

Ex. B5

# **STATE AGENCIES**

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

**Arkansas Public Employees Retirement System/0370:**

**Contact Name: Abbi Bruno**

**Contact Phone: 501-682-7820**

**Contact Email: abbi.bruno@arkansas.gov**

**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? No**

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

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

<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	2	6	8.57%
<b>Black/Not Hispanic</b>	25	3	28	40%
<b>Hispanic</b>	0	1	0	1.43%
<b>White/Not Hispanic</b>	15	20	35	50%
<b>Total</b>	44	26	70	100%

**Per the APERS Employee Handbook:**

**Equal Employment Opportunity**

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

**Arkansas Legislative Audit  
 Equal Employment Hiring Program  
 Gender and Ethnic Makeup  
 as of June 30, 2019**

<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	9	2	11	4.14%
Hispanic		2	2	0.75%
White/Not Hispanic origin	137	113	250	93.98%
<b>Total</b>	<b>147</b>	<b>119</b>	<b>266</b>	

**Arkansas Legislative Audit  
Equal Employment Opportunity in Hiring  
June 30, 2019**

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.

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

**Department / Agency / Institution Name:** ARKANSAS SENATE

**Contact Name:** ANN CORNWELL

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

**Contact Email:** ann.cornwell@senate.ar.gov

**Date of Submission:** August 27, 2019

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>	5	1	6	%
<b>Hispanic</b>				%
<b>White/Not Hispanic</b>	5	2	7	%
<b>Total</b>	10	3	13	%

# **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**

**Department / Agency / Institution Name:** Auditor of States office

**Contact Name:** Melanie Wilson

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

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

**Date of Submission:**

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

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