American Community Survey 5-year Estimates, minorities (American Indian, Asian, Black/African American, Hispanic) represent 25 percent of Arkansas’ total population. Fall 2020 enrollment data show approximately 27 percent of the UAFS student population was minority (American Indian, Asian, Black/African American, Hispanic). The proportion of American Indian, Asian, and Hispanic students at UAFS exceeds that of the State (see Figure 2).



Sources: Office of Strategic Analytics and Institutional Research; U.S. Census Bureau, 2014-18 American Community Survey, 5-year Estimates

**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.

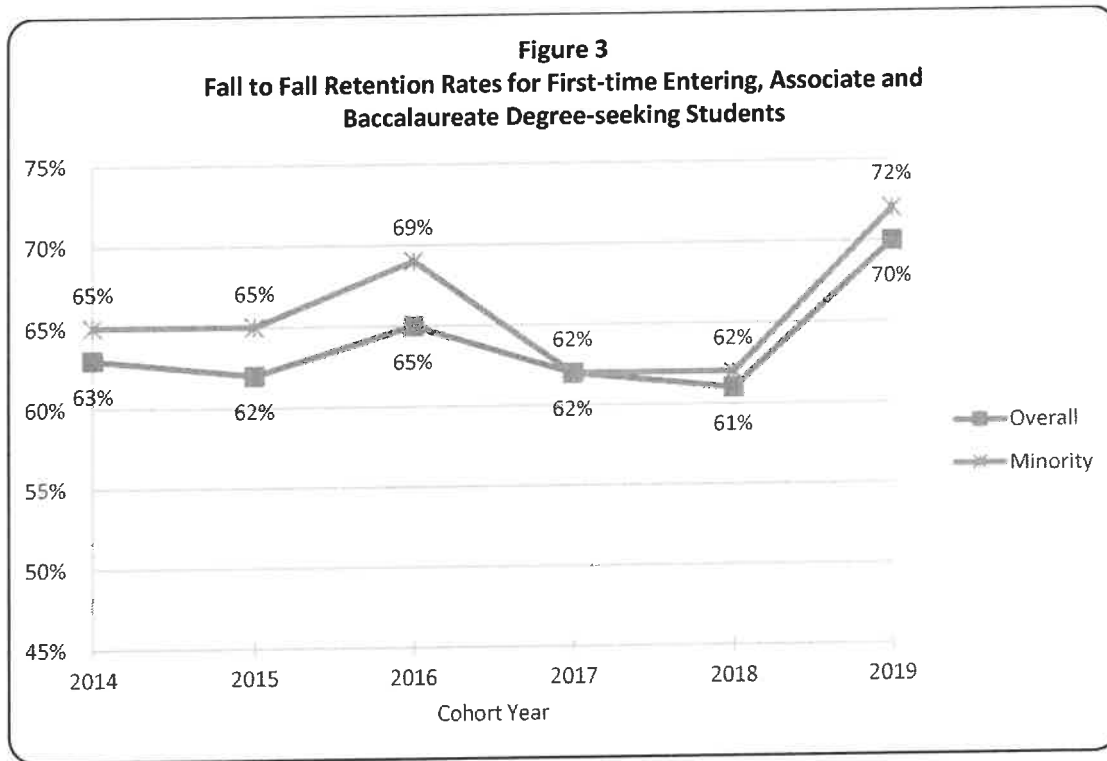
In 2021, the university hired an Executive Director of Diversity, Equity, and Inclusion. This position is designed to work with both students and employees to create campus programs that promote a culture of diversity and inclusion. The Executive Director also works with student groups to foster and encourage student retention.

### **Minority Student Retention**

UAFS is committed to student retention and success. The overall retention rate for first-time entering, Associate and Baccalaureate degree-seeking student cohorts at UAFS increased from 2014-2019. There was a period of decline from 2016-2018 for both minority and the overall rate, but the fall 2019 cohorts showed significant increases. In the discussion of retention and graduation rates, the term minority includes only American Indian, Asian, Black/African American, and Hispanic students. Overall and minority retention rates increased for the fall 2019 cohorts (9% and 10% respectively). Minority retention has played a major role in this overall increase. The retention rate for minorities has consistently been higher than the overall retention rate. The highest retention rates among any race/ethnic group in the 2019 cohort at UAFS were reported for Asians and American Indians (90.2% and 76.9% respectively). The overall rate reported for first-time entering, degree-seeking students in the fall 2019 cohort showed a five percent increase over the previous high which occurred for the fall 2016 cohort. Retention rates for the past six first-time entering cohorts are shown in figure 3.

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.

In summer 2017, the University drafted a new retention plan to align with the University's strategic plan for 2017-2022. The new retention plan links retention initiatives and programs to university goals stated in the strategic plan. In addition, the Retention Committee, continues to work on indicators that will allow better monitoring of the University's progress toward achievement of its retention goals and the effectiveness of retention initiatives.



Source: Office of Strategic Analytics and Institutional Research

- NOTES: 1. Includes all first-time entering, Associate and Baccalaureate degree-seeking students in the given cohort.  
2. Minority includes American Indian, Asian, Black/African American and Hispanic.

### 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. Both the website and printed recruitment documents are carefully designed to reflect the

**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. An 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.

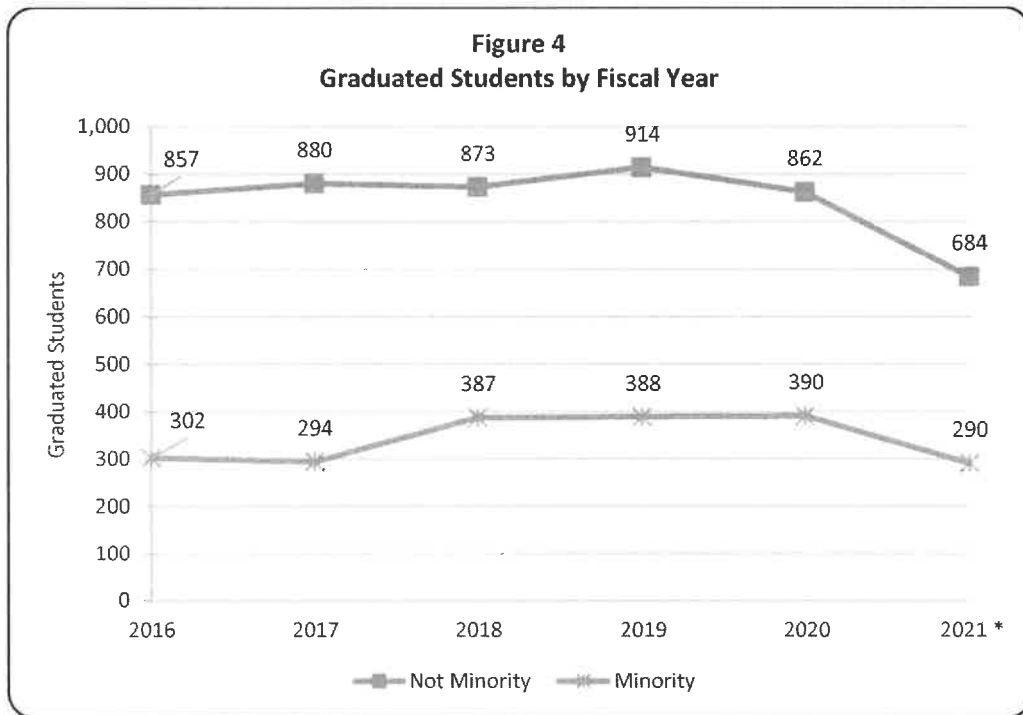
**Spanish Club** advocates for Spanish language and culture.

**Vietnamese Students Association** introduces the Vietnamese culture and language to UAFS by hosting activities where students can learn about the Vietnamese culture.

### **Minority Student Graduation**

To date, UAFS has awarded degrees or certificates to 290 minority students during the 2020-21 year (July 1 – June 30). Over the previous 5 years, the number of minority graduates increased more than 25 percent. These numbers are strong indicators of the university efforts and success of the interventions and the institution's commitment to the success of the minority students (see Figure 4). The graduation numbers for 2021 are adversely impacted by the COVID-19 pandemic.





Source: Office of Strategic Analytics and Institutional Research

- NOTES: 1. Includes students graduating with Certificate, Associates, or Bachelor's degree between July 1 and June 30.  
 2. Minority numbers include American Indian, Asian, Black/African American, and Hispanic.  
 3. Graduated student numbers for 2021 are incomplete. Summer 1 graduates are not included.

## Summary

The University remains committed to attracting, retaining, and graduating a strong minority population. During the last year, UAFA 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 UAFA 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 university policies and

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** – UAFS’s current ethnicity data reflects that of the individuals employed during FY 2020-2021, 25.2 percent were minorities. A summary of ethnicity data from FY 2010-2011 showed minorities made up 10.4 percent of the UAFS workforce. This increase in minority employees over the last 10 years reflects progress toward a more diverse workforce at UAFS. The Ethnic Summary Report includes all full-time and part-time employees who were issued a W-2.

Another statistic that speaks of the University’s diversity is the number of foreign nationals employed during FY 2020-2021. UAFS employed 31 faculty and staff members during FY21 who are foreign nationals. In addition, we employed 5 foreign national students.

The following chart details the number of minority faculty and staff newly hired during FY 2020-2021 and their position categories. This includes full-time and part-time employees.

<b>POSITION CATEGORY</b>	<b>NUMBER OF STAFF</b>
Non-Instructional Staff	11
Faculty	7
Other (includes tutors, student help, etc.)	76
<b>TOTAL</b>	<b>94</b>

## **Summary**

Based on the statistics, UAFS is making progress in the area of 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 committed to continued improvement.

## **Conclusions**

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.

## **Indicators**

During the 2020-21 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.



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

**Department / Agency / Institution Name: University of Arkansas – Fort Smith**

**Contact Name: Staci Zimmer**

**Contact Phone: 479-788-7838**

**Contact Email: staci.zimmer@uafs.edu**

**Date of Submission: 08/27/2021**

**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.**

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	14	12	26	5%
<b>Asian Pacific Islander</b>	15	18	33	6%
<b>Black/Not Hispanic</b>	21	8	29	5%
<b>Hispanic</b>	17	7	24	4%
<b>White/Not Hispanic</b>	257	189	446	80%
<b>Total</b>	324	234	558	100%

**UNIVERSITY OF ARKANSAS FOR  
MEDICAL SCIENCES**

Minority Recruitment and Retention Report

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ANNUAL REPORT

2020-21

# **University of Arkansas for Medical Sciences (UAMS)**

## **Recruitment and Retention of African Americans, Other Minorities and Females Annual Report 2020-21**

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## **About UAMS**

The University of Arkansas for Medical Sciences was founded in 1879 by eight physicians. Today UAMS is the state's only academic health center, 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:

- 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.”
- 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. A new Vice Chancellor for Diversity, Inclusion, and Equity was hired in 2019 to oversee the 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 18-29.

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' 12<sup>th</sup> 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 12<sup>th</sup> 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 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 List Serve 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 2020-21, UAMS enrolled 3,241 students (unduplicated headcount).

### UAMS 2020-21 Annual, Unduplicated Student Enrollment by Race/Ethnicity and Gender

UAMS 2020-2021 Annual Unduplicated Student Enrollment	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	4	0.1%	10	0.3%	0	0.0%	14	0.4%
Asian	83	2.6%	135	4.2%	14	0.4%	232	7.2%
Black or African American	64	2.0%	258	8.0%	10	0.3%	332	10.2%
Hispanic/Latino	54	1.7%	132	4.1%	9	0.3%	195	6.0%
Native Hawaiian/Other Pacific Islander	1	0.0%	3	0.1%	0	0.0%	4	0.1%
White	619	19.1%	1,470	45.4%	103	3.2%	2,192	67.6%
Nonresident Alien	42	1.3%	43	1.3%	1	0.0%	86	2.7%
Two or More Races/Some Other Race	35	1.1%	56	1.7%	4	0.1%	95	2.9%
Not Disclosed/Unknown	26	0.8%	61	1.9%	4	0.1%	91	2.8%
<b>Total Student Counts</b>	<b>928</b>	<b>28.6%</b>	<b>2,168</b>	<b>66.9%</b>	<b>145</b>	<b>4.5%</b>	<b>3,241</b>	<b>100.0%</b>

### Fall 2020 Student Enrollment by Race/Ethnicity and Gender

UAMS 2020 Fall Student Enrollment <sup>1</sup>	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	4	0.1%	10	0.3%	0	0.0%	14	0.5%
Asian	76	2.6%	125	4.3%	14	0.5%	215	7.4%
Black or African American	54	1.9%	217	7.5%	8	0.3%	279	9.6%
Hispanic/Latino	45	1.5%	116	4.0%	9	0.3%	170	5.8%
Native Hawaiian/Other Pacific Islander	1	0.0%	3	0.1%	0	0.0%	4	0.1%
White	583	20.1%	1,306	44.9%	102	3.5%	1,991	68.5%
Nonresident Alien	37	1.3%	38	1.3%	1	0.0%	76	2.6%
Two or More Races/Some Other Race	34	1.2%	48	1.7%	4	0.1%	86	3.0%
Not Disclosed/Unknown	21	0.7%	48	1.7%	3	0.1%	72	2.5%
<b>Total Student Counts</b>	<b>855</b>	<b>29.4%</b>	<b>1,911</b>	<b>65.7%</b>	<b>141</b>	<b>4.9%</b>	<b>2,907</b>	<b>100.0%</b>

### Spring 2021 Student Enrollment by Race/Ethnicity and Gender

UAMS 2021 Spring Student Enrollment	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	4	0.1%	10	0.4%	0	0.0%	14	0.5%
Asian	77	2.8%	128	4.6%	9	0.3%	214	7.7%
Black or African American	46	1.7%	193	6.9%	8	0.3%	247	8.9%
Hispanic/Latino	44	1.6%	108	3.9%	8	0.3%	160	5.8%
Native Hawaiian/Other Pacific Islander	1	0.0%	0	0.0%	0	0.0%	1	0.0%
White	576	20.7%	1,260	45.3%	73	2.6%	1,909	68.6%
Nonresident Alien	37	1.3%	41	1.5%	1	0.0%	79	2.8%
Two or More Races/Some Other Race	29	1.0%	50	1.8%	4	0.1%	83	3.0%
Not Disclosed/Unknown	22	0.8%	49	1.8%	3	0.1%	74	2.7%
<b>Total Student Counts</b>	<b>836</b>	<b>30.1%</b>	<b>1,839</b>	<b>66.1%</b>	<b>106</b>	<b>3.8%</b>	<b>2,781</b>	<b>100.0%</b>

### Summer 2021 Student Enrollment by Race/Ethnicity and Gender

UAMS 2021 Summer Student Enrollment <sup>2</sup>	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	1	0.1%	4	0.4%	0	0.0%	5	0.5%
Asian	24	2.3%	40	3.8%	0	0.0%	64	6.0%
Black or African American	23	2.2%	93	8.7%	3	0.3%	119	11.2%
Hispanic/Latino	23	2.2%	51	4.8%	0	0.0%	74	6.9%
Native Hawaiian/Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	155	14.5%	538	50.5%	9	0.8%	702	65.9%
Nonresident Alien	17	1.6%	25	2.3%	0	0.0%	42	3.9%
Two or More Races/Some Other Race	10	0.9%	26	2.4%	0	0.0%	36	3.4%
Not Disclosed/Unknown	9	0.8%	14	1.3%	1	0.1%	24	2.3%
<b>Total Student Counts</b>	<b>262</b>	<b>24.6%</b>	<b>791</b>	<b>74.2%</b>	<b>13</b>	<b>1.2%</b>	<b>1,066</b>	<b>100.0%</b>

<sup>1</sup> Includes Clinton School fall term  
<sup>2</sup> Includes Clinton School spring 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 2020-21 Annual, Unduplicated Student Enrollment by Race/Ethnicity and College

2020-2021 Annual Unduplicated Students	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	5	5	1	0	2	1	0	14
Asian	73	80	17	38	7	17	0	232
Black or African American	98	39	83	25	43	28	16	332
Hispanic/Latino	89	26	33	21	13	8	5	195
Native Hawaiian/Other Pacific Islander	2	1	1	0	0	0	0	4
White	665	526	469	266	112	123	31	2,192
Nonresident Alien	2	0	2	1	2	79	0	86
Two or More Races/Some Other Race	33	22	19	9	4	7	1	95
Not Disclosed/Unknown	34	7	20	5	16	5	4	91
<b>Total</b>	<b>1,001</b>	<b>706</b>	<b>645</b>	<b>365</b>	<b>199</b>	<b>268</b>	<b>57</b>	<b>3,241</b>

**Fall 2020 Student Enrollment by Race/Ethnicity and College**

<b>2020 Fall Students</b>	<b>CHP</b>	<b>COM</b>	<b>CON</b>	<b>COP</b>	<b>COPH</b>	<b>GRAD</b>	<b>CSPS</b>	<b>ALL</b>
American Indian/Alaskan Native	5	5	1	0	2	1	0	14
Asian	62	79	16	38	7	13	0	215
Black or African American	79	39	72	25	29	26	9	279
Hispanic/Latino	77	26	31	21	7	7	1	170
Native Hawaiian/Other Pacific Islander	2	1	1	0	0	0	0	4
White	575	525	413	265	86	108	19	1,991
Nonresident Alien	2	0	2	1	2	69	0	76
Two or More Races/Some Other Race	32	22	14	9	3	6	0	86
Not Disclosed/Unknown	23	7	19	5	12	4	2	72
<b>Total</b>	<b>857</b>	<b>704</b>	<b>569</b>	<b>364</b>	<b>148</b>	<b>234</b>	<b>31</b>	<b>2,907</b>

**Spring 2021 Student Enrollment by Race/Ethnicity and College**

<b>2021 Spring Students</b>	<b>CHP</b>	<b>COM</b>	<b>CON</b>	<b>COP</b>	<b>COPH</b>	<b>GRAD</b>	<b>CSPS</b>	<b>ALL</b>
American Indian/Alaskan Native	5	5	1	0	2	1	0	14
Asian	63	80	14	36	6	15	0	214
Black or African American	78	38	57	23	30	21	0	247
Hispanic/Latino	73	26	30	21	4	6	0	160
Native Hawaiian/Other Pacific Islander	0	1	0	0	0	0	0	1
White	560	514	377	266	90	102	0	1,909
Nonresident Alien	2	0	2	1	2	72	0	79
Two or More Races/Some Other Race	26	21	17	9	4	6	0	83
Not Disclosed/Unknown	28	7	20	5	10	4	0	74
<b>Total</b>	<b>835</b>	<b>692</b>	<b>518</b>	<b>361</b>	<b>148</b>	<b>227</b>	<b>0</b>	<b>2,781</b>

**Summer 2021 Student Enrollment by Race/Ethnicity and College**

<b>2021 Summer Students</b>	<b>CHP</b>	<b>COM</b>	<b>CON</b>	<b>COP</b>	<b>COPH</b>	<b>GRAD</b>	<b>CSPS</b>	<b>ALL</b>
American Indian/Alaskan Native	3	0	0	0	2	0	0	5
Asian	25	2	8	17	7	5	0	64
Black or African American	32	1	19	11	26	15	15	119
Hispanic/Latino	32	0	8	11	12	6	5	74
Native Hawaiian/Other Pacific Islander								0
White	285	2	120	110	91	70	24	702
Nonresident Alien	1	0	0	1	0	40	0	42
Two or More Races/Some Other Race	14	0	7	4	7	3	1	36
Not Disclosed/Unknown	7	2	5	0	3	4	3	24
<b>Total</b>	<b>399</b>	<b>7</b>	<b>167</b>	<b>154</b>	<b>148</b>	<b>143</b>	<b>48</b>	<b>1,066</b>

## **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.

Thirty-eight non-Arkansas residents were approved for the Diversity Waiver for the 2020-21 academic year.

### **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 2019-20 academic year, but two received one in 2020-21.

## **Workforce Diversity Characteristics**

As the state's only comprehensive academic facility 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 2020-21 (as of November 1, 2020)

As of November 1, 2020, there were 1,474 faculty employed by UAMS. The demographic breakdown of faculty is below. The College of Medicine employed the most faculty (1,160) followed by the College of Health Professions (70).

Faculty	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administration	0	8	4	1	0	29	0	0	0	42
Instructor	0	8	5	2	0	62	1	7	1	86
Assistant Professor	5	78	38	24	1	453	3	106	9	717
Associate Professor	1	57	13	9	2	249	2	10	4	347
Professor	1	41	12	4	1	221	2	0	0	282
<b>ALL</b>	<b>7</b>	<b>192</b>	<b>72</b>	<b>40</b>	<b>4</b>	<b>1,014</b>	<b>8</b>	<b>123</b>	<b>14</b>	<b>1,474</b>

Faculty (Full Time)	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administration	0	8	4	1	0	28	0	0	0	41
Instructor	0	8	5	1	0	51	1	7	1	74
Assistant Professor	5	71	32	23	1	392	3	97	8	632
Associate Professor	1	50	10	9	2	206	1	9	4	292
Professor	0	33	12	3	1	172	2	0	0	223
<b>ALL</b>	<b>6</b>	<b>170</b>	<b>63</b>	<b>37</b>	<b>4</b>	<b>849</b>	<b>7</b>	<b>113</b>	<b>13</b>	<b>1,262</b>

Faculty (Part Time)	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administration	0	0	0	0	0	1	0	0	0	1
Instructor	0	0	0	1	0	11	0	0	0	12
Assistant Professor	0	7	6	1	0	61	0	9	1	85
Associate Professor	0	7	3	0	0	43	1	1	0	55
Professor	1	8	0	1	0	49	0	0	0	59
<b>ALL</b>	<b>1</b>	<b>22</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>165</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>212</b>

American Indian<sup>1</sup>      American Indian or Alaskan Native  
 Native Hawaiian<sup>2</sup>      Native Hawaiian or Pacific Islander  
 NRA<sup>3</sup>                      Non-Resident Alien

The demographic breakdown of all faculty by college or division/institute and race/ethnicity is below.

Institute or College	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Academic Affairs	0	1	1	0	0	20	0	0	0	22
Center of Dental Care	0	0	0	0	0	3	0	0	0	3
College of Health Professions	0	0	6	1	0	62	1	0	0	70
College of Medicine	6	167	43	34	3	767	6	120	14	1,160
College of Nursing	0	0	4	3	0	32	0	0	0	39
College of Pharmacy	0	10	1	0	0	41	0	1	0	53
College of Public Health	0	8	8	1	0	26	1	1	0	45
Institute for Digital Health & Innovation	0	0	1	0	0	0	0	0	0	1
Integrated Clinical Enterprise	0	1	1	0	0	6	0	0	0	8
Jones Eye Institute	0	0	0	0	0	1	0	0	0	1
NW AR Campus	0	0	1	0	1	9	0	0	0	11
Regional Programs	0	5	6	1	0	46	0	1	0	59
Vice Chancellor for Research	1	0	0	0	0	1	0	0	0	2
<b>Total</b>	<b>7</b>	<b>192</b>	<b>72</b>	<b>40</b>	<b>4</b>	<b>1,014</b>	<b>8</b>	<b>123</b>	<b>14</b>	<b>1,474</b>

American Indian<sup>1</sup>

Native Hawaiian<sup>2</sup>

NRA<sup>3</sup>

American Indian or Alaskan Native

Native Hawaiian or Pacific Islander

Non-Resident Alien

### Utilization of Minority Non-Academic Personnel

#### Non-Academic Workforce by Race and Function 2020-21 (as of November 1, 2020)

The demographic breakdown of Non-Academic staff by full time/part time status and salaried/hourly are below.

UAMS employed staff as of November 1, 2020.

Staff	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administrative	13	49	518	70	11	1,813	35	26	16	2,551
Classified	3	11	493	33	1	418	19	9	5	992
Housestaff	4	132	45	48	1	513	24	86	16	869
Nursing	10	71	308	40	5	1,494	33	6	8	1,975
Other Academic	1	48	50	11	0	264	6	49	6	435
Other Health Care	13	45	975	98	4	1,253	46	22	13	2,469
Student	2	6	11	2	0	65	1	35	2	124
Temporary	1	21	254	27	3	503	15	18	9	851
<b>Total</b>	<b>47</b>	<b>383</b>	<b>2,654</b>	<b>329</b>	<b>25</b>	<b>6,323</b>	<b>179</b>	<b>251</b>	<b>75</b>	<b>10,266</b>

Staff (Full time /Hourly)	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administrative	0	0	6	0	0	15	0	0	0	21
Classified	2	10	465	31	1	378	18	9	4	918
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	9	60	268	33	3	1129	26	6	6	1,540
Other Academic	0	0	0	0	0	0	0	0	0	0
Other Health Care	12	33	913	79	2	901	39	10	11	2,000
Student	0	0	0	0	0	0	0	0	0	0
Temporary	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>23</b>	<b>103</b>	<b>1,652</b>	<b>143</b>	<b>6</b>	<b>2,423</b>	<b>83</b>	<b>25</b>	<b>21</b>	<b>4,479</b>

Staff (Full time /Salaried)	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administrative	12	49	506	67	11	1747	33	26	15	2,466
Classified	1	1	9	1	0	23	0	0	0	35
Housestaff	4	132	45	48	1	513	24	86	16	869
Nursing	0	7	25	5	2	226	4	0	1	270
Other Academic	1	47	49	10	0	245	6	48	6	412
Other Health Care	1	4	28	5	0	223	5	0	1	267
Student	0	0	0	0	0	0	0	0	0	0
Temporary	0	0	0	0	0	1	0	0	0	1
<b>Total</b>	<b>19</b>	<b>240</b>	<b>662</b>	<b>136</b>	<b>14</b>	<b>2,978</b>	<b>72</b>	<b>160</b>	<b>39</b>	<b>4,320</b>



Staff (Part time /Hourly)	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administrative	0	0	0	0	0	0	0	0	0	0
Classified	0	0	19	1	0	17	1	0	1	39
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	1	4	11	2	0	112	3	0	1	134
Other Academic	0	0	0	0	0	0	0	0	0	0
Other Health Care	0	2	24	2	0	81	1	0	0	110
Student	0	0	0	0	0	0	0	0	0	0
Temporary	0	0	0	0		1	0	0	0	1
<b>Total</b>	<b>1</b>	<b>6</b>	<b>54</b>	<b>5</b>	<b>0</b>	<b>211</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>284</b>

Staff (Part time /Salaried)	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administrative	1	0	5	3	0	51	2	0	1	63
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	3	0	0	27	0	0	0	30
Other Academic	0	1	1	1	0	19	0	1	0	23
Other Health Care	0	1	3	0	0	22	0	0	0	26
Student	0	0	0	0	0	1	0	0	0	1
Temporary	0	0	0	0	0	1	0	0	0	1
<b>Total</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>4</b>	<b>0</b>	<b>121</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>144</b>

American Indian<sup>1</sup> American Indian or Alaskan Native  
Native Hawaiian<sup>2</sup> Native Hawaiian or Pacific Islander  
NRA<sup>3</sup> Non-Resident Alien

**Utilization of Minority Non-Academic Temporary Personnel**

**Academic Temporary Workforce by Race and Function 2020-21 (as of November 1, 2020)**

The demographic breakdown of Non-Academic Temporary staff by salaried/hourly are below.

<b>Staff (Temporary /Hourly)</b>	<b>American Indian<sup>1</sup></b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Native Hawaiian<sup>2</sup></b>	<b>White</b>	<b>Two</b>	<b>NRA<sup>3</sup></b>	<b>Unknown</b>	<b>Total</b>
Administrative	0	0	0	0	0	0	0	0	0	0
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	1	0	0	0	0	0	0	1
Other Academic	0	0	0	0	0	0	0	0	0	0
Other Health Care	0	5	7	12	2	26	1	12	1	66
Student	0	0	1	0	0	2	0	0	0	3
Temporary	1	20	244	25	3	448	15	10	8	774
<b>Total</b>	<b>1</b>	<b>25</b>	<b>253</b>	<b>37</b>	<b>5</b>	<b>476</b>	<b>16</b>	<b>22</b>	<b>9</b>	<b>844</b>

<b>Staff (Temporary /Salaried)</b>	<b>American Indian<sup>1</sup></b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Native Hawaiian<sup>2</sup></b>	<b>White</b>	<b>Two</b>	<b>NRA<sup>3</sup></b>	<b>Unknown</b>	<b>Total</b>
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	0	0	0	0	0
Other Health Care	0	0	0	0	0	0	0	0	0	0
Student	2	6	10	2	0	62	1	35	2	120
Temporary	0	1	10	2	0	52	0	8	1	74
<b>Total</b>	<b>2</b>	<b>7</b>	<b>21</b>	<b>4</b>	<b>0</b>	<b>114</b>	<b>1</b>	<b>43</b>	<b>3</b>	<b>195</b>

American Indian<sup>1</sup> American Indian or Alaskan Native  
 Native Hawaiian<sup>2</sup> Native Hawaiian or Pacific Islander  
 NRA<sup>3</sup> Non-Resident Alien

## **DIVISION FOR DIVERSITY, EQUITY AND INCLUSION**

Established upon a foundation of inclusive excellence and equipped with a strong commitment from executive leadership and the UAMS Vision 2029 strategic plan, the Division for Diversity, Equity and Inclusion is well positioned to partner with external and internal stakeholders to build an institutional culture of humility, openness and opportunity for everyone that will position UAMS as a national thought leader and practitioner in diversity, equity and inclusion initiatives.

### **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**

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.

As our nation continues to grapple with the global Covid-19 pandemic, a reckoning with systemic racism, increased xenophobia, and heightened distrust of “the other,” we remain intentional in our search for creative and effective ways to engage, educate and equip our campus community.

We continue to assess our institutional culture in order to understand the full extent of the work that is to come, evaluate our multifaceted plan of action, gauge our success and, where possible, implement new policies, initiatives and practices that further our objectives. Still, there is certainly much more work to do. 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**

- Publication of inaugural DDEI annual report
- Publication of volumes 2-4 of *Kaleidoscope*
- Presentation of 2020 Dr. Edith Irby Jones Excellence in Diversity and Inclusion Award to seven recipients for work that exemplifies the mission of DDEI to make UAMS a welcoming, inclusive place for all employees, students and guests. In 2020, award categories were expanded and now include Lifetime Achievement, Leadership, Senior Level Faculty, Mid-Tenure Faculty, Entry Level Faculty, Trainee, Staff and Student.
- Hosted campus community virtual healing/discussion sessions, designed to create an open, online safe space for campus community to listen, learn, support and engage with one another about current events and to promote healing conversations about race and race relations.
- Collaboration with UAMS Associated Student Government and UAMS Campus Life and Student Support Services in student-initiated effort to engage all academic units throughout UAMS in pledge to support diversity, equity and inclusion.
- Implementation of genderless restroom policy where applicable
- Creation of pronoun preference name card placards for employees and students
- Collaboration to establish telemedicine PrEP clinic at UAMS
- Promotion of trainings and workshops to increase in Health Equity Index score (95/100)

### **Key Initiatives:**

**DDEI Cultural Academy** – Offers 14 courses available to all employees to help them recognize and address implicit bias, micro inequities and micro aggressions.

**DDEI Office of Intercultural Education and Training Strategy Council** – comprised of UAMS faculty and staff to design and facilitate strategies to offer implicit bias training to all UAMS students, staff and faculty.

**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.

**Chancellor's Diversity, Equity and Inclusion Committee** - A campus-wide committee comprised of co-chairs from eight volunteer subcommittees that represent faculty, staff and students, and advocating for women, LGBTQIA issues, veterans and those with disabilities.

**DDEI Subcommittees** – charged with advising institutional leadership via a DDEI staff liaison on crafting and implementing policy and signature programs regarding recruitment and retention of individuals who, too often, may not get their voices heard: minority faculty, staff and students, veterans, women, LGBTQ+ individuals and those with disabilities.

**Diversity and Inclusion Engagement Subcommittee** – 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.

### **COVID-19 Response**

AR Covid-19 Health Equity Response Team created at the request of Senator Ingram to Governor Hutchinson and Director of Arkansas Department of Health (ADH) Nate Smith to organize a team from a partnership between UAMS and ADH to address health inequities amplified by COVID-19. Partnered with ADH to host vaccine clinics focused on reducing vaccine hesitancy and access to vaccines for under-represented communities.

**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.

- Created educational videos with Arkansas United
- Provided guest experts to TV’s “Arkansas Week,” addressing health disparities
- Recruited community partners in educational video efforts on social media

### **Other Key Highlights:**

- Celebration of Dr. Martin Luther King Jr and kickoff of the 2021 UAMS Serves campaign, which pairs UAMS employees and students with volunteer opportunities throughout UAMS. The event also featured an adaptation of the long-running TV gameshow Jeopardy!, in which attendees were invited to answer trivia questions about King’s biography, teachings, speeches and accomplishments.
- In observance of African American History Month, a collaboration with UAMS Historical Research Center to present “Trailblazers: African American Health Care Leaders in Arkansas History” a lecture by Tim Nutt, director of the UAMS Historical Research Center. In addition to the historical lecture, campus community members were invited to view the documentary, “Black Men in White Coats,” and participate in a virtual panel discussion of the many issues brought up in the film.
- Celebration of Women’s History Month with online panel titled “Let’s Talk: Her Stories - Thriving While Surviving the Pandemic.” The event offered input and advice on matters of nutrition, self-care, wellness, personal finances and faith.
- Celebration of Military Appreciation Month (May) and Veterans Awareness Month (November)
- As a part of Veterans Awareness Month, launch of Veterans Day of Service to offer veteran employees and students to register and volunteer at sites around the UAMS main campus in Little Rock.
- Establishment of monthly educational webinars for UAMS veteran employees and students
- In observance of National Disability Employment Awareness Month, panel presentation of “Hidden Disabilities: Out of the Shadow, Into the Light.”
- Hosted National Coming Out Day Celebration virtual event
- Participated in Central Arkansas Pride 2020
- Virtual presentation of “Living Well Self Care Breathing Techniques for Relaxation, Rejuvenation & Resilience.”

- Collaboration with UAMS Adult Sickle Cell Clinic to present “UAMS Sickle Cell Symposium: Matters of Black Health – Perception v. Reality of Living with Sickle Cell Disease.”

**Goal:**

Develop, collaborate and support diversity, equity and inclusion initiatives that engage our campus community members and further the institution’s 2029 vision of a creating and supporting a just culture for all UAMS employees and students.

**PILLAR 2 – DIVERSITY AND RECRUITMENT**

The recruitment pillar seeks to strengthen pipeline programs and collaborate to develop institutional recruitment strategies and practices that ensure 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 2021 illustrates significant room for improvement across student, faculty and staff bodies given the disparity between institutional and served population’s racial distribution.

**Significant Accomplishments**

- Completion of first-ever all virtual summer pipeline programs for K-16 students
- Publication of Effective Hiring Guide for Faculty
- Collaboration with UAMS Dr. Edith Irby Jones Student National Medical Association to host first-time ever 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 first-time ever 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 all colleges and the graduate school to host 2<sup>nd</sup> annual DDEI Virtual Graduation Celebration
- To increase DDEI footprint across state, the following programs were developed/implemented:
  - Student Athlete STEM Academy (grades 9-12 – will launch Summer 2021)
  - Research Academic Mentorship Pathway for Underrepresented Populations (grades 9-12 - will launch in September 2021)
  - Pre-Health Scholars Program (undergraduate program with locations in El Dorado, Jonesboro and Pine Bluff – will launch Summer 2021)

**Key Initiatives**

DDEI pipeline 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. During the previous year, 367 K-16 students participated in the following DDEI virtual pipeline programs:

**Pathways Academy:**

- K-2: Junior STEM Academy I
- 3-5: Junior STEM Academy II
- 6-8: Senior STEM Academy
- 8-12: Academy of Pre-Health Scholars

**Undergraduate:**

Pre-Medical Summer Scholars (PMSS)

**DDEI Student Recruitment Efforts**

Number of Virtual Recruitment Events	19
Number of Participants (average/total)	31/583

**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:

- Increase student diversity to reflect state demographics
- Increase student recruitment from rural regions to reflect state population distribution
- Purchase student recruitment and engagement software CRM (Go Live Projected September 2021)
- Partner with HBCUs to increase diversity of postdoctoral students and research
- Develop a recruitment plan for underrepresented minority employees to ensure racial parity at 60% of existing market pool

**Other Key Highlights**

- Fall Student Networking Social
- Mentoring Networking Reception
- COVID Impact on URM Student Climate Survey
- Continuation of pulse checks, which target underrepresented minorities who have been offered admission to UAMS colleges to encourage them to attend.
- DDEI URM Staff Subcommittee collaboration with OHR Talent Acquisition and Campus Operations to host job fair

### **PILLAR 3 – ACCOUNTABILITY AND RESPONSIBILITY**

This pillar reinforces leadership’s commitment to building an organizational structure that ensures accountability and role clarity. The division 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**

- National ranking by Forbes as seventh across industries for 2021 Best Employers for Diversity
- Identified and set benchmark targets for DDEI portion of Vision 2029 Balanced Scorecard 2.0
- Publication of Effective Hiring Guide for faculty
- Increase in Healthcare Equality Index (HEI) 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
- Implementation of campus-wide implicit bias training

#### **Key Initiative:**

**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.

#### **Other Highlights**

- Collaboration with OHR to develop affirmative action plans

#### **Goals:**

In the coming year, DDEI will:

- Seek approval and implementation of campus policy regarding implicit bias
- Partner with the UAMS Office of Human Resources (OHR), colleges and departments to investigate, and when appropriate mitigate, salary disparities
- Partner with Organizational Development and colleges to assess professional development opportunity inventory and create a plan to make this equitably accessible.
- Partner with OHR and search committee members to offer training on strategies to access diversity 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**

- Launch of Prometheus, a virtual mentorship network of communities through UpSquad to create mentoring environment for under-represented minority student and faculty mentees and mentors.
- TRI-DDEI Mini-grant collaboration

### **Goal and Initiatives:**

Our ultimate goal 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 meet this goal by continually sponsoring and supporting the following key initiatives and programs:

- Creating organic mentoring environments for mentees and mentors.
- Supporting minority faculty-led research through TRI awards, e.g. KL2 and workforce diversity.
- 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.
- 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.
- UAMS LULAC Scholars Program, targeting recipients of LULAC Scholarships. A reduction in tuition in all colleges matching the amount of scholarship support provided by LULAC.
- Summer Research Internship – This DDEI program allows outstanding undergraduate and select high school students the opportunity to spend the summer months engaged in in-depth scientific research under the guidance and direction of a UAMS faculty mentor. In 10 years of the program, it has served 70 students. Last fall, three SRI participants were among six scholars from UAMS programs chosen to present posters at the Annual Biomedical Research Conference for Minority Students in Anaheim, California.

### **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 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 and presentations at national meetings:**

##### **Dr. Brian Gittens:**

*Why Psychological Safety Means More Now Than Ever* Co-Presenter at Arkansas College and University Professional Association for Human Resources (Ark CUPA-HR) session, November 12, 2020

*Eracism Rx: Eradicating Systemic Racism & Macroaggressions in Academic Medicine* Presenter for Center for Childhood Obesity Prevention Research (CCOP), April 7, 2021

Presenter for Center for Childhood Obesity Prevention Research (CCOP), April 7, 2021

*Building a Diverse Physician Workforce from Pre-K to Practice* Speaker at Association of American Medical Colleges (AAMC) Virtual Congressional Briefing, April 26, 2021

*Community Building, Accountability and Responsibility at an Academic Medical Institution* Co-Presenter at Association of American Medical Colleges (AAMC) Group on Diversity and Inclusion (GDI) and Health Workforce Research Joint Conference, May 5-7, 2021

##### **Dr. Rosemary Nabaweesi:**

May 4, 2021

Colvin J, Zaniletti I, Ahlers-Schmidt C, Collie-Akers V, Schunn C, **Nabweesi R**, Cheney D, Moon R. Household income, psychosocial stressors, and risk factors for sleep-related infant deaths. Pediatric Academic Societies, Virtual

December, 2020

Cadet T, Garcia J, Garza T, Gayles J, Harris K, Hogan S, Keliikoa B, Lorthridge J, Moss T, **Nabaweesi R**, Powell R, Reddock E, Torres J, Venkateswaran N, Woodson T. Shining our Light: How the LEEAD Scholars are Advancing the Field of Culturally Responsive and Equitable Evaluation, Advanced Collaborative Evaluation Network, Virtual.

October 8-9, 2020

Colvin J, Zaniletti I, Ahlers-Schmidt C, Collie-Akers V, Schunn C, **Nabaweesi R**, Cheney D, Moon R. Socioeconomic status (SES) and risk factors for sleep-related infant deaths. Region VI Annual Meeting, Academic Pediatric Association; Wichita, KS.

### **Grants Awarded to DDEI Faculty**

*Agency:* Robert Wood Johnson Foundation, Culture of Health Leaders

*Role:* Nabaweesi, Principal Investigator (FTE: 13%) *Period:* 2020-2023

*Description:* This grant's main objective is to develop a generation of leaders to build a national culture of health that provides everyone in America a fair and just opportunity for health and well-being. It involves a structured, three-year curriculum and participant experience for leaders who are highly motivated and ready to learn, lead, and achieve mastery of self, relationships, environment, and change. Dr. Nabaweesi will use acquired leadership skills to create a bold strategic initiative focused on advancing the built and social environment in the Arkansas Delta. A multidisciplinary, cross-sector collaboration with communities, private and government organizations will co-create a bold initiative focused on liberating Arkansas Delta communities.

### **PILLAR 5 – STRATEGIC PARTNERSHIPS**

Inclusive excellence requires our work gets done in partnership with communities we serve and sponsors, 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.

#### **Significant Accomplishments**

- Receipt of \$800,000 subgrant from the Arkansas Department of Commerce, Division of Workforce Services Temporary Assistance for Needed Families program. Funding will support the creation of a Pathways Academy, a comprehensive learning and community engagement program focusing on science, technology, engineering and mathematics (STEM) for students in public middle and high schools across Arkansas. The program will also engage the parents of Pathways Scholars by hosting workshops meant to help them in supporting their child's academic career and will also provide training for scholars' teachers.
- Receipt of grant from the Arkansas Minority Health Commission through the Arkansas Department of Health to host "UAMS Cares," a community outreach drive-thru event at the Second Baptist Church in Little Rock, Arkansas, targeted to equip, engage and educate community members about COVID-19. Other sponsors were the UAMS 12<sup>th</sup> Street Health &

Wellness Center, the UAMS Translational Research Institute and the Arkansas Medical, Dental and Pharmaceutical Association (AMDPA). Volunteers distributed tote bags containing masks, hand sanitizer and bilingual information on Covid-19.

### **Initiatives:**

**Partner in Education with Little Rock Hall High School** - Beginning in the Spring 2020 semester, UAMS faculty and staff provided guest speakers, classroom demonstrations, UAMS campus visits and career path information for students at Hall interested in the health care fields.

**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 125 young adults with disabilities since its inception in 2013.

**Raising Exposure & Awareness of Careers in Health (REACH) in the Delta program** - Now in its fourth 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 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.

<b>STRATEGIC THEMES:</b>	DIGITAL HEALTH	FAIR AND JUST CULTURE	PARTNERSHIPS
<b>STRATEGIC RESULTS:</b>	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	Initiatives
<b>External Stakeholder</b>	<ol style="list-style-type: none"> <li>1. Improve patient and partner satisfaction: C2; C4; C5/ES1</li> <li>2. Improve student satisfaction/success: E4/ES2</li> <li>3. Improve research and development reputation: R2-3/ES3</li> <li>4. Improve community impact in all mission areas: S2; C1/ES4</li> </ol>			
<b>Financial</b>	<ol style="list-style-type: none"> <li>1. Improve performance in evolving healthcare finance models: F2/FN1</li> <li>2. Grow margin to invest in mission: F1; F3-5/FN2</li> </ol>			
<b>Internal Processes</b>	<ol style="list-style-type: none"> <li>1. Expand digital health: D1/IP1</li> <li>2. Improve all aspects of clinical care: C5/IP2</li> <li>3. Increase student recruitment/retention/success to meet AR needs: E4/IP3</li> <li>4. Expand research: R2-3/IP4</li> </ol>	Census/Gus Data College level data	<p>All colleges enrollment will reflect racial diversity proportions of the state UAMS will achieve overall institutional completion rate (150% on time) of a least 75% with 0% disparity gaps for URM</p> <p>Equity in perceptions of clinical care, race/ethnicity, gender, sexual orientation</p>	<p>Pathways programs K-12 PHS pre-health programs Post bacc program Student success center Student wellness Student scholarship support DDEI Enrichment</p>

<b>Organizational Capacity</b>	<ol style="list-style-type: none"> <li>1. Increase recruitment/retention of diverse, skilled, engaged workforce: T1/OC1</li> <li>2. Expand infrastructure to align with needs of the mission: T2/OC2</li> <li>3. Expand training and capacity for entrepreneurship and innovation: R4/OC3</li> </ol>	Forbes Employers/Diversity AAMC/ ACPE Census/ HR-SAP/ (workday)	#1 employer in AR for Diversity Staff workforce reflect state racial population proportions Faculty workforce by accrediting institution (COM, COP) > 50 <sup>th</sup> ile and reflecting state racial proportions	URM Faculty/Staff hiring guides Talent Acq Comm Bldg-AIE DDEI subcommittees
		Fair and Just Culture/Equity measures on employee engagement survey	Increase F&J equity measures by 25% compared to 2019	F&JC committee Employee engagement initiatives Employee engagement initiatives OD programs
		Monthly employee turnover rate	Reduce gap to benchmark by 50%	
		Employee engagement Survey	46 <sup>th</sup> tile of benchmark for AMC/employers for employee engagement scores	
		MyCompass	50% of leaders with direct reports will complete leadership development training	

\*CDC region: AR, TN, LA, MS, AL, NC, SC

## College of Medicine (COM)

Increasing the recruitment and retention of under-represented minority (URM) 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 serve for a period of 4 years and receive annual training at the beginning of the admissions cycle. Students who are economically disadvantaged are classified on the American Medical Application Service used by all applicants to the UAMS College of Medicine as eligible for the Fee Assistance Program (FAP) and through that program pay a reduced rate for MCAT and application fees. This status is honored by UAMS in offering 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 working on 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). In most cases, communication and recruitment efforts were accomplished virtually using video conferencing in the summer of 2020. 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.

### 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.

### 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
SNMA HPREP Meeting	February 20, 2021
Black Men in White Coats Documentary Panel Discussion	February 25, 2021
SNMA Cardiology/Vascular Surgery Presentation	February 25, 2021
Workday Student Admissions and Recruitment Discovery Questions Discussion	March 4, 2021
SNMA Conference presentation	March 6, 2021
DDEI URM Student Recruitment, Engagement, Retention Committee meeting	March 16, 2021
Medical Scholarship in Public Health follow up meeting	March 16, 2021
UAMS Pre-Health Summit DDEI	March 19, 2021
MSPH meeting for Operational Group	March 29, 2021
Meeting with Class of 2025 to discuss NW Parallel Track via Zoom	March 29, 2021
DDEI Grand Rounds / Rural and Underserved Populations	March 31, 2021
MSPH Selection Committee meeting # 1	April 6, 2021
MSPH Selection Committee meeting # 2	April 8, 2021
MSPH Selection Committee meeting # 3	April 12, 2021
MSPH Selection Committee meeting, # 4/Final decisions	April 13, 2021
College of Medicine Scholarship Committee meeting M1s	April 14, 2021
COM Interviews for Associate Director of Admissions and Outreach Programs	April 19, 2021
Zoom meeting for final decision to hire MSPH Coordinator	April 21, 2021
DDEI URM Recruitment, Engagement, Retention Committee meeting	April 27, 2021
COM Scholarship Committee meeting # 2	April 28, 2021
Multicultural MIM Discussion Group	April 28, 2021
SNMA Diversity Match panel	April 28, 2021
New M1s Pulse Check with Diversity Affairs via zoom	April 28, 2021
UAMS COM Arkansas Premedical Advisors zoom meeting	May 1, 2021
MSPH Post Bacc planning zoom meeting	May 6, 2021
DDEI Graduation Ceremony	May 6, 2021
AAPI Racial Healing Space	May 13, 2021
MDPH Post Bacc planning zoom meeting	May 14, 2021
Canceled: DDEI URM Student Recruitment, Retention committee meeting	May 17, 2021
COM Virtual Pulse Check-In via zoom	May 17, 2021
Dr. Ricard-Davis meeting with DDEI	May 18, 2021
Arkansas Rural Practice Student Loan and Scholarship Board Meeting	May 18, 2021
Associate Director of Admissions and Outreach program, Kim Blann-Anderson, first day	May 19, 2021
MSPH Meet UP for students and staff	May 21, 2021
DDEI Racial Healing Session at noon	May 26, 2021



MSPH zoom meeting with the 15 MSPH students	May 26, 2021
MSPH Planning meeting via zoom	May 28, 2021
DDEI CRM Requirements Meeting, # 1, Microsoft Team Meeting	June 4, 2021
DDEI CRM Requirements Meeting, # 2, Microsoft Team meeting	June 22, 2021
KAPLAN course begins for MSPH program	June 8, 2021
MSPH program reception, Bruce Commons	June 9, 2021
COM Scholarship Committee meeting # 2	June 9, 2021
UAMS Diversity Recruitment CRM / Outstanding Requirements	June 10, 2021
MSPH zoom meeting	June 10, 2021

\*SNMA: Student National Medical Association

\*DDEI: Division of Diversity, Equity and Inclusion

\*MSPH: Medical Scholars in Public Health

### **Medical Scholars Public Health Post Bacc Program:**

This summer, 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.

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, two HBCUs, the University of Arkansas at Pine Bluff, and Philander Smith College.

### **Diversity-focused financial strategies**

The College of Medicine offers waivers of out of state tuition to non-Arkansas residents accepted for admission. The cost of tuition is double for non-Arkansas residents compared to Arkansas residents. In hopes 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. Although race-exclusive scholarships are not legally allowed, the Scholarship Committee considers multiple factors in its selection process and takes a holistic approach in awarding scholarships

to students from socioeconomically and geographically disadvantaged backgrounds. A majority of under-represented minorities were selected for scholarships for the 2021-22 academic year.

**Outreach programs to support underrepresented community members (low income, rural, etc.).**

College of Medicine has partnered with Division for Diversity Equity and Inclusion local first-year undergraduate students and sophomores in Jefferson, Craighead, and Union County, *Pre-Health Scholars Program* for Freshman and Sophomores interested in healthcare fields and health professions.

*ArkanSONO SEPA Program* is a technology-based outreach exposure program for high school students. The technology outreach program uses the transformative 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 CHP continues to prioritize recruitment of high quality faculty and students with diverse backgrounds. 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. Next steps include organizing small focus groups of faculty to identify factors for leaving the College.

The CHP replaced its Diversity Committee in 2020 with an “advisory board” to better align with the efforts of the UAMS DDEI. CHP faculty and staff appointed by the DDEI to serve on one of the eight campus-wide subcommittees comprise the advisory board. Their role is to keep CHP students, faculty and staff informed of diversity and inclusion initiatives at UAMS and to encourage college participation. This past year the members have actively participated in the DDEI sub-committees and the various initiatives are being shared with CHP administration so that they can be incorporated at the college level, as appropriate.

### **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, in early 2019, developed a 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. Goal 5 of the strategic plan addresses promoting an environment that fosters diversity, inclusion and equity.

One key objectives of this goal is to promote diversity, inclusion and equity among faculty, staff and students through education and awareness. This objective is being addressed through active participation of faculty and staff on UAMS Division of Diversity, Equity, and Inclusion Chancellor’s Diversity, Equity, and Inclusion Subcommittees – Women’s Faculty Development Caucus, URM Staff, Recruitment, Engagement, and Retention, URM Student Recruitment, Engagement, and Retention, URM Faculty, Recruitment, Engagement, and Retention, LGBTQ Diversity, Equity, and Inclusion, Disability, Diversity, Equity, and Inclusion, and Veteran Diversity, Equity, and Inclusion.

CHP faculty, staff and students are encouraged to participate in activities that promote diversity and raise cultural awareness (e.g., Diversity Month, Juneteenth Online Chat, and Healing Spaces). Another key objective of Goal 5 is to build and advance a diverse student body. This objective is being

addressed through college-wide recruitment and marketing efforts as well as conducting an annual review of program admission requirements and the elimination of any unnecessary barriers to admission.

The College of Health Professions works with other UAMS college recruiters and the UAMS Division of Diversity, Equity, and Inclusion on planning UAMS Days at 2- and 4- year institutions. Additionally some CHP programs recruit at historically black colleges and universities in the region including Philander Smith College, Arkansas Baptist and University of Arkansas Pine Bluff. CHP also participated in high school and college recruitment opportunities/events in Central Arkansas, South Central Arkansas, Northwest Arkansas, South Arkansas, West Arkansas, and special events that targeted members of our armed forces, Girls of Promise (emphasis on STEM), and Our House (empowerment organization for homeless and near-homeless families).

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 very intentional in making sure images show a diverse population of students, faculty, and staff.

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 has 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. Content areas covered in the seminar include note-taking, study skills, time-management, critical thinking, and test-taking, and professional writing. Personnel from UAMS Student Wellness present on maintaining balance. Participants are identified by their program chair/director. The Seminar, still in its infancy, is open to any CHP student regardless of ethnicity.

### **Timeline, evaluation, and recruitment budget**

The timeline to monitor success of strategies is ongoing. The Associate Dean of Student Affairs (ADSA) and the Office of Admissions staff meet monthly to discuss and evaluate responsibilities related to recruitment and admissions. 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.

### **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. 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 area of remediation prior to boards. Many specialties use these tests to provide additional content on areas of weakness for students in that 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 extremely challenging due to hybrid settings and lack of attendance. For the upcoming year, CON will collaborate with STEM high school departments 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 2- and 4- 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, 2-year college institutions host transfer programs for their students to be recruited by 4-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 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, email, and fax. 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 recently applied for the Hearst Minority grant that will allow us 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**

<b>Event</b>	<b>Date</b>	<b>Location</b>	<b>Presenter</b>
BSN Information Session	9/3/2020	Zoom	Ava Coleman
BSN Information Session	10/2/2020	Zoom	Ava Coleman
BSN Information Session	11/6/2020	Zoom	Ava Coleman
BSN Information Session	12/4/2020	Zoom	Ava Coleman
CON Graduate Information Session	12/9/2020	Zoom	Ava Coleman
CON Graduate Information Session	12/16/2020	Zoom	Ava Coleman
BSN Information Session	12/16/2020	Zoom	Ava Coleman
CON Graduate Information Session	12/29/2020	Zoom	Ava Coleman
BSN Information Session	12/29/2020	Zoom	Ava Coleman
CON Graduate Information Session	1/6/2021	Zoom	Ava Coleman
BSN Information Session	1/8/2021	Zoom	Ava Coleman
CON Graduate Information Session	1/12/2021	Zoom	Ava Coleman
BSN Information Session	1/12/2021	Zoom	Ava Coleman
Sylvan Hills High School	2/3/2021	Zoom	Rachel VanVeckhoven
BSN Information Session	2/4/2021	Zoom	Ava Coleman
BSN Info Session	2/5/2021	Zoom	Rachel VanVeckhoven/ Ava Coleman
Health Profession Fair ASU	2/5/2021	Zoom	Ava Coleman



CON Graduate Information Session	2/7/2021	Zoom	Ava Coleman
Maumelle High School	2/8/2021	Zoom	Rachel VanVeckhoven
Cabot High School	2/10/2021	Zoom	Rachel VanVeckhoven
UAPTC TRIO	2/18/2021	Zoom	Rachel VanVeckhoven
U of A Biology Class	2/18/2021	Zoom	Rachel VanVeckhoven
SNMH Health Professionals	2/20/2021	Zoom	Rachel VanVeckhoven
Bentonville West High School	2/25/2021	Zoom	Rachel VanVeckhoven
HSU Fair	3/1/2021	Zoom	Rachel VanVeckhoven
HSU Fair	3/2/2021	Zoom	Rachel VanVeckhoven
ArkACRAO Transfer Fair	3/3/2021	Zoom	Ava Coleman
Joe T Robinson	3/10/2021	Zoom	Rachel VanVeckhoven
Southwest High School	3/11/2021	Zoom	Rachel VanVeckhoven
Parkview High School	3/12/2021	Zoom	Rachel VanVeckhoven
Little Rock West	3/16/2021	Zoom	Rachel VanVeckhoven
Mills College and Career Fair	3/17/2021	Zoom	Rachel VanVeckhoven
UACCM	3/18/2021	Zoom	Rachel VanVeckhoven
Girls of Promise Conference	4/2/2021	Zoom	Rachel VanVeckhoven
Southark (2)	4/15/2021	Zoom	Rachel VanVeckhoven
Calvary Academy-Education Fair	4/30/2021	In person-Calvary Academy, NLR	Rachel VanVeckhoven
ASU Newport-Transfer Fair	5/14/2021	In person-ASU Newport	Rachel VanVeckhoven
Baptist Health Event	5/20/2021	In person-Baptist Health	Rachel VanVeckhoven
CRNA Pipeline	5/24/2021	In person-UAMS RAHN Building	Rachel VanVeckhoven
BSN Info Session	6/1/2021	Zoom	Rachel VanVeckhoven
BSN Info Session	6/15/2021	Zoom	Rachel VanVeckhoven

### **Meeting Institutional Goals for Recruitment and Retention**

For the 2020 – 2021 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
  - 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
  - Faculty members serve as mentors and/or mentees/protégé
  - 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
  - Clinics/forums occur twice each year
  - 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 supportive of UAMS' mission. The UAMS 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 61 credit hours) which guides students through introductory courses in mathematics and the natural sciences. In addition, the pre-pharmacy curriculum requires courses in the humanities and social sciences. Approximately 56% of recent successful applicants 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. Lanita White, Assistant Dean for Student Affairs. 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 Assistant Dean for Student Affairs, 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

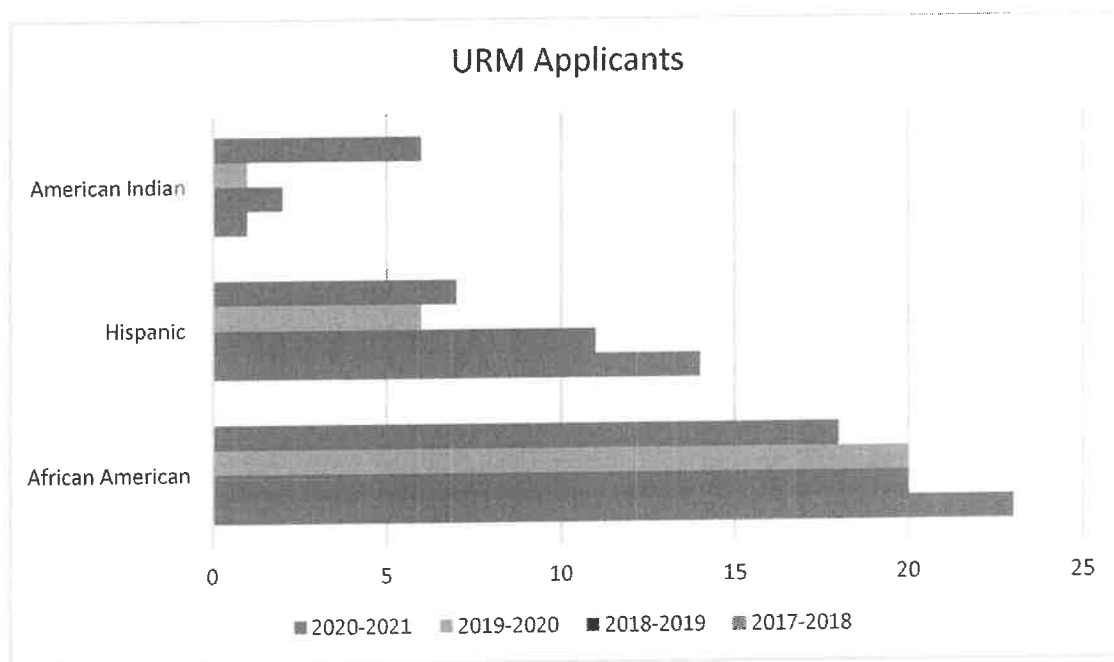
Since 2007, the COP has hosted 20-40 high school students in June for Pharmacy Camp. They participate in pharmacy related activities in the classroom, laboratory, and practice site during the week-long camp. Many of these students have received scholarships to attend the camp. Due to COVID-19, the 2020 camp was cancelled. In 2021, the COP hosted its first ever virtual Pharmacy Camp. The decision to make the camp virtual was to avoid cancelling the camp due to COVID-19 for a second year. The 2021

camp was an extreme success partly 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. The Director of Admissions also 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.

Starting in the Fall 2008, the COP supported a trial of the Pharmacy College Admission Test (PCAT) prep course. The pilot program produced positive outcomes. Since 2009, the College, with support from Walgreens, has invested in a more extensive PCAT preparatory program with coordination by the Center for Diversity Affairs and the National Pharmacists Association of Arkansas (NPAA). The purpose of the program was to assist a significant number of students from historically underrepresented backgrounds to improve their individual PCAT scores. In 2018 one student participated in the prep program. In 2017, four students participated, five in 2016, and in 2015, twenty-three students participated between 2011 and 2014 (2011= 7 students; 2012= 5 students; 2013= 7 students; 2014= 4 students). On average, PCAT composite percentile scores increased over the original best. To date, 21 students from the PCAT prep course have been admitted to the COP. One notable fact is that 100% of the 2016 cohort were admitted for the 2016-17 academic year and one additional this year for Fall 2018. It is too early in the process to determine matriculation and program completion rates, but we are hopeful for the continued positive outcomes of the program. As we continue to assess our programs and external partners, the college in collaboration with Walgreens, decided to reallocate the funds previously used to administer the PCAT Prep Program to scholarships for underrepresented minority students accepted to the college. We have found that, more students are continuing to opt for national preparatory programs which allows us to reallocate funds in support of matriculated students.

An analysis of our application and admission trend data from the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 academic years indicated a slight decrease in African American applicants from 23 applicants in 2017-2018 to 20 applicants for the next two years, to 18 in 2020-2021. A negative trend in Hispanic applicants occurred over the past four application cycles (14, 11, 6, 7 respectively) but we are seeing more interest from Hispanic applicants. Applications from American Indian students were few

during the past three years (1, 2, 1 respectively) but saw a noticeable increase in 2020-2021 from 1 applicant to 6 applicants.



These negative trends in URM applications to the UAMS COP continue to be countered by the positive growth in URM enrollments to the college. During fall 2018, 4 URM students enrolled at the UAMS COP. Enrollment grew to 10 students during fall 2019. A large increase of 70% (17 students) in URM enrollment occurred in our most recent cohort who matriculated in fall 2020. URM students comprise 19% of the entire cohort (89 students) for the Class of 2024. For the class of 2025, we had yet another increase in the matriculated students at 31% (29 students).

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. 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 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 5 NPAA Endowed Scholarships (\$5,000 total) awarded and three scholarships (\$6,000) awarded in 2020 - 2021. 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. This scholarship has not been awarded for the 2020-2021 year due to COVID-19.

The initial goal was to raise a \$100,000 endowment for these scholarships. 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 of 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.

The UAMS campus approved a Non-Resident Diversity Scholarship Program in 2011. The UAMS Non-Resident Diversity Scholarship Program was established with the following objectives.

- Assist educational programs at UAMS to achieve established diversity recruitment goals.
- Increase the diversity of the applicant pools to UAMS education 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.
- Increase diversity among the Arkansas health and healthcare professions workforce, especially those serving underrepresented and medically underserved populations.

In addition to scholarships, the College has two tuition waivers: academic waiver and diversity waiver. 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 eleven in 2021. It is worth noting that students are only eligible for one waiver and that several students who receive a diversity waiver also qualify for an academic waiver as well. The College opts to grant a diversity waiver when the student is eligible for both waivers. The waiver amount is the same and by offering a diversity waiver, the College has the ability to award more tuition waivers thereby, increasing the available waivers.

### **COP Student Support Services and Mentoring**

Once students start the program, their performance is monitored by the Assistant Dean for Student Affairs, Associate Dean of Academic Affairs, and the Associate Dean of the NW Campus. These



members of the executive team monitor 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 Assistant Dean for Student Affairs 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. In June 2020, the college was awarded a HRSA Maternal and Child Health (MCH) Catalyst grant to establish a MCH Track for the Masters of Public Health program. This grant includes funds for student scholarships for under-represented minority students interested in MCH. During the 2020-21 Academic school year 3 scholarships were awarded. Lastly, funding from the 2021 "UAMS Giving Day" will be used to establish scholarships for students graduating from Historically Black Colleges and Universities.

Staff – as with our student demographics, minority representation in the COPH staff in general exceeds that of the general population in Arkansas. But the college has recognized the need to provide opportunities for capacity building and career advancement of staff to promote retention. In addition, to establish recognition of staff to support retention an annual "Outstanding Staff Award" was established. The first recipient was recognized during the 2021 COPH Convocation.

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.

### **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. Keneshia Bryant-Moore.

- The COPH Diversity committee was re-named the COPH Diversity, Equity, and Inclusion (DEI) committee in the fall of 2020 and is co-chaired by Dr. Bryant-Moore. This was done to ensure

that persons within the college are diverse, but are also treated equitably and feel included. The committee is comprised of representation drawn from CPH 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 CPH Diversity committee strategic plan was delayed due to the COVID-19 pandemic. But plans will be presented to Dean Mark Williams and the Dean's Executive Committee (DEC) for approval. The DEC membership includes senior leadership, department chairs, and center directors, and serves in an advisory capacity to the Dean.

- The CPH has recognized racism as a public health crisis and realizes that racism has a direct impact on recruitment and retention of under-represented minorities. In an effort to address racism, the college has implemented several strategies to combat the impact of racism and social injustice. In partnership with the Arkansas Peace and Justice Memorial Movement and funding from the Blue and You Foundation, the CPH DEI committee is planning a symposium for August 2021 titled "The Health of Arkansas: Addressing Social Justice, Health Inequities and Health Disparities Symposium".
- The CPH 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. The 2020 retreat was held in August and plans for the 2021 are underway.
- Safe Listening Space sessions for CPH students will be established the fall of 2020. 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.

**Include your timeline, budget, and methods used to assess and monitor progress:**

Baseline data was reviewed in early 2020 to track trends in recruitment and retention of minority students, staff, and faculty. This process is in coordination with the efforts of the UAMS DDEI. Data will be reviewed a minimum of 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)**

### **Progress made meeting 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 schools visited in the 2020-2021 academic year included the University of Arkansas at Pine Bluff, the University of Central Arkansas, Philander Smith College, and the University of Arkansas at Little Rock. 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, seven students are supported by the IMSD grant. Since the program began in 2009, 51 students have been accepted. The population of accepted trainees include current graduate school students (n = 25), Ph.D. graduates (n = 20), Master of Science degree graduates (n = 3), and academic withdrawals (n = 3).

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. Currently, UR PhD students make up 13% (n = 19) of all PhD student enrollment (n = 147), therefore we are closer to achieving this objective. 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. This has led to 10 seminars between the 2 campuses. 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). Six IMSD students (two PhD graduates) are former JSU Bridge participants.

Drs. Thomas and/or McGehee visit JSU annually. In addition, Dr. Williams has attended the Jackson State graduate and career fairs for the last four years 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. Eight cohorts of students (88 total) have participated in the SURP during summer 2012 through 2019. 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 produced its first publication of its NIH-funded IMSD initiative. The purpose of this study was to identify performance measures of racially underrepresented minority (RUM) Ph.D. 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.

#### **BARS: Becoming A Resilient Scientist Initiative**

The UAMS Graduate School offered a virtual pilot program developed by NIH OITE for biomedical graduate students to learn and implement strategies for building resiliency into their professional careers. A small group 12 of graduate students from underrepresented groups met bi-weekly for 5 months with program facilitators (Dr. Billy Thomas and Dr. Tremaine Williams) and an NIH Resiliency Mentor to explore applications of resilience into their daily lives. The program included six, 2-hour seminars on resiliency topics (i.e., An Introduction to Resilience and Wellness; Exploring our Self-Talk: Cognitive Distortions and Imposter Fears; Emotions and Emotional Intelligence in the Workplace; Self-Advocacy and Assertiveness for Scientists; Developing Feedback Resilience; and Managing Up to Maximize Mentoring Relationships). In addition, the facilitators met with students after each seminar to reflect on topics through multiple rounds of discussion.

#### **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;
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.

*University of Arkansas at Monticello  
Annual Report  
Fiscal Year Ended June 30, 2021*

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 2016 has been approximately 37.5 percent: 2016 (32.5%); 2017 (35.1%); 2018 (38.2%); 2019 (38.2%) and 2020 (43.6%). The African American population increased slightly in Fall 2017, reached a new high in Fall 2018 (28.1%), slightly decreased in Fall 2019 (26.4%) and rose in Fall 2020 (27.9%). The Hispanic population slightly increased in 2016 and 2017, reached a new high in Fall 2018 (5.8%) but slightly decreased in both Fall 2019 (3.5%) and Fall 2020 (3.3%). Other ethnic minorities have stayed relatively constant from 2016-2020. The number of students who identified themselves as having two or more ethnicities reached a new high in Fall 2020 (11.1%).

Using Fall 2019 and Fall 2020 data provided by the Chief Information Officer, the following table indicates changes in ethnic minority enrollment for the last two years.

<u>Fall 2019 Headcount</u>		<u>Fall 2020 Headcount</u>	
African American	738	African American	731
Hispanic	97	Hispanic	86
American Indian	5	American Indian	5
Asian	10	Asian	16
Non-resident Alien	21	Non-resident Alien	9
Unknown	15	Unknown	13
Two or more	180	Two or more	291
Hawaiian	2	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, Computer Information Systems, Education Studies, and Health and Physical Education (Exercise Science and Non-Licensure). Hispanic enrollment was highest in the following areas: Accounting, Agriculture, Business Administration, and Nursing. For non-minority populations, Agriculture, Biology, Business Administration,

Education Studies, Natural Resource Management, and Nursing were the more popular major fields of study.

In the technical programs, minority enrollment was highest for African Americans in the Associate of Applied Science in General Technology, Practical Nursing, and Early Childhood Education. The majority of Hispanic students enrolled in technical programs chose Electromechanical Technology, Practical Nursing, and HVAC/R Technology.

## ***II. STUDENT ENGAGEMENT***

### **1. Minority-Serving Social and Cultural Events**

\*Note: Student activities during 2020-2021 were severely cut back due to the COVID-19 pandemic.

- a) National Pan-Hellenic Council (NPHC) Go Greek Night  
Sponsored by the NPHC at UAM.
  - Hosted virtually on January 10, 2021 at 9:00 PM.
- b) Celebrate Black History Month event with free t-shirts and Black history trivia.
  - i. Host on Wednesday, February 17, 2021 at 10 AM.

### **2. Minority Based Recognized Student Organization**

- a) National Pan-Hellenic Council (NPHC)  
The NPHC of the University of Arkansas at Monticello is comprised of four African American fraternities and two African American sorority; 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. Singapore
6. Japan
7. Spain

8. St. Vincent
9. Mexico

### **Office of Admissions Report**

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2020—2021 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall/spring. These were offered 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 2020, meeting monthly, following all COVID guidelines, to discuss changes in international policies and to address issues and opportunities. Attendance was 70—80 percent at each meeting. National International week was not held because of the COVID crisis, but an international display for faculty, staff and students placed in the Taylor Library. Students received international lanyards 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 two 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. Most 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. 397 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 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 2019 through Summer 2020.

2019-2020 Aid by Ethnicity

	Unduplicated Students	White	Minority	Unreported
Loans	1,382	788	593	1
Scholarships	1,042	725	316	1
Federal WS	102	38	56	0
Institutional WS	249	130	74	45
All Grants	1,463	713	748	2
Pell Grants	1,162	558	603	1
SEOG	106	52	54	0

Career Pathways	43	12	31	0
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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 2020-21 fiscal year, the University hired minorities in both staff and faculty positions.

On June 30, 2021, the percentage of minorities employed on a full-time basis was as follows:

Non-Classified	35%
Classified	48%
Faculty	17%

As of June 30, 2021, the University hired the following percentage of minorities in full-time positions during the 2020-21 fiscal year:

Non-Classified	91%
Classified	09%

**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, 2020, through June 30, 2021, is provided below in comparison with two previous years' statistics:

UAM-CTC Students Ethnicity	2018-2019		2019-2020		2020-2021	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian	2	0.36%	1	.1%	1	.2%
Black/African America	146	26.12%	175	28.6%	115	25.5%
Hispanic	18	3.22%	30	5%	17	4.0%
White/Caucasian	362	64.76%	371	60.7%	272	60.2%
American Indian	2	0.36%	1	.1%	0	0.0%
Two or more races	21	3.76%	29	5%	43	9.5%
Non Resident Alien	7	1.25%	3	.4%	2	.4%
Other/Unknown	1	0.18%	1	.1%	1	.2%
Hawaiian or Other Pacific Islander	0	0.00%	0	0%	0	0.0%
<b>Total Students</b>	<b>559</b>	<b>100%</b>	<b>611</b>	<b>100%</b>	<b>451</b>	<b>100%</b>

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, 2020, through June 30, 2021, is provided below in comparison with two previous years' statistics:

Adult Education Program Ethnicity—Ashley County	2018-2019		2019-2020		2020-2021	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian	1	1%	2	2%	1	1%
Black/African America	41	32%	41	39%	27	27%
Hispanic/Latino	12	9%	13	12%	12	12%
White/Caucasian	68	54%	50	47%	57	57%
Two or more races, Hawaiian or Other Pacific Islander	5	4%	0	0%	1	1%
American Indian	0	0%	0	0%	2	2%
<b>Total Students</b>	<b>127</b>	<b>100%</b>	<b>106</b>	<b>100%</b>	<b>100</b>	<b>100%</b>

### 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' new 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	2018-2019		2019-2020		2020-2021	
Asian	0	0.0%	0	0.0%	0	0.00%
Black/African America	27	35.53%	34	44.74%	25	44.6%
Hispanic/Latino	2	2.63%	3	3.95%	2	3.6%
White/Caucasian	44	57.89%	38	50%	29	51.8%
Other	3	3.95%	1	1.31%	0	0.00%
<b>Total Students</b>	<b>76</b>	<b>100%</b>	<b>76</b>	<b>100%</b>	<b>56</b>	<b>100%</b>

**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 66% percent. Using data provided by the Director of Institutional Research/FOI Officer, the following table indicates all ethnic minority enrollment for July 1, 2020 through census of spring 2021; 531 total students with 350 being minority as follows:

<b>UAM-CTM Students</b>	<b>2020-21</b>	
Non-Resident Alien	1	0.00%
Hispanic	16	3.01%
Asian	1	0.00%
American Indian	1	0.00%
Hawaiian	0	0.00%
Black	309	59%
White	181	34.09%
Two or More Races	21	3.96%
Unknown	1	0.00%
<b>Total</b>	<b>531</b>	<b>100.00%</b>

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 Student Services, 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 57% minority (117/204 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 FY19 through this program is approximately 82% (97 minorities out of a total of 119 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

# MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

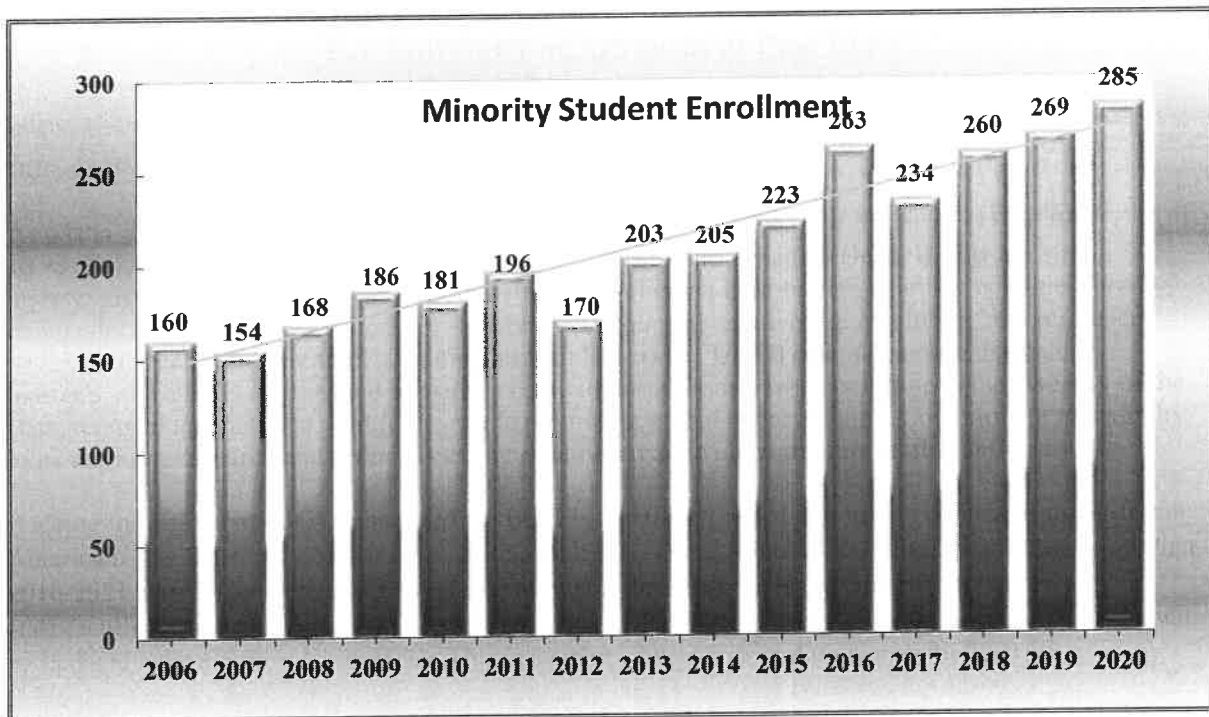
## The University of Arkansas at Pine Bluff

June 2021

### 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 2016-2021 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 2021-22. This is a report of activities and outcomes for 2021.



Student enrollment in fall 2020 was 2,668 of which 89.0 were Black and 10.7% were minority. Minority

students by ethnic group are: 14 (4.9%) American Indian; 21 (7.4%) Asian; 24 (8.4%) African; 2 (0.7%) Native Hawaiian; 59 (20.7%) Hispanic; 106 (37.2%) White; and 59 (20.7%) Two or More races. The percentage of minorities to total enrollment for 2020 is 10.7%.

<b>Minority Group at UAPB</b>	<b>Fall 2020</b>	<b>% of Minority Group</b>	<b>% of Total</b>
American Indian	14	4.9%	0.5%
Asian	21	7.4%	0.8%
African	24	8.4%	0.9%
Native Hawaiian	2	0.7%	0.1%
Hispanic/Latino	59	20.7%	2.2%
White	106	37.2%	4.0%
Two or More Races	59	20.7%	2.2%
<b>Total Minority</b>	<b>285</b>	<b>100.0%</b>	<b>10.7%</b>
<b>Non-Minority at UAPB</b>			
Black	2,375	99.7%	89.0%
Unknown/Not Reported	8	0.3%	0.3%
<b>Total Non-Minority</b>	<b>2,383</b>	<b>100.0%</b>	<b>89.3%</b>
<b>Total Enrollment</b>	<b>2,668</b>		<b>100.0%</b>

- **Number and position title of minority faculty and staff who currently work at UAPB.**

<b>Position Title</b>	<b>Number</b>
Accountant II	1
Administrative Specialist II	1
Assistant Professor	21
Associate Professor	12
Coach	1
Department Chairperson	6
Extension Associate	2
Extension Program Aide	1
Extension Specialist I	1
Extension Specialist II	3
Extension Specialist III	2
Extension Specialist IV	1

Fiscal Support Manager	1
Head Coach	1
Institutional Printer	1
Institutional Services Assistant	1
Instructor	13
Library Technician	1
Multi-Media Specialist	1
Post-Doctoral Fellow	1
Professor	11
Project/Program Specialist	2
Research Assistant	1
Research Associate	5
Research Specialist	1
Research Technician	1
Senior Research Assistant	2
Television Program Manager	1
Transfer Coordinator	1
Vice Chancellor-Research, Innovation & Econ. Dev.	1
Warehouse Manager	1
<b>Grand Total</b>	<b>99</b>

The full-time faculty of 155 includes 45.8% minority and 54.2% Black. The staff/administration of 460 are 89.8% Black and 10.2% minority.

- Number of minority, by minority group, full-time faculty who work at UAPB.**

<b>Full-Time Faculty by Minority Group at UAPB</b>	<b>As of November 1, 2020</b>	<b>% of Group</b>	<b>% of Total</b>
Asian	33	46.5%	21.3%
African	10	14.1%	6.5%
Native Hawaiian	1	1.4%	0.6%
Hispanic/Latino	1	1.4%	0.6%
White	24	33.8%	15.5%
Two or More Races	2	2.8%	1.3%
<b>Total Minority</b>	<b>71</b>	<b>100.0%</b>	<b>45.8%</b>
<b>Non-Minority at UAPB</b>			
Black	84	100.0%	54.2%

<b>Total Non-Minority</b>	<b>84</b>	<b>100.0%</b>	<b>54.2%</b>
<b>Total</b>	<b>155</b>		<b>100.0%</b>

- **Number of minority adjunct faculty who currently work for UAPB.**

As of fall 2020, the University employed 13 minority adjunct faculty members, which represents 31% of all adjunct faculty.

<b>Adjunct Faculty by Minority Group at UAPB</b>	<b>As of November 1, 2020</b>	<b>% of Group</b>	<b>% of Total</b>
Asian	4	30.8%	9.5%
African	1	7.7%	2.4%
White	8	61.5%	19.0%
<b>Total Minority</b>	<b>13</b>	<b>100.0%</b>	<b>31.0%</b>
<b>Non-Minority at UAPB</b>			
Black	29	100.0%	69.0%
<b>Total Non-Minority</b>	<b>29</b>	<b>100.0%</b>	<b>69.0%</b>
<b>Total</b>	<b>42</b>		<b>100.0%</b>

- **Number and position title of minority faculty and staff who began working for UAPB this past year.**

<b>Position Title</b>	<b>Number</b>
Assistant Professor	5
Assistant Coach	1
Extension Associate	1
Extension Program Aide	1
Head Coach	1
Instructor	1
<b>Total</b>	<b>10</b>

As indicated in the chart below, the number of minority students increased from 263 for fall 2016 to 285 for fall 2020. The percent of minority students to total enrollment has also increased from 9% for fall 2016 to 11% for fall 2020. The percentage of minority faculty increased from 45% in fall 2016 to 46% in fall 2020. Minority administrators and staff percentages to total employees are 11% for 2016, 12% for 2017 and 2018, and 11% for 2019, and 10% for 2020. The percent of minority employees (faculty/staff/administrators) to total employees shows a slight decline, from 20% in 2016 to 19% in 2020.

**Student, Faculty & Staff By Ethnicity, Fall Semesters 2016 - 2020**

		Non-Minority	Minority	Total
<b>Fall 2016</b>	Students	2,558	263	2,821
	Percent of Total	91%	9%	100%
	Faculty	90	73	163
	Percent of Total	55%	45%	100%
	Administrators & Staff	404	50	454
	Percent of Total	89%	11%	100%
	Total Employees	494	123	617
	Percent of Total	80%	20%	100%
<b>Fall 2017</b>	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%
<b>Fall 2018</b>	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%
<b>Fall 2019</b>	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%
<b>Fall 2020</b>	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%



**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
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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](http://www.facebook.com/uapinebluff)), Twitter page ([www.twitter.com/uapbinfo](http://www.twitter.com/uapbinfo)), Instagram page ([www.instagram.com/uapb](http://www.instagram.com/uapb)), YouTube Channel ([www.youtube.com/uapbtelevision](http://www.youtube.com/uapbtelevision)) and News Blog ([www.uapbnews.wordpress.com](http://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](http://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.

<b>Activity</b>	<b>Timeline</b>	<b>Performance Measures</b>
B. Diversify Recruitment Staff	Ongoing	Staff (pd./volunteer) will reflect diversity

#### 2020 - 2021

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	2020 - 2021	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

2020-2021

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 2020 web-based course information is: 286 course sections, 5,650 course enrollment, 756 credit hours, 14,864 student semester credit hours (SSCH) and 136 unduplicated instructors.

Spring 2021 web-based course information is: 167 course sections, 3,505 course enrollment, 462 credit hours, 9,591 student semester credit hours (SSCH) and 87 unduplicated instructors.

**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.

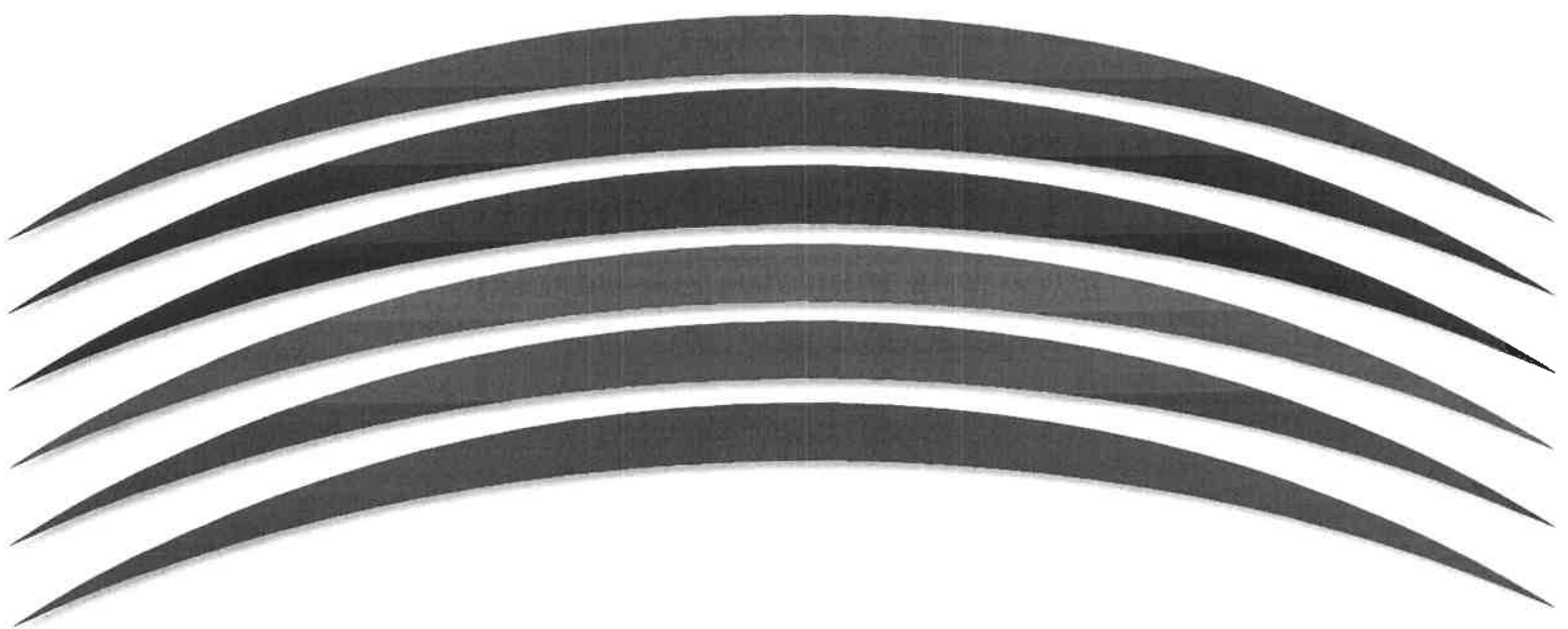


UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

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2020-2021  
Minority Recruitment and Retention  
Annual Report

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## **Introduction and Background**

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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-Resident Aliens” 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 and transfer students.

### Responsibility for Implementation and Reporting

Responsibility for 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). Institutional Research will assemble the updates and submit the revisions to the Arkansas Department of Higher Education annually.



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## Minority Student Recruitment and Retention

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### Institutional Goals and Objectives for Student Recruitment and Retention

#### **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. 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. 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.

*Progress:* UA-PTC continues to execute a comprehensive marketing plan. Minority recruitment is built into the overall plan through broad placement in mass media that utilizes content that is representative of our diverse community and student population. Mediums include TV, radio, print, billboard/outdoor, paid and organic social media, SEO, and other digital marketing.

#### **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.

*Indicators of Effectiveness:* The College continues to monitor demographic data of students who follow through with enrollment and the general service area populations that is documented in its Fall, Spring, and Summer Enrollment Reports. UA-PTC expects to maintain and/or increase minority application and enrollment at rates higher than the general population. As applicable, the College will continue to survey and evaluate the effectiveness of such services.

*Timeline:* Ongoing.

*2020-2021 Status Report:* During the COVID pandemic, UA-PTC experienced notable changes in the results of its admissions and enrollment services efforts. As an example, the percentage of minority students who make up UA-PTC's student body increased from 53.6% in Fall 2019 to 56.4% in Fall 2020. From Fall 2019 to Fall 2020, the population of UA-PTC students who identified as Black or African

American decreased by 15.1%, students who identified as White decreased by 18.1%, while students who identified as Hispanic or Latino increased by 71.5%.

In working towards increasing both the application and enrollment rates of minorities, UA-PTC improved its student communication efforts by purchasing and implementing a software (TrueDialog) that enabled the offices of Admissions, Financial Aid, Advising, Registrar, and Student Accounts to communicate with students via mass texting campaigns. Student service offices also made efforts to provide more of its services virtually. Examples of this include providing testing services, academic advising, college preview days, campus tours and student orientations virtually.

In addition, even though UA-PTC admissions applications were down by 359 for Fall 2020, the number of students who completed the college admissions processes and were admitted was up by 16 students. Also, UA-PTC received the results of the 2020 Student Satisfaction Inventory survey provided by Ruffalo Noel Levitz whereby students are able to indicate both the level of importance they place on an item, as well as their level of satisfaction that the institution is meeting their expectation.

**Goal 3: UA-PTC will maintain and revise as needed student orientation services.**

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. Solid orientation information at the beginning of a new student's experience theoretically would give him or her initial information about his or her college career, and a first-year experience course would reinforce such information and fill in any gaps that need addressing.

*Strategies:* U A-PTC will continue to expand and market services that support new student success. The College will also place degree-seeking students into a College Pathway course. As a comprehensive strategy, such student services benefit the entire campus community as well as the growing minority student population.

*Indicators of Effectiveness:* Statistics regarding completion of all new student requirements and subsequent retention and College Pathway and enrollment, grades, and assessment of student learning outcomes will be continuously monitored. Assessment of student learning in College Pathway is expected to be conducted in fall and spring semesters, and course learning objectives are updated annually based upon the assessment results.

*Timeline:* Ongoing.

*2020-2021 Status Report:*

(a) *New Student Orientation:* New student information is 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 encourages all first-time entering and transfer, degree seeking students to attend an advising appointment prior to enrollment. Students may also attend New Student Orientation online, if their schedule does not allow an in-person visit to campus. Due to COVID19, the institution has

consistently offered live virtual new student orientations as well as a comprehensive self-paced online orientation.

(b) *College Studies Courses*: College Pathways is required of all incoming students whose test scores require them to take two or more developmental (remedial) courses at UA-PTC. College Pathway continues to provide essential support and resources to students with the most need. Career Essentials provides support and training for students planning to enter the workforce in a technical field.

(c) *College Pathway*: provides students with the following information: time management skills, discovering learning style, diversity, stress management, career planning, note-taking and study strategies, test-taking skills, computer skills, listening skills, and decision making skills.

(d) *Career Essentials* is designed to allow students to take a comprehensive approach to career planning. The course focuses on refining pre-employment skills, reinforcing work values, exploring employment trends and issues. In addition, students will explore learning styles and construct strategies for success in college and the work world. Students will demonstrate an understanding of workplace culture, financial literacy, and career resources.

(e) *First Year Experience Program*: The First Year Experience Program was created to unify institutional resources and shape campus culture to prioritize the support of students transitioning to college. The UA-PTC FYE plan is aligned with the institutional mission, vision, and values to provide access to high-quality education that promotes learning and enables individuals to develop to their fullest potential. The following elements comprise the foundation of the initial First Year Experience Program: First Year Experience (Courses), Academic Advising, Career Placement, Onboarding, Student Life and Engagement, General Task Force Recommendations.

**Goal 4: UA-PTC will maintain student counseling and academic advising services to aid in the retention of students.**

*Strategies*: Another important factor in minority student retention is student selection of the appropriate courses and programs in relation to their interests and educational preparation. As funding becomes available, UA-PTC will continue to expand academic and advising programs, especially related to students majoring in STEM, and revise placement scores in accordance with state law for developmental and college gatekeeper courses. Furthermore, the College will continue to recruit African-American students for the STEM Success program.

*Indicators of Effectiveness*: 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.

2020-2021 Status Report: UA-PTC continues to support students through instructional support workshops and direct course assistance. Additionally, staff and faculty trainings continue to be conducted to increase STEM awareness and support for students of color on campus.

(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 co-req courses with a passing grade. Placement testing is offered at both the NLR main campus and the Little Rock-South site. The COVID-19 Pandemic necessitated the development of remote testing services, which are now provided to all students upon request. In addition, the institution designed a placement plan to allow for the use of multiple-measure placement in Fall 2020.

(b) *Developmental Education*: UA-PTC has a comprehensive co-requisite program in reading, math, and writing that is designed to assist students in preparing for success in college-level courses. The college had adopted co-req classes to provide appropriate support for students as they complete college-level courses along with their developmental course work.

Currently, three Co-Req courses are in place at UA-PTC:

- ENGL 0111, Composition Review – Taken alongside English Comp I
- MATH 0100, Mathematical Reasoning Support – Taken alongside Mathematical Reasoning
- MATH 0102, College Algebra Support – Taken alongside College Algebra

Table I below contains the success rates for the three co-req courses in Fall 2020. The rates are determined by comparing the number of students who received an A, B, C or CR grade in comparison to the total number of students enrolled in the course that term.

Table I: Co-Req Success Rates for Fall 2020				
Course	Title	Students	Successful Students	Success Rate
ENGL 0111	Composition Review	512	269	53%
MATH 0100	Mathematical Reasoning Support	141	81	57%
MATH 0102	College Algebra Support	253	162	64%

(c) *Career Services*: UA-PTC continues to offer career exploration to students through the Academic Advising and Career Services Center. Academic advisors are able to assist students in selecting an educational program that is suited to their interests. Employment assistance is also provided through annual job fair, daily job postings, on campus recruiting, and information sessions. In March of 2021,

“Getting the Job Search Started” and “Interviews Do’s and Don’ts” workshops were held to assist students, and in April of the same year a Virtual Career Fair was set up.

(d) *Academic Advising:* UA-PTC currently provides academic advising to all students through a case-management hybrid advising model. New students are seen by staff Academic Advisors to assist with degree planning and course selection. Students are given the appropriate tools and guidance to promote academic and career success. Academic advising is available to continuing/current students both through staff and faculty advisors. Current students are assigned a case-management advisor to encourage program completion as well as increase student academic and campus engagement. UA-PTC has incorporated the QLess Appointment System, which allows students to schedule advising appointments via phone, virtual or in-person.

(e) *Single Parent Program:* UA-PTC had established a Single Parent Mentoring Program that benefited many minority students. The program provided UA-PTC staff and faculty members (on a volunteer basis) the ability to serve as mentors for single parents who were enrolled at UA-PTC. However, the Single Parent Program is no longer active at UA-PTC. As a result, it will be removed from the new 5-year annual plan.

(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: instruction in basic study skills; 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.

The following is a list of the TRIO SSS Workshops that were held during the 2020-2021 time period, and the dates on which they were held. These workshops served a total of 180 students:

Thursday, September 3	Baptist Health Transfer
Tuesday, September 8	U of A Transfer
Wednesday, September 9	Entrepreneurship Workshop
Wednesday, September 16	Student Leadership Workshop
Thursday, September 17	Scholarship Workshop
Tuesday, September 22	Harding Transfer
Thursday, September 24	Student Success Workshop
Monday, September 29	How to Save Money Workshop
Monday, October 12	Social & Emotional Wellness
Monday, October 26	How to Become Debt Free
Tuesday, October 13	UAMS Transfer
Tuesday, October 27	UAMS Transfer - Nursing Only
Tuesday, October 6	Empower to Go After Your Dreams

Wednesday, October 28	Time Management-Nelson
Wednesday, October 7	UCA Transfer Workshop
Tuesday, November 3	A-State Transfer
Wednesday, November 4	Money Management
Thursday, November 5	Henderson State Transfer
Tuesday, November 10	Philander Smith Transfer
Wednesday, November 11	Coping w/ Anxiety
Thursday, November 12	Stress Management
Wednesday, January 27	Communication Skills Workshop
Thursday, January 28	Money Game Workshop
Thursday, February 4	Communication Skills Workshop
Tuesday, February 9	UOFA Transfer Workshop
Wednesday, February 17	Credit/Debit Workshop
Thursday, February 18	UAMS Transfer Workshop
Monday, February 22	Collaboration & Teamwork Skills
Tuesday, February 23	Anxiety Workshop
Thursday, February 25	Goal-Setting Workshop
Tuesday, March 2	UAPTC Scholarship Workshop
Wednesday, March 3	UOFA Transfer Workshop
Thursday, March 4	Stress Management Workshop
Tuesday, March 9	Baptist College Transfer Workshop
Wednesday, March 10	Money Management Workshop
Thursday, March 11	Study Skills Workshop
Tuesday, March 16	Domestic Violence Workshop
Tuesday, March 30	Self-Awareness Workshop
Tuesday, April 6	Why Am I So Broke Workshop
Wednesday, April 7	UCA Transfer Workshop
Thursday, April 8	Depression, Let's Talk Workshop
Thursday, April 15	UALR Transfer Workshop
Tuesday, April 20	Harding Transfer Workshop
Wednesday, April 21	Critical Thinking/Problem Solving Workshop
Thursday, April 29	Networking Skills Workshop

(g) *Career Pathways*: The Career Pathways Initiative at UA-PTC is a federal TANF (Temporary Assistance for Needy Families) grant, funded annually, and designed to provide support services and direct financial assistance to low-income families who have children living in the home under the age of 21 that want to increase their education, earnings and employability. The program is funded by the Arkansas Department of Workforce Services thru a Memorandum of Understanding with the Arkansas Division of Higher Education to provide financial assistance to eligible students that are 250% below federal poverty level. Career Pathways participants can be assisted with the following areas of student support: tuition/fees, books, transportation, child care, required class equipment and course related supplies (supplies are provided on the basis that funds are available and all Pell has been exhausted). Participants have access to a computer lab for doing homework and improving computer skills, and a loan program for calculators and laptops. Employability training, as well as academic and career workshops including advising on occupational and educational decisions, are provided for building successful skills necessary for academic and career success. Assistance navigating the campus's Student Portal and completing the FAFSA is also provided, and staff are available to assist with personal counseling and academic records review. In addition to the previously mentioned services, workshops are also provided each semester on a variety

of topics, examples of which include advising, financial aid, dressing for success, money management, mental health and domestic violence. The Career Pathways program of University of Arkansas - Pulaski Technical College serves approximately 150-200 students each year, based upon funding.

(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*: UA-PTC received a Title III grant from the United States Department of Education that launched in fall 2015. It targets African-American males and females using a coaching model to increase student success in the areas of math, science, technology, and engineering. STEM Success is in place to increase African American male and female students' enrollment, retention, and completion of STEM courses and programs and transfer for bachelor's degrees. Objectives of the STEM Success Program are as follows: (1) Increase Black STEM major at least 20% per year over 2014 baseline (46 students) for 5 years; (2) Over five years, increase Black STEM course students success (grades of C/+) at least 2 percentage points for per year for 5 years over 2014 baseline (40%); (3) Over 5 years, increase fall-fall Black STEM course student retention to equal all students' retention (baselines in 2014 for Black students = 34.2%, all other students, 50.8%) (4) Over 5 years, increase Black STEM majors' retention to 80% (2014 baseline = 34.2%) (5) Over 5 years, increase Black STEM majors' completion in 150% of program time at least 13 percentage points (2014 baseline = 7%) (6) Over 5 years, increase Black STEM AS enrollees' transfer in 150% of program time at least 13 percentage points (2014 Baseline = 6.8%). As a result of the Covid-19 pandemic, the STEM Success Program received a one year grant extension, which is currently set to end on September 30<sup>th</sup>. The overall goals of the program did not change, but the program did move the delivery of services more towards mobile and web-based offerings to account for pandemic safety measures.

## **Goal 5: UA-PTC will support the development of student life programs.**

*Strategies*: Even though UA-PTC is a non-residential two-year college with many part-time students, 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 develop leadership abilities. The Associate Dean of Students Coordinates College-sponsored student life events,

oversees the approval process for college-recognized student organizations, and advises the Student Government Association (SGA) and Student Ambassadors. 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 2020-2021 were cancelled and some were moved to a virtual format where applicable due to the COVID-19 Emergency and state and federal guidelines regarding safety considerations for events. Fall 2021 the college plans to resume normal operations and offer in-person events and meetings.

Student Life and Leadership currently lists 12 (twelve) approved student organizations; the name and description for each are as follows:

**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 enrolled at UA-PTC as a student 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.

**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 an 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 the 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 Connections encourages diversity and cultural understand 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 environment. The BCC experience is enhanced through conversation opportunities with students of various international and domestic backgrounds. Members are encouraged to participate in volunteer experiences.

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 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 college administration.

Skills USA – Membership in Skills USA is open to students and other persons 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 vocational technical 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.**

*Strategies:* The Cultural Diversity and Community Involvement Committee makes recommendations for cultural awareness activities to the Valuing Stakeholders Council and the Chair of the Cultural Diversity and Community Involvement Committee holds a seat. 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.

*Indicators of Effectiveness:* Participation statistics and committee meeting minutes are kept.

*Timeline:* Ongoing.

*Status Report:* UA-PTC created the Diversity and Inclusion Task Force (Task Force). The purpose of the Task Force is to support UA-PTC's role in a multicultural society and to support the Value Statement of inclusiveness. The committee promotes activities and offers opportunities for all constituents to strengthen our college's commitment to diversity. In 2020-2021 the Task Force drafted the *University of Arkansas – Pulaski Technical College 2021-2024 Diversity, Equity, and Inclusion Plan*. This plan is an aligned element of the College's Strategic Plan. Both documents will remain allied pieces that reflect campus community input, engagement, sustained implementation, and subsequent review for desired outcomes. This focused process is not only part of the College's culture of continuous quality improvement, but also a continued commitment to UA-PTC's mission including constant pursuit of diversity, equity, and inclusion.

The Cultural Diversity and Community Involvement Committee has 14 faculty and staff members and one student member in the academic year 2020-2021.

Event descriptions and statistics are listed below:

· Dunbar High School Traveling Exhibit, was on display in the UA-PTC CHARTS Lobby from October 11, 2020, to October 16, 2020. The exhibit traces the history and role of Dunbar High School in educating African Americans. Dunbar High School was the city's only African American high school

from 1929 to 1955. The exhibit was available both virtually and in-person. This event was free and open to the public.

- Dorothy Lange's America, was on display from August 24, 2020 to December 11, 2020. This show highlighted portraits from the Great Depression, including White Angel Breadline, Migratory Farm Worker, and Migrant Mother. The exhibit was available both virtually and in-person. This event was free and open to the public.

- Women in STEM Workshop, was held virtually on November 13, 2020. The workshop was for young women considering careers in science, technology, and engineering and sponsored by the UAPTC STEM Success Program. College students and educators from across the state were encouraged to attend along with K-12 educators in Central Arkansas. This event was free and open to the public.

- Fighting for the Right to Fight, was on display in the UA-PTC Wingate Gallery from January 19, 2021 to April 2, 2021. The exhibit was a multimedia exhibition highlighting the experience and struggles of African Americans in the Second World War. This exhibit also highlights the extraordinary achievements of African Americans both on the home front and overseas. The exhibit was available both virtually and in-person. This event was free and open to the public.

- Minnijean Brown and Spirit Tawfiq: A Legacy of Resistance: An Intergenerational Conversation about Activism was held on February 4, 2021 at 7 p.m. Janis F Kearney moderated the discussion. These civil rights legends and activists had an honest conversation around identity, "race", racism, and intersecting social justice issues. This event was a virtual event that required pre-registration. This event was free and open to the public and sponsored by the Little Rock Central High National Historic Site.

- MLK Virtual Event featured author Eric Dyson on Monday, January 18, 2021. Participants included spoken word artist Chris James; recording artist Genine LaTrice Perez, Rev. Cecil Gibson with a recitation of Martin Luther King Junior's, "I have a Dream" speech. This event was virtual only and was free and open to the community.

- Chat and Chew Book Club, which met virtually for Spring semester 2021. The following three books were discussed at the monthly Book Club meeting:

How to Be an Anti-Racist: Ibram X Kendi

Long Time Coming: Dr. Eric Dyson

My Own Words: Ruth Bader Ginsburg

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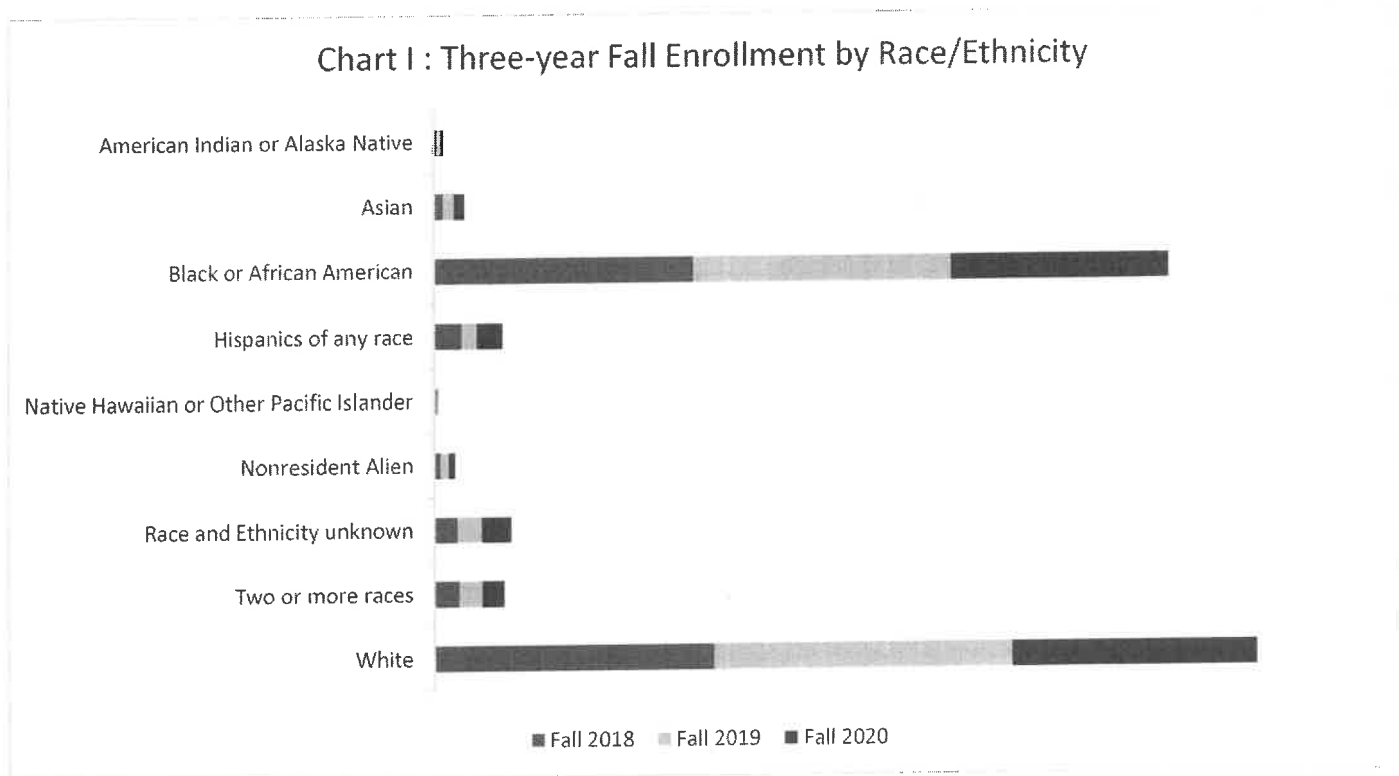
## Student Data Analysis

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UA-PTC experiences high volume in minority admission applications and subsequent enrollment. Black or African American students continue to comprise the largest minority racial/ethnic demographic among applications for admission and enrollment.

UA-PTC's reporting year begins July 1 and ends June 30 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, this report reflects student race and ethnicity enrollment numbers for Fall 2020, with this report using Snapshots from appropriate Fall terms as the basis for student counts and Race/Ethnicity labels.

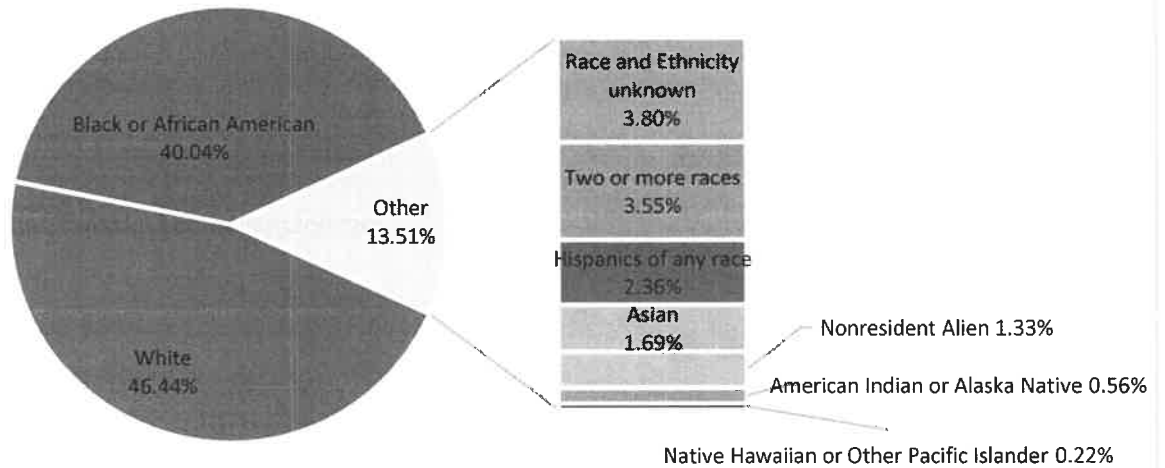
For reporting year 2020, UA-PTC experienced a decrease in Fall enrollment as a result of the Covid-19 pandemic, which affected enrollment numbers across all groups. However, there was an increase in the number of recorded Hispanic students in comparison to Fall 2019, with 130 recorded in the snapshot for Fall 2019, and 223 recorded in the snapshot for 2020, for a 72% increase. Enrollment for the past three Fall terms can be found below in Chart I.



The total unduplicated enrollment for Fall 2020 was 4802. This number represents a 13 percent decrease in enrollment from Fall 2019. In Fall 2020, minority students made up 56.4 percent of the student body, compared to 53.6 percent the previous Fall. In Table 2 and Chart 2 the Fall 2020 student population is broken out by race/ethnicity.

<b>Table 2 2020 Fall Student Enrollment</b>		
<b>Race and Ethnicity</b>	<b>Headcount</b>	<b>Percentage of Total Population</b>
American Indian or Alaska Native	26	0.54%
Asian	87	1.81%
Black or African American	1869	38.92%
Hispanics of any race	223	4.64%
Native Hawaiian or Other Pacific Islander	8	0.17%
Nonresident Alien	54	1.12%
Race and Ethnicity unknown	253	5.27%
Two or more races	190	3.96%
White	2092	43.57%

Chart 2 : Fall 2020 Student Enrollment



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## Minority Faculty Recruitment and Retention

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**Goal 1: UA-PTC will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.**

*Strategies:* UA-PTC will continue to support a fair and professional human resources process for recruiting and hiring full-time and adjunct faculty members.

*Indicators of Effectiveness:* The College maintains demographic data on employees of UA-PTC and monitors trends in hiring.

*Timeline:* Ongoing.

*Status Report:* 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.

Due in large part to the COVID-19 Pandemic, there has been an overall decrease in the number of campus faculty, including amongst the minority faculty. Comparing the November 1<sup>st</sup> 2019 numbers from the last report to the June 29<sup>th</sup> numbers in this report, the number of full-time minority faculty has decreased from 23 to 21, for a 9% decrease. Part-Time faculty had more of a decrease, going from 46 to 31 for a 33% decrease.

**Goal 2: UA-PTC will provide opportunities for professional development of its faculty.**

*Strategies:* Each academic year, faculty 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. Faculty members work with their deans each November to plan their professional development activities for the upcoming year. Information about professional development is provided in the employee handbook, and a calendar of on campus events is maintained by the Center for Teaching Excellence. Deans will work with their faculty in determining appropriate professional development activities for attendance. A full-time staff member in the Center for Teaching Excellence has the responsibility for coordinating and improving on campus professional development for full-time and adjunct faculty and staff.

*Indicators of Effectiveness:* The College maintains demographic data on employees of UA-PTC and monitors trends in professional development.

*Timeline:* Ongoing.

*Status Report:* Of full-time faculty, 181 attended professional development activities funded by PTC’s Center for Teaching Excellence in academic year 2020-2021, this is a decrease of 18% over last year. This data is located at Table 8.

Of full-time faculty, 181 attended professional development activities funded by PTC’s Center for Teaching Excellence in academic year 2020-2021. This data is located in Table 3.

<b>Table 3 FY 2020-2021 Session Participants</b>			
<b>Faculty</b>	<b>Full-time</b>	<b>Part-Time</b>	<b>Total</b>
Certificate	301	83	384
Meeting	138	4	142
Service	13	2	15
Instructor	1150	87	1237
Online	400	97	497
Webinar	13	0	13
<b>Total</b>	<b>2015</b>	<b>273</b>	<b>2288</b>

Individual Faculty Participated - 238

FT Faculty – 181

PT Faculty – 57

**Goal 3: UA-PTC will foster opportunities for advancement among its faculty.**

*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, UA-PTC 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:* Of the 5 employees that Human Resources was able to confirm as receiving promotions during the year from July 1<sup>st</sup> 2020 to June 30<sup>th</sup> 2021, 3 of them were for minority employees.

**Goal 4: UA-PTC will support cultural awareness activities on campus and in the community.**

A factor in promoting minority faculty and staff retention is cultural awareness on the part of everyone on campus. In order to increase cultural awareness, UA-PTC makes use of following:

(a) Cultural Diversity and Community Involvement Committee: the Cultural Diversity and Community Involvement Committee for students and community stakeholders will plan and promote diversity programs for students and community stakeholders.

(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.

*Strategies:* The College will continue to promote cultural awareness in the campus and greater community. Efforts will be made in each of the areas listed above.

*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:* Information pertaining to the Cultural Diversity Committee and Office of Public Relations and Marketing is listed under the status report for Goal 6 of the Minority Student Recruitment and Retention section.

Due to COVID a number of PR & Marketing community fairs and events were cancelled for 2020-2021. PR & Marketing has developed diversity and inclusion marketing for social media, which creates awareness of issues throughout the year to student, staff, faculty and the great community.

There have been a variety of trainings related to Diversity and Inclusion provided by Professional Development available to both faculty and staff. The following is a list of the sessions, and the number of faculty members who participated:

Session Titles	Faculty	
	Full-time	Part-time
2021 APC: Current Events Conversation	3	0
All About Student Support Services (TRiO SSS)	3	0
Building Effective Communities Across Difference	3	0
Creating Inclusive Workspaces	13	0
Cultural Competency Workshop-Unconscious Bias	19	0
Diversity Awareness	2	0
Diversity, Equity & Inclusion in the Workplace	5	0
Golden Rule: Respectful Workplace	1	0
How Can Backward Design Make My Courses More Accessible?	4	0
How Can I Make My Course Content More Accessible?	1	0
How Can I Make My Exams More Accessible?	1	0
How Can I make the Activities in My Course More Inclusive?	4	0



Inclusive Access - A Partnership with Follett	13	1
Leading a Diverse Workforce	4	0
What you need to know about Career Pathways Initiative (CPI)	3	0
Why is Intercultural Competence Important and How Can it Improve my Teaching?	2	0
<b>Total</b>	<b>81</b>	<b>1</b>

Last year, the Chancellor established a task force for Diversity, Equity and Inclusion (DE&I). This included the creation of a sub-committee to assess and establish employee training for DE&I. The sub-committee found training and submitted the quote, which is now pending the Chancellor and the Foundation office to find funding for it.

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### **Minority Staff Recruitment and Retention**

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**Goal I: UA-PTC will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.**

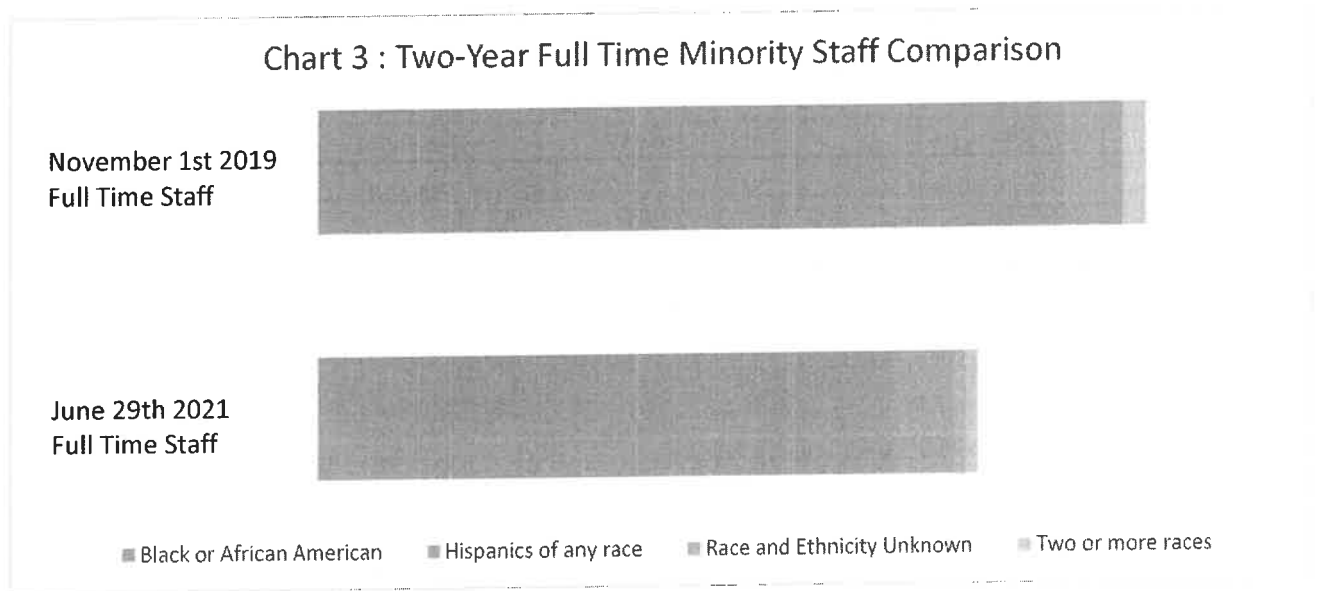
*Strategies:* UA-PTC will continue to support a fair and professional human resources process for recruiting and hiring staff.

*Indicators of Effectiveness:* The College maintains demographic data on employees of UA-PTC and monitors trends in hiring.

*Timeline:* Ongoing.

*Status Report:* 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.

The number of Full-Time staff between the last report and the current report decreased from 69 to 55, for about a 20% decrease, primarily as a result of the COVID-19 Pandemic. These numbers can be seen compared in Chart 3 below.



**Goal 2: UA-PTC will provide opportunities for professional development of its staff.**

*Strategies:* Professional development opportunities include College support for attendance at professional conferences and workshops, tuition waivers for UA-PTC courses, program development grants, information technology training, in-service training, and the State Inter-Agency Training Program. Faculty and staff participation in professional development activities will be reviewed at the end of each fiscal year and information will be included in the annual report on the implementation of this plan.

*Indicators of Effectiveness:* The College maintains demographic data on employees of UA-PTC and monitors trends in professional development.

*Timeline:* Ongoing.

*Status Report:* During academic year 2020-2021, 254 staff members participated in a variety of professional development offerings by our UA-PTC Professional Development Institute. This data is detailed in Table 4.

<b>Table 4 FY 2020-2021 Session Participants</b>			
<b>Staff</b>	<b>Full-time</b>	<b>Part-Time</b>	<b>Total</b>
Certificate	314	106	420
Meeting	107	3	110
Instructor	650	72	722
Online	421	114	535
Webinar	5	0	5
<b>Total</b>	<b>1497</b>	<b>295</b>	<b>1792</b>

Individual Staff Members Participated - 254

FT Staff – 199

PT Staff – 55

**Goal 3: UA-PTC will foster opportunities for advancement among its staff.**

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, UA-PTC will post notices of all job openings internally in addition to external posting.

*Strategies:* The staff of the Human Resources department will review minority faculty and staff promotions at the end of each year so that this information is included in the annual report on the implementation of this plan.

*Indicators of Effectiveness:* The College maintains demographic data on employees of UA-PTC and monitors trends in promotions.

*Timeline:* Ongoing.

*Status Report:* Of the 5 faculty and staff employees that Human Resources was able to confirm as receiving promotions during the year from July 1<sup>st</sup> 2020 to June 30<sup>th</sup> 2021, 3 of them were for minority employees.

**Goal 4: UA-PTC will support cultural awareness activities on campus and in the community.**

A factor in promoting minority faculty and staff retention is cultural awareness on the part of everyone on campus. In order to increase cultural awareness, UA-PTC makes use of following:

(a) Cultural Diversity and Community Involvement Committee: the Cultural Diversity and Community Involvement Committee for students and community stakeholders will plan and promote diversity programs for students and community stakeholders.

(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.

*Strategies:* The College will continue to promote cultural awareness in the campus and greater community. Efforts will be made in each of the areas listed above.

*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:* Information pertaining to the Cultural Diversity Committee and Office of Public Relations and Marketing is listed under the status report for Goal 6 of the Minority Student Recruitment and Retention section.

There have been a variety of trainings related to Diversity and Inclusion provided by Professional Development available to both faculty and staff. The following is a list of the sessions, and the number of staff members who participated:

<b>Session Titles</b>	<b>Staff</b>	
	Full-time	Part-time
2021 APC: Current Events Conversation	15	0
All About Student Support Services (TRiO SSS)	8	2
Building Effective Communities Across Difference	0	0
Creating Inclusive Workspaces	7	1
Cultural Competency Workshop-Unconscious Bias	16	0
Diversity Awareness	0	0
Diversity, Equity & Inclusion in the Workplace	3	0
Golden Rule: Respectful Workplace	3	0
Inclusive Access - A Partnership with Follett	11	1
Leading a Diverse Workforce	5	0
What you need to know about Career Pathways Initiative (CPI)	8	2
<b>Total</b>	<b>76</b>	<b>6</b>

Due to COVID a number of PR & Marketing community fairs and events were cancelled for 2020-2021. PR & Marketing has developed diversity and inclusion marketing for social media, which creates awareness of issues throughout the year to student, staff, faculty and the great community.

Last year, the Chancellor established a task force for Diversity, Equity and Inclusion (DE&I). This included the creation of a sub-committee to assess and establish employee training for DE&I. The sub-committee found training and submitted the quote, which is now pending the Chancellor and the Foundation office to find funding for it.

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## Faculty and Staff Data Analysis

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UA-PTC employees on the college payroll as of June 29<sup>th</sup>, 2021 totaled 477 individuals. There was been a decrease in the number of both minority and non-minority employees since the last annual report, due in large part to the COVID-19 pandemic. This was determined using a combination of checking for employees currently marked as Active in Jenzabar EX, coupled with checking the payroll over the past year (July 1<sup>st</sup> 2020 to June 30<sup>th</sup> 2021) and removing any employees who had not been paid during that time period. Minority employees (counting 4 employees with an unknown Race/Ethnicity) made up about 27% of the employee population, counting both full and part-time employees.

102 full-time and part-time employees were hired during the same time period and received at least one pay period. Of those employees, about 35% were of a minority race or ethnicity (counting 3 employees with an unknown Race/Ethnicity). This also counts employees who may have previously been employees of the college, who were rehired within the given time period.

In accordance with the ACT 1091 of 1999 and the Arkansas Department of Higher Education (ADHE), the following data (Tables 5-10 and Charts 4-5) provide listings of position titles and race/ethnicity held by minority UA-PTC employees.

Table 5: Full-Time Faculty by Minority Race/Ethnicity	
American Indian or Alaska Native	0
Asian	3
Black or African American	15
Hispanics of any race	2
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	0
Race and Ethnicity unknown	0
Two or more races	1

Table 6: Adjunct Faculty by Minority Race/Ethnicity	
American Indian or Alaska Native	2
Asian	2
Black or African American	24
Hispanics of any race	1
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	0
Race and Ethnicity unknown	2
Two or more races	0

**Chart 4 : Two-Year Minority Full-Time Faculty Comparison**

November 1st 2019  
Full Time Minority  
Faculty



June 29th 2021  
Full Time Minority  
Faculty



■ Asian   ■ Black or African American   ■ Hispanics of any race   ■ Two or more races

**Chart 5 : Two-Year Minority Adjunct Faculty Comparison**

November 1st 2019  
Adjunct Minority  
Faculty



June 29th 2021  
Adjunct Minority  
Faculty



■ American Indian or Alaska Native   ■ Asian   ■ Black or African American  
■ Hispanics of any race   ■ Race and Ethnicity Unknown   ■ Two or more races

Table 7: Full-Time Staff by Minority Race/Ethnicity	
American Indian or Alaska Native	0
Asian	0
Black or African American	48
Hispanics of any race	5
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	0
Race and Ethnicity unknown	1
Two or more races	1

Table 8: New Employees by Minority Race/Ethnicity	
American Indian or Alaska Native	2
Asian	2
Black or African American	26
Hispanics of any race	3
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	0
Race and Ethnicity unknown	3
Two or more races	0

Table 9: Total Minority Faculty and Staff by Position	
Academic Advisor	4
Accounting Coordinator	2
Admin. Grants & Contracts	1
Admin. Specialist II	4
Admin. Specialist III	1
Administrative Support Supervisor	1
Associate Director Advising	1
Associate Librarian	2
Asst. Director of VUB	1
Benefits Analyst	1
Career Coach	1
Career Coach Provisional	3
Coordinator of Career Services	1
Coordinator/Learning Ast. Ctr	1
Counselor	2
Day Care Teacher	2
Dean Math, Natural Sciences & Allied Health	1
Director of Administrative Services	1
Director of Admissions	1
Division Dean	1
Education Specialist	1
Extra Help	20
Full Time Faculty	19
Library Technician	2
Paraprofessional/GED Proctor	1
Part Time Faculty	25
Project Specialist	1
Project/Program Director	4
Project/Program Manager	7

Public Safety Officer I	1
Registrar	1
Skilled Tradesman	1
STEM Success Coach	4
Student Services Rep.	2
Summer Ext Faculty	1
Supplemental Contract	5
Totals	127

**Table 10:  
Total Minority Faculty and Staff by Position – New Hires Only**

Academic Advisor	2
Benefits Analyst	1
Career Coach	1
Career Coach Provisional	1
Early College Instructor	1
Extra Help	9
Full Time Faculty	1
Library Technician	1
Paraprofessional/GED Proctor	1
Part Time Faculty	11
Payroll Technician	1
Project/Program Director	1
Project/Program Manager	1
Skilled Tradesman	1
Student Services Representative	1
Supplemental Contract	2
Totals	36

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### **New Strategies and Activities for Minority Recruitment and Retention**

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UA-PTC continues to promote various community based outreach programs and develop partnerships with state and private organizations designed to move unemployed or underemployed individuals into employment opportunities at UA-PTC or educational and technical programs.

*Indicators of Effectiveness:* The College maintains demographic data on employees of UA-PTC and monitors trends.

*Timeline:* Ongoing.



*Status Report:* The College maintains the partnership started in 2017 with Goodwill Industries of Arkansas. We have provided them office space in the Campus Center to assist with their job placement initiatives.

The College has continued its partnership with the Workforce Alliance for Growth in the Economy, and has entered into a new partnership Mosaic Templers Cultural Center. In addition the college continues to work with multiple Adult Education Programs in the surrounding counties to provide employment opportunities.

UA-PTC has focused on increasing the number of admissions recruiters to recruit from minority serving areas from which the majority of UA-PTC students come from. The College will continue to facilitate the College and Career Coach Program that specifically serves the Little Rock School District and is designed to motivate and support students to achieve their goals as it relates to college and career planning. In addition, UA-PTC will continue to seek funding to implement its STEM Success program whose focus is to increase the retention and graduation of underrepresented students in the fields of science, technology, engineering, and mathematics (STEM). UA-PTC will continue its community based outreach program which is developing partnerships with state and private organizations that are designed to move unemployed or underemployed individuals into employment opportunities at UA-PTC or educational and technical programs.

*Indicators of Effectiveness:* The College maintains demographic data on students of UA-PTC and monitors trends.

*Timeline:* Ongoing.

*Status Report:* In Fall 2020, the racial composition of UA-PTC's student body was made up of students who were 56.4 percent minority races or ethnicities. This is an increase from the 53.6% of Fall 2019.

As in prior years, UA-PTC maintained and published demographic data on its student body for the Fall 2020 and Spring 2021 semesters in a format that monitors both 1-year and 5-year changes. For 2020-2021, UA-PTC began reporting more detailed information on the race and ethnicity of its student population. During the Fall 2020 semester, UA-PTC's student body self-identified as 43.6% White, 38.9% Black or African American, 4.6% Hispanic, 1.8% Asian, 0.5% American Indian or Alaska Native, 1.1% Nonresident Alien, and 0.2% Native Hawaiian or Other Pacific Islander. Also, 4% of UA-PTC's student body identified with two or more races and it is important to note that the race and ethnicity of 5.3% of UA-PTC's student body is unknown as they choose not to self-identify. With a decline in enrollment for 2020-2021, UA-PTC's percentage of male students declined by 17.97% and its female population declined by 9.56%.

In addition, in response to the impacts of Covid-19, UA-PTC produced a CARES Act Study to assist in monitoring the trends of how students were impacted by additional funding being provided to student who demonstrate exceptional need. It was found for the Spring of 2020, that the majority of students who qualified for financial aid grants through the Higher Education

Emergency Relief Fund (HEERF) were Pell Grant Recipients; female; African American; between the ages of 18 and 24; sophomores; and attended full-time. The intent of this funding was to provide financial assistance to students in hopes that it would enable them to continue and complete their educational program and increase their employment opportunities.

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### **Budget for Minority Recruitment and Retention**

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Comprehensive services that benefit all students regardless of race are funded as regular items in the UA-PTC budget. In fiscal year 2021, 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 2021, the budgeted amount totals over \$300,000.

With regard to money spent on direct recruitment and retention of minorities, the Office of Public Relations and Marketing continues to spend considerable dollars advertising in minority market venues and in participating in cultural and minority community events.

**University of Arkansas Rich Mountain**  
**Minority Recruitment and Retention Annual Report**  
 June 30, 2021

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.

<b>Fall Semester</b>		
	2020	2020
	Count	% of Total
Hispanic or Latino Ethnicity	84	11%
Non-Hispanic Ethnicity		
American Indian or Alaska Native	17	2%
Asian	9	1%
Black or African American	8	1%
Native Hawaiian or Other Pacific Islander	2	0%
White	626	78%
Two or More Races	13	2%
Unknown	8	1%
Non-Resident Alien	31	4%
<b>Total</b>	<b>798</b>	<b>798</b>

## Spring Semester

	2021	2021
	Count	% of Total
Hispanic or Latino Ethnicity	69	11%
Non-Hispanic Ethnicity		
American Indian or Alaska Native	10	2%
Asian	7	1%
Black or African American	6	1%
Native Hawaiian or Other Pacific Islander	1	0%
White	484	78%
Two or More Races	11	2%
Unknown	5	1%
Non-Resident Alien	28	5%
<b>Total</b>	<b>621</b>	<b>621</b>

- 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: (1) Mathematics Instructor
- 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.

**Submit your annual report electronically to [academic.affairs@adhe.edu](mailto:academic.affairs@adhe.edu) by June 30.**

**UNIVERSITY OF CENTRAL ARKANSAS**

**Minority Recruitment and Retention Report**

**submitted to the**

**ARKANSAS DEPARTMENT OF HIGHER EDUCATION**

June 30, 2021

**I. BY THE NUMBERS**

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

Reporting term: Fall 2020

<b>Race</b>	<b>Number</b>	<b>Percent</b>
Total enrollment	10,335	
American Indian	50	0.48%
Asian	215	2.08%
Black	1,522	14.73%
Hispanic	571	5.52%
Native Hawaiian/Pacific Islander	7	0.07%
Two or more races	395	3.82%

**B. Number and position title of minority faculty and staff who currently work for the institution**

Reporting term: Fall 2020

Race / Position	Position Title														Total number in minority group	
	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
American Indian	1			2		1			1							5
Asian	30				1	3			1			6				41
Native Hawaiian/Pacific Islander	2								2							4
Black	29			4	10	18	4	12	18	1	24	13	1	2	136	
Hispanic	10				1	2		1	6		11	3	1	1	36	
Two or more races	9				2	1		2	2		2	2	2	1	23	
Minority employees in category	81			6	14	25	4	15	30	1	37	24	4	4	245	
Total employees in category	679		8	26	76	144	38	66	116	9	136	181	69	12	1,555	



**C. Number of minority full-time faculty, by minority group, who currently work for the institution**

Reporting term: Fall 2020

Race	FT Faculty
American Indian	1
Asian	27
Native Hawaiian/Pacific Islander	1
Black	22
Hispanic	8
Two or more races	9
Total minority full-time faculty	68
Total full-time faculty	525

**D. Number of minority adjunct (part-time) faculty who currently work for the institution**

Reporting term: Fall 2020

Race	PT Faculty
American Indian	0
Asian	3
Native Hawaiian/Pacific Islander	1
Black	7
Hispanic	2
Two or more races	0
Total minority part-time faculty	13
Total part-time faculty	154

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

Reporting term: Fall 2020

Category	Count
Faculty	28
Library/Student/Academic Affairs/Other Education Services Occupations	7
Management Occupations	9
Business/Financial Operations Occupations	6
Computer/Engineering/Science Occupations	3
Community Service/Legal/Arts/Media	10

Category	Count
Healthcare Practitioners/Technical Occupations	0
Service Occupations	21
Sales/Related Occupations	0
Office & Administrative Support Occupations	17
Natural Resources, Construction, & Maintenance Occupations	5
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 Minority Retention and Recruitment Plan. The goals are grouped by categories – students, faculty and staff. *Note that this will be the final report based on the 2012–2017 plan, which is being replaced this year by the 2022–2026 plan.*

**1. Students**

**GOAL 1:** Continue to recruit and retain the number (and corresponding percentage) of minority entering freshmen UCA students each year so that the proportion of UCA's minority-to-white entering freshmen will be consistent with the minority-to-white proportion of high school graduates entering [Arkansas] four-year public institutions, with the exception of UAPB.

**GOAL 2:** Increase the number (and corresponding percentage) of minority undergraduate UCA students each year, so that the proportion of minority-to-white UCA undergraduate students will be consistent with the minority-to-white proportion of students in [Arkansas] four year public institutions, with the exception of UAPB.

**GOAL 3:** To increase the retention and graduation rates for minority undergraduate UCA students each year so that the minority retention and graduation rates for minority undergraduate students will be approximately equal to the retention and graduation rates for white undergraduate UCA students.

**GOAL 4:** To maintain the number (and corresponding percentage) of minority UCA graduate students each year so that the proportion of UCA's minority-to-white graduate students will be approximately equal to the minority-to-white proportion of graduate students attending [Arkansas] four-year public institutions.

*Note:* The comparative information required to report fully on these goals is not available from published ADHE reports. The university will revisit these goals and the information required to show progress on them as it reviews its diversity objectives and support structures in the immediate future (see item 7 below).

**Minority Enrollment (Goals 1, 2, and 4)**

Numbers in the following tables exclude non-resident aliens and students whose race/ethnicity is unknown.

Reporting terms: Fall 2015, Fall 2020

<b>UCA Entering Freshmen (FT+PT)</b>				
	2015		2020	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	1,987		1,682	
Black	354	17.82%	284	16.88%
Other minority	276	13.89%	234	13.91%
White	1,357	68.29%	1,164	69.20%

<b>UCA Undergraduate (FT+PT)</b>				
	2015		2020	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	9,249		8,241	
Black	1,739	18.80%	1,368	16.60%
Other minority	1,026	11.09%	1,101	13.36%
White	6,484	70.10%	5,772	70.04%

<b>UCA Graduate (FT+PT)</b>				
	2015		2020	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	1,782		1,637	
Black	174	9.76%	154	9.41%
Other minority	95	5.33%	137	8.37%
White	1,513	84.90%	1,346	82.22%

<b>UCA Total Enrollment</b>				
	2015		2020	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	11,031		9,878	
Black	1,913	17.34%	1,522	15.41%
Other minority	1,121	10.16%	1,238	12.53%
White	7,997	72.50%	7,118	72.06%

<b>Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment</b>				
	2015		2020	
	Number	Percent	Number	Percent
Grand total	80,261		76,093	
Black	10,042	12.51%	8,636	11.35%
Other minority	10,145	12.64%	12,551	16.49%
White	60,074	74.85%	54,906	72.16%

As indicated by changes in the proportion of minority to white enrollees from 2015 to 2020, have fluctuated somewhat, but not remarkably. UCA's overall minority enrollments have become more similar to minority enrollment at other public four-year universities (excluding UAPB) in the state during this period. Without comparative information readily available, it is difficult to make statements about UCA's graduate minority enrollment, except to note that diversity in UCA's graduate student enrollments has increased overall in the five years reported here.

### Graduation and Retention Rates (Goal 3)

#### One-Year Retention Rate

	2010 Cohort			2014 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,828	1,261	69.0%	2,154	1,560	72.4%
White	1,194	838	70.2%	1,328	1,002	75.5%
Black	373	232	62.2%	488	311	63.7%
Other minorities	133	115	86.5%	258	180	69.8%
All minorities	506	347	68.6%	746	491	65.8%

#### Graduation Rate – 150% Time

	2010 Cohort			2014 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,828	762	41.7%	2,154	985	45.7%
White	1,194	560	46.9%	1,328	681	51.3%
Black	373	93	24.9%	488	127	26.0%
Other minorities	133	50	37.6%	258	121	46.9%
All minorities	506	143	28.3%	746	248	33.2%

One-year retention rates for these cohorts show some gains overall and in the tracked categories except for "Other minorities." Graduation rates show gains overall and in all categories. Achievement gaps remain, and the university continues to address these gaps.

## 2. Faculty

**GOAL 5:** To maintain the number (and corresponding percentage) of minority full-time faculty members of all ranks at UCA and to increase the numbers to the percentage of each race to approximately the percentage of degrees conferred by race nationally and master's degrees statewide.

Reporting terms: As indicated

As the following table shows, UCA percentages of minority full-time faculty show no significant change in black faculty representation and a slightly larger (but still very small) decrease in other minority faculty representation. The percentage of white full-time faculty also decreased. (Note: Because of difficulty accessing recent national completer data, this year's report like last year's does not include that data or comparative comments based on such data.)

	UCA Full-Time Faculty			
	Fall 2015		Fall 2020	
	Number	Percent	Number	Percent
Total	547		525	
White	464	84.83%	434	82.67%
Black	23	4.20%	22	4.19%
Other minorities	50	9.14%	46	8.76%
All minorities	73	13.35%	68	12.95%

## 3. Staff

**GOAL 6 [Executive Administrative and Professional Non-Faculty]:** To maintain the number (and corresponding percentage) of minority executive administration and professional non-faculty at UCA so that the proportion of minority professionals will equal the proportion of minority individuals with the credentials required for such positions in the relevant labor market.

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

<b>Administration/Professional Staff</b>				
	Fall 2015		Fall 2020	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Total	432		450	
White	343	79.40%	354	78.67%
Black	59	13.66%	63	14.00%
Other minorities	19	4.40%	26	5.78%
All minorities	78	18.06%	89	19.78%

As an imperfect point of comparison, the US Census American Community Survey 2011–2016 provides the following information for Management, Business, Science, and Arts occupations in Faulkner and Pulaski counties:

	<b>Faulkner County</b>			<b>Pulaski</b>	
	Number	Percent		Number	Percent
Total in category	19,892			73,514	
White	16,952	85.2%		50,400	68.6%
Black	1,757	8.8%		17,394	23.7%
Other minority	1,047	5.3%		5,360	7.3%
All minority	2,804	14.1%		22,754	31%

Source: United States Census Bureau. Query in American Factfinder (<http://factfinder2.census.gov/>), pulled 6/21/2018. (The Census Bureau has discontinued this tool, and we have not found newer available data).

**GOAL 7 [Support Staff]:** To maintain the number (and corresponding percentage) of minority support staff at UCA to the percentages listed below, so that the proportion of minority support staff will approximate the proportion of minority individuals in each specific job category (as defined in the EEO-6 Report) in the relevant labor market area.

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

<b>Secretarial/Clerical</b>				
	Fall 2015		Fall 2020	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Total	515		398	
White	411	79.81%	328	82.41%
Black	75	14.56%	40	10.05%
Other minorities	28	5.44%	29	7.29%
All minorities	103	20.00%	69	17.34%

**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 2019–2020

The University of Central Arkansas (UCA) holds diversity and community as core values. UCA's commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust. 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.

**BELONGING:** It is the aim of UCA for all individuals to feel welcome across differences.

**INCLUSION:** UCA aspires toward inclusive excellence by involving diverse communities in decision-making that have an impact on policies, procedures, and practices of the campus.

**EQUITY:** The UCA community collaborates to alleviate gaps, disparities, and disproportionalities, and to remove the predictability of outcomes for historically underrepresented groups.

This report provides a portrait of the 2020/2021 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 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.

The 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. Due to



the pandemic, all events convened on Zoom. The only expenditures were for book purchases and the Teaching Excellence Institute. The following sessions enrolled over 300 registrants during this academic year:

<b>Event Title</b>	<b>Sponsor(s)</b>	<b>Budget</b>
From #BlackatUCA to Antiracist Pedagogies (Workshop)	CETAL/IDI	\$0
Unintended Offenses: Making Your Classrooms Safe from Microaggressions (Workshop)	CETAL/IDI	\$0
Inclusive Pedagogies and Learning Communities (Workshop)	CETAL/ Learning Communities	\$0
Dialect Differences versus Errors in Student Writing (Workshop)	CETAL	\$0
Diversity Detox: An Introduction to Diversity Science (Workshop)	CETAL	\$0
LIVED EXPERIENCES SERIES: The Policing of Black Students' Experiences (Workshop)	CETAL/IDI	\$0
Teaching to Transgress Book and March Graphic Novel Series Discussion (Book Group)	CETAL	\$0
<i>White Like Me</i> (Book Group)	CETAL	\$0
<i>How to Be an Antiracist</i> (Book Group)	CETAL	\$0
Restorative Justice Principles and Practices (Learning Community)	CETAL	\$0
Critical Service-Learning & Decolonizing Community Engagement (Book Group)	CETAL/ Service- Learning	\$0
Toward (More) Inclusive Pedagogies (Workshop)	CETAL	\$0
Creating Community with Your Students (Workshop)	CETAL	\$0
Building Antiracist White Educators (BARWE) (Learning Community)	CETAL	\$0
<i>We Want to Do More Than Survive</i> (Book Group)	CETAL	\$0
<i>Algorithms of Oppression</i> (Book Group)	CETAL	\$0
<i>Black Fatigue</i> (Book Group)	CETAL	\$0
<i>Black Voices and Antiracist Futures</i> (Book Group)	CETAL	\$0
Fall 2020 & Spring 2021 Book Groups	CETAL	\$ 1,852.00
Teaching Excellence Institute	CETAL	\$13,350.00
<b>Total budget</b>		<b>\$15,202.00</b>

College Level Diversity: Each college has a diversity plan and a diversity committee. Colleges maintain goals that are consistent with UCA's Diversity Strategic Plan.

Conway Conversations: 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. Their initiatives are included below:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Where Do We Go From Here? A Conversation in the Aftermath of the Death of George Floyd	Outreach and Community Engagement	\$0
Confederate Monument Panel and Discussion	Outreach and Community Engagement	\$0
From Strangers to Neighbors	Outreach and Community Engagement	\$0
National Day of Racial Healing	Outreach and Community Engagement	\$0
This Book is Anti-Racist and Stamped Book Discussions	Outreach and Community Engagement/UCA Foundation Grant	\$1,231.30
<b>Total</b>		<b>\$1,231.30</b>

Counseling Center: 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 delivers transition-to-college courses that intervene to reinforce academic and noncognitive skills.

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 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.

International Education and Engagement (IEE): This office coordinates the International Student and Scholars Program, the Intensive English Program, the Study Abroad Program, and the UCA Confucius Institute. IEE 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.

Lactation Suites: These spaces are convenient, private, sanitary, and comfortable for nursing mothers to express, collect, and/or store breast milk. There is no fee for the use of any UCA Lactation Suite.

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.

Special Focus: When certain topics rise to the level of requiring emphasis, the campus gathers to learn collectively. Due to the pandemic, all events convened on Zoom, incurring no costs. The campus engaged in the following events during this academic year:

Event	Sponsor	Budget
Exploring UCA's Demographic Data	IDI/DAC	\$0
Purple Table Talk: A Year Like No Other	IDI	\$0
The Journey to Racial Identity	IDI/DAC	\$0
UCA African Faculty & Staff Check-In	IDI	\$0
UCA African American Faculty & Staff Check-In	IDI	\$0
UCA Asian Community Check-In	Office of the President	\$0
UCA Asian Faculty & Staff Check-In	IDI	\$0
UCA Hispanic Faculty & Staff Check-In	IDI	\$0
<b>Total</b>		<b>\$0</b>

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: This network is open to all. It primarily supports women who are seasoned or aspirant leaders in the home, at work, or in the community. The network provides personal and professional development opportunities and cultivates connections for women from various backgrounds, in Conway and in surrounding areas.

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**

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. Most meetings and events convened via Zoom, absent any extra costs. This academic year, IDI engaged in the following wide range of activities.

### **IDI Initiatives**

Affinity/Resource Groups: IDI coordinates opportunities to cultivate community, offer professional development, fellowship, and informal mentorship for historically underrepresented faculty and staff. Current groups include African, African American, Asian, Latina/Latino/Latinx, and LGBTQ+.

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 and attending training; overall learning; 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 and Inclusive Excellence Award
- Diversity Key Performance Indicators
- Diversity Strategic Plan
- Immigrant Experience at UCA
- Institutional Diversity and Inclusion Grant Program
- Lactation Suites
- LGBTQ+ Advisory
- Political and Religious Acceptance at UCA
- Strategies for Targeting Academic Representation

Diversity After Hours: Events that help to alleviate isolation, promote fellowship, and cultivate community.

Diversity Awards: The Diversity and Inclusive Excellence Award recognizes individuals who demonstrate a commitment to diversity and inclusive excellence on and/or off campus. These individuals have made a significant impact related to the University’s core values of diversity including (a) recruitment and retention of a diversified body of students, faculty, and staff; (b) support of the diverse needs of the students we serve; and/or (c) enhancement of interactions in a global community. The Outstanding Diversity Outreach by a Student Award recognizes a student whose commitment to diversity and inclusive excellence on campus and/or off campus has made a significant impact in a positive way. The Office of Student Life coordinates this award.

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Faculty/Staff Award	IDI	\$1,353.00
Student Award	Office of Student Life	\$ 30.00
<b>Total</b>		<b>\$1,383.00</b>

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 and Inclusion Awards and Recognition: UCA is honored with national and state recognition for its advancement in the work of diversity, belonging, inclusion, and equity.

**Diversity Strategic Plan:** This is the reporting process for documenting the University's efforts in DBIE. During the 2019/2020 academic year, 42 different departments/units/programs reported 165 activities, initiatives, or actions that are consistent with UCA's diversity, belonging, inclusion, and equity ideals.

**Diversity Website:** IDI updates the diversity website ([www.uca.edu/diversity](http://www.uca.edu/diversity)) as needed as it serves as a center point for DBIE initiatives and opportunities. The primary links on the website are as follows:

- Institutional Diversity and Inclusion
- Office of Diversity and Community
- Office of University Training
- Diversity Advisory Committee
- Initiatives and Support

**Faculty of Color Retreat:** IDI hosts this event to enhance the retention and development of black, indigenous, and people of color (BIPOC) who are underrepresented members of the UCA faculty community.

**Faculty Recruitment:** IDI participates in activities to attract a more diverse body of faculty.

**Institutional Diversity and Inclusion Grant Program:** This initiative offers mini grants to faculty, staff, administrators, students, departments, colleges, divisions, and UCA Registered Student Organizations in support of initiatives that actualize diversity, belonging, inclusion, and equity. This academic year, IDI only funded nine grants due to pandemic-related, restricted travel.

Event	Sponsor	Budget
Departmental/College Grants	IDI	\$0
Faculty/Staff Grants	IDI	\$384.00
<b>Total</b>		<b>\$384.00</b>

**Minoritized 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 in the academic community as well as provide guidance in the critical components of faculty success.

**Navigating Diversity in Search Committees:** An array of professional development designed to provide strategies to recruit a diverse body of faculty, staff, and student employees. Content includes information to consider before, during, and after the process such as demographic audits, committee charge, selection criteria, inclusive language, inclusive position descriptions, extending the net beyond traditional avenues, inclusive interviewing process and dialogue, and onboarding.

## IDI Events

While IDI offers the campus community opportunities to learn more about diversity, belonging, inclusion, and equity, IDI continues to give specific attention to the recruitment, retention, and development of historically underrepresented faculty to alleviate race-based, student-to-faculty disproportionalities, to increase leadership participation among historically underrepresented individuals, and to address the

needs of LGBTQ+ faculty and staff. IDI also facilitates a variety of DBIE sessions by request. Activities for the academic year were as follows:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Black Male Experience Report	University Training	-
Conway Area Youth Leadership Institute (CAYLI) Youth Leadership Education Day	CAYLI	-
Campus Climate Survey Administration	Office of the President/IDI	\$2,000.00
Classroom Diversity Panel	Office of Student Success	-
Coaching Circle	IDI	\$0
Communication and Coaching - Leadership Series	University Training	-
Crafting a Position Description to Increase and Diversify your Applicant Pool	Office of the Provost/IDI	\$0
Diversity Panel	Housing	-
Faculty of Color Retreat	IDI	\$499.00
Identifying and Managing Unintended Offenses	Film, Theatre & Creative Writing	-
Inclusive Pedagogies	Nutrition and Family Sciences	-
Intentional and Inclusive Leadership	Women's Leadership Network	\$0
LGBTQ+ Affinity-Resource Group	IDI	\$0
Minority Faculty Mentoring Initiative: Invitation Meeting, Match Day, Mentor Meeting, Protégé Meeting	IDI	\$0
Navigating Diversity in Search Committees	General Counsel/HR/IDI/Office of the Provost	\$0
Recruitment at the SREB: Compact for Faculty Diversity Conference	Office of the Provost/IDI	\$700.00
Self-Awareness - Leadership Series	University Training	-
SGA: Advocacy for All Students	SGA/IDI	-
Social Justice: The Journey to Here	Athletics/IDI	-
The Academic Network	IDI	\$1,200.00
The Inclusive Interview Process	Office of the Provost/IDI	\$0
<b>Total</b>		<b>\$4,399.00</b>

#### IDI Events/Initiatives for Undergraduate Students

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. The Community and Race Oral History Project, an externally funded initiative, afforded four 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 collaborated with UCA faculty internship coordinators, community liaisons, field supervisors, and UCA staff. With a focus on academic success, IDI engaged undergraduate students, this academic year, through the following presentations and initiative:

Event	Sponsor	Budget
Community and Race Oral History Project	Woods Family Foundation, Bunny Adcock, Board of Trustees	\$8, 368.00
Community Policing	Athletics/IDI	\$0
How to Become a Police Officer	IDI/UCAPD	\$0
The Journey from College to Law School	IDI	\$0
<b>Total</b>		<b>\$8, 368.00</b>

#### IDI Events for Graduate Students

IDI works with and advises the Black Graduate Student Association (BGSA), which provides community and professional development to graduate students from the African diaspora. The following are presentations from this academic year:

Event	Sponsor	Budget
BGSA Virtual Social	IDI	\$0
Mental Health & Wellness in Grad School	IDI	\$0
Work/Life Harmony in Grad School	IDI	\$0
<b>Total</b>		<b>\$0</b>

#### Community Outreach

Amigo Fest: Roughly 150 individuals from Central Arkansas were on the UCA campus for the event.

Arkansas Black Hall of Fame: UCA supports the 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 of UCA's Latinx students received scholarships at this event. Parents of the students and UCA staff were present to honor students at the gala.

Minority Vendor Partnership Initiative (MVPI): After conducting the Businesswomen of Color in Arkansas qualitative research study, the lead investigator, a member of the MVIP committee and the Women's Foundation of Arkansas hosted a session to unveil the results of the study. This investigation provided insight on how the State might support participants' efforts to start, fund, maintain, and grow successful businesses in Arkansas. The lead investigator continues to make presentations on the outcomes of the study. In collaboration with UCA's Division of Outreach and Community Engagement, the committee also hosted the Minority Business Workshop Series for minority business owners in Arkansas that include people of color, service-disabled veterans, and women.



Event	Sponsor	Budget
Amigo Fest	ODC/IDI	\$12,308.00
e-Commerce 101	MVPI/Outreach & Community Engagement	\$0
LULAC	UCA Foundation	\$ 2,500.00
Minority Vendor Partnership Initiative	Women's Foundation of Arkansas	\$6,740.00
Side Hustle Game	MVPI/Outreach & Community Engagement	\$0
Solopreneurship	MVPI/Outreach & Community Engagement	\$0
<b>Total</b>		<b>\$21,548.00</b>

### C. Office of Diversity and Community

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 2020 to fall 2021 were not available at the time of this report. Fall 2020 to spring 2021 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).

### Black Male Achievement Challenge (B-MAC)

The Black Male Achievement Challenge is open to all and began during 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 2020/2021 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:

#### 2020-2021 B-MAC Activities

- #UCA24 Virtual Day Party (2 sessions)
- B-MAC Kick-Off : Game Night
- Barbershop Talk Series (4 sessions)
- College Day '20: Different but Doable (True Holiness)
- Conway Daze RSO Fair
- Donation Drive Community Service Project
- Gentlemen's Brunch
- Let's Talk About It: An Open Discussion
- Monthly Mass Meetings
- Networking with a Pro: From Athletics to the Boardroom
- Virtual Museum of Notable Figures Black History Month Program
- What is YOUR Voting Plan? Voter Registration and Awareness
- When Grown Folks Talk: Part II

#### **Program Impact and Student Evaluations of B-MAC**

<b>B-MAC Cohort</b>	<b># of Students</b>	<b>Retention Fall 2020 to Spring 2021</b>	<b>SAP Fall 2020</b>
2020	19 (Retention) 81 (SAP)	Higher than comparison group*	71.6%
Black Males - 2020 (Comparative Group)	109 (Retention) 519 (SAP)	78%	61.5%

\* 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 that focused on networking with career professionals as a positive experience with ratings of 5 out of 5 (1 = Poor to 5 = Excellent). Participants in the Signature Program also engaged in other networking behaviors and activities; for instance, 60% of participants sent emails to professionals in

their field, 100% of participants attended a social event hosted by a business or organization related to their career, and 90% attended a conference or a workshop relevant to their career.

### Latinx/Hispanic Outreach Initiative

This initiative is open to all and started during academic year 2013/2014. It primarily focuses on assisting the Latino Student Association (LSA) and Hermandad de Sigma Iota Alpha, Inc. As part of ODC, the initiative includes service to the ENGAGED initiative for Latinx students, which is powered by UCA Career Services; direction for various departmental events; leadership for the Diversity Advisory Committee's Immigrant Experience Sub-Committee; collaborative programming efforts with the UCA Office of International Education and Engagement; and facilitation of a weekly Women of Color Process Group in partnership with the UCA Counseling Center. 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:

#### 2020-2021 LSA Activities

- #UCA24 Virtual Day Party (2 sessions)
- Amigo Fest
- Bi-Monthly Latino Student Association Meetings
- Bobby Gonzalez: Indigenous Heritage of Latinos
- Colorism: Collective Conversations
- Conway Daze RSO Fair
- Game and Trivia Nights
- Latinx Graduation Celebration
- LULAC Scholarship Gala
- March to the Polls Voter Registration Event
- Paint your Nationality/Flag (collaboration with the Diversity Advisory Committee)
- Rafael Matos: Borders Not Walls: Confronting Bias in Your Community
- Salsa Dance Night
- Sugar Skull Decorating – Day of the Dead Celebration
- UCA Latinx Alumni Panel: Life After College
- Virtual Vision Board Party
- What is YOUR Voting Plan? Voter Registration and Awareness
- What's Next? Grad School Talk

## Program Impact and Student Evaluations of LSA

LSA Cohort	# of Students	Retention Fall 2020 to Spring 2021	SAP Fall 2020
2020	11 (Retention) 35 (SAP)	Higher than comparison group*	Higher than comparison group*
Hispanic Students (Comparative Group)	124 (Retention) 496 (SAP)	87.9%	76.8%

\* 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 Fall 2020 Signature Program focused on voting and civic engagement as evidenced by ratings of 5 out of 5 (1 = Poor to 5 = Excellent). Participants commented the following as the most memorable and helpful things about the Signature Program:

*Being able to file my absentee voting paper on site!*

*I really like how the guest speaker provides time for us to explore resources available to us.*

*I gained more knowledge about who my possible candidates were and how to access that information online. Before being informed, I was unaware of such access.*

LSA participants also enjoyed and appreciated the Spring 2021 Signature Program focused on graduate school as evidenced by ratings of 4.5 out of 5 (1 = Poor to 5 = Excellent). Participants also engaged in online research to search for graduate programs and sent emails to contacts at graduate programs. Additionally, three participants were planning visits to graduate programs in the near future while one participant had applied to a graduate program.

### 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. Mentees and mentors actively participated in a variety of social, cultural, and educational events as listed below:

#### 2020-2021 MMP Activities

- #UCA24 Virtual Day Party (two sessions)
- Bear Essentials Pantry Food Drive Community Service
- College Day '20: Different but Doable (True Holiness)
- Conway Daze RSO Fair

- Game and Trivia Nights
- MMP Executive Board and Mentor Recruitment
- MMP Fall Training
- Monthly Executive and Mentor Meetings
- Networking with a Pro: From Athletics to the Boardroom
- Transitions Week
  - Virtual Aux Cord Wars
  - Mentor Mayhem
  - Motivational Monday and Multicultural Freshman Dinner with the Provost
  - Mentee-Mentor Pairing Day
- Virtual Trap & Paint Experience
- Virtual Museum of Notable Figures Black History Month Program
- What is YOUR Voting Plan? Voter Registration and Awareness

**Program Impact and Student Evaluations of MMP**

<b>MMP Cohort</b>	<b># of Students</b>	<b>Retention Fall 2020 to Spring 2021</b>	<b>SAP Fall 2020</b>
2020	90 (Retention) 166(SAP)	Higher than comparison groups*	80.1%
Asian Students	33(Retention)/173(SAP)	87.9%	87.9%
Black Students	283(Retention)/1,340(SAP)	79.5%	67.0%
Hispanic Students (Comparative Groups)	124 (Retention)/496(SAP)	87.9%	76.8%

\* 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 non-participating counterparts and an acceptable SAP rate within the last academic year. Participants enjoyed and appreciated the Fall 2020 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 out of 5 (1 = Poor to 5 = Excellent). Select comments provided by attendees are listed below.

*Amazing! Keep doing great work!*

*A very special program that has accepted me with open arms!*

*I think this is a great program for minority students to meet other people and not be afraid to be there for someone.*

Additionally, at the end of the Fall 2020 semester, 45% of participants reported using instructor office hours often, emailing instructors often, and talking with their instructors before or after class occasionally.

### 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. Please see the list of events below:

#### 2020-2021 Project X Activities

- Academic Workshops
- Ambassador Training
- Bowling Excursion
- Brotherhood Bonding and Team Building
- College Day '20: Different but Doable (True Holiness)
- Project X First Year Seminar taught through the EDGE Residential College
- Ropes Course Activity
- Social Media Campaign featuring Instagram Live Conversations with X-Men Alumni

#### **Program Impact and Student Evaluations of Project X**

<b>Project X Cohort</b>	<b># of Students</b>	<b>Retention Fall 2020 to Spring 2021</b>	<b>SAP Fall 2020</b>
2020	19 (Retention)/22 (SAP)	84.2%	Higher than first comparative group*
Black Males - 2020	283 (Retention)/519 (SAP)	79.5%	61.5%
Hispanic Males – 2020 (Comparative Groups)	46 (Retention)/186 (SAP)	91.3%	74.2%

\* These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program divulge that Project X participants had higher retention and SAP rates than their Black counterparts within the last academic year. Also, participants, overwhelmingly, rated the Early Arrival Program as a positive experience with ratings of 4.89 out of 5 (1 = Poor to 5 = Excellent) during fall 2020 and with comments such as:

*It was absolutely the best introduction into college.*

*It was wonderful one-of-a-kind experience.*

*This is the best experience as an incoming freshman.*

*I got really close with everyone.*

*This program helped me be more comfortable about choosing UCA over any other school!*

*It is a Great program for us men of color.*

*Great; loved connecting with the ambassadors; feel like I have big brothers now.*

*Best way to start college.*

*Overall, it was the best thing I've ever done with friends, loved it.*

*Very good way to meet new people.*

*Eye opening*

*Enjoyed it all; made new friends and a new support system.*

Additionally, the program achieved its objectives across the reporting year as evidenced by the five most repeated themes/topics identified by participants:

- Academic Success
- Success at UCA
- Campus Resources
- Leadership
- Transition to College

### 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 2020/2021 academic year, students experienced programs that focused on living purposefully, mental health, professional impressions, and relationships. In addition to these topics, the young women had opportunities to actively participate in a variety of social, cultural, and educational events as follows:

#### 2020-2021 Women of Excellence Activities

- #UCA24 Virtual Day Party (two sessions)
- Big or Small: Save Them All: Breast Cancer Awareness

- College Day '20: Different but Doable (True Holiness)
- Fall Kick-Off: Think Like a Goal Digger
- General Body Meetings
- Let's Talk: Mental Health Awareness
- Monthly Executive Board Meetings
- Netflix Movie Watch Parties: *Becoming*, *Self-Made*, and *This Christmas*
- Networking with a Pro: Women's Entrepreneur Edition
- Virtual Museum of Notable Figures Black History Program
- Virtual Vision Board Party '21
- What is YOUR Voting Plan? Voter Registration and Awareness
- When Grown Folks Talk: Part I and II
- Women's History Month Tea

**Program Impact and Student Evaluations of WOE**

<b>WOE</b>	<b># of Students</b>	<b>Retention Rate Fall 2020 to Spring 2021</b>	<b>SAP Rate Fall 2020</b>
2020 Cohort	16(Retention)/60(SAP)	93.8%	Higher than comparison groups*
Black Women Hispanic Women (Comparative Groups)	174(Retention)/821(SAP) 78(Retention)/310(SAP)	80.5% 85.9%	70.5% 78.4%

\* 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 counterparts within the last academic year. Participants rated the Signature Program that focused on networking as an entrepreneur as a positive experience with ratings of 5 out of 5 (1 = Poor to 5 = Excellent) during Spring 2021 with comments such as:

*It's hard to narrow it down to one thing but I learned about how important networking is and to utilize friendships to further each other's careers is an option that I didn't really think of before.*

*Being an entrepreneur is not easy. It takes a lot of hard work and having to step out of your comfort zone.*

*Very good advice and knowledge gained.*

**2020–2021 Office of Diversity & Community Activities**

- #UCA24 Virtual Day Party (two sessions)
- Homecoming Week Event Committee
  - Virtual Boom Boom Bingo



- Banner Competition
- Griot Society Seminars and Induction Ceremony
- LGBT History Month
  - National Coming Out Tabling Event
  - Coming Out Process Student Panel
  - The PrOudDCAST
- LGBTQIA+ Lavender Graduation Celebration
- Latinx Graduation Celebration
- MLK Prayer Breakfast
- Minority Graduation Celebration (Fall and Spring)
- Networking with Pro Series
  - Tech Edition
  - Entrepreneur Edition
  - Athletics to the Boardroom Edition
- Project BTG: International Fashion Show
- UCA Day of Giving Featured Fund
- Virtual Academic Achiever Celebration
- Virtual Museum of Notable Figures Black History Program
- Women's Spring Tea

In addition to the totals below which were paid from the Diversity and Community departmental and foundation budgets, the department received funding in the following amounts to assist with Latinx programming, \$8,500; the First Year Multicultural Dinner, \$1,696; MLK Prayer Breakfast, \$1,450; and the #UCA24Day Party, \$500.

#### ODC Programming Expenses

<b>Event</b>	<b>Budget</b>
#UCA24 Day Party	\$2,450.00
Black History Museum	\$ 427.00
Black Male Achievement Challenge	\$4,208.00
Griot Society	\$ 207.00
Image Awards	\$3,410.00
Latinx Programming	\$1,280.00
LGBTQIA+ Programming	\$ 876.00
Minority Graduation Celebrations	\$1,738.00
Minority Mentorship Programming	\$5,183.00

Event	Budget
Project X: Early Arrival Program	\$20,000.00
Students for the Propagation of Black Culture	\$ 392.00
Women of Excellence	\$2,180.00
<b>Total (department and foundation)</b>	<b>\$42,351.00</b>
<b>Grand Total (includes additional funds)</b>	<b>\$54,497.00</b>

#### 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, Customer Service, 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:

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 is the policy 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.

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 2020/2021 topic was "*Race Matters.*" 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:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Bear in Mind Session (s) Black Male Experience Report (29 attendees) Navigating Spirituality in Workplace (27 attendees) Being an Ally in Workplace (8 attendees)	University Training	\$0
Campus-Wide 'Race Matters' 10 Sessions (109 attendees)	University Training	\$0
Honors College Leadership (25 attendees)	University Training	\$0
Nutrition and Family Sciences (14 attendees)	University Training	\$0
SGA Forum and Facilitator – Race (40 attendees) SGA Diversity Committee (12 attendees)	University Training, SGA	\$0
SOS Team Leaders/Directors (12 attendees) SOS (80 attendees)	University Training	\$0
HPER Staff Intervention (3 attendees)	University Training	\$0
Housing – Student Leadership (100 attendees)	University Training	\$0
Upward Bound (17 attendees)	University Training	\$0
LGBTQ+ Safe Zone (31 attendees)	University Training	\$0
Minority Mentoring in Healthcare (20 attendees)	University Training	\$0
OT Faculty and First Year Students (48 attendees)	University Training	\$0
PT Third-Year Students (54 attendees) PT Dept Employees (40 attendees)	University Training	\$0
IDEAL Leadership (40 attendees)	University Training	\$0
UCA Track Team (37 attendees)	University Training	\$0
<b>Total - 746 On-Site Attendees</b>		

**Online training:** In 2009, UCA began offering online education seminars for employees. UCA employees completed **1,733** sessions of online Diversity education during this academic year.

<b>SafeColleges Online</b>	<b>Sponsor</b>	<b>Budget</b>
Diversity, Harassment, Title IX, Child Abuse, FERPA, IT Security Seminars	University Training	\$40,000

Harassment - Faculty/Staff/Students/Department/Athletics

**Annual On-Site Campus-Wide Harassment Seminars:** These seminars educate employees on the important topic of workplace harassment prevention, which includes modeling professional behavior and respect in the midst of individual differences. UCA's core value of diversity plays a key role in the seminar's exercises and discussion.

Event	Sponsor	Budget
Campus-Wide Workplace Harassment, 10 Sessions (73 attendees)	University Training	\$0
Dating Violence Domestic Program (15 attendees)	University Training	\$0
Family & Consumer Science (22 attendees)	University Training	\$0
Honors College Leadership (25 attendees)	University Training	\$0
<b>Total - 135 On-Site Attendees</b>		

**Online training:** In 2009, UCA began offering online education seminars for employees. UCA employees completed **1,704** sessions of online Harassment Prevention education during this academic year.

SafeColleges Online	Sponsor	Budget
Diversity, Harassment, Title IX, Child Abuse, FERPA, IT Security Seminars	University Training	See Online Diversity Costs

#### E. External Diversity Award

2020: The League of United Latin American Citizens (LULAC) Council 750 Little Rock, Arkansas designated UCA as a *Latino Destination Campus*. Over the years, UCA has received several awards from LULAC.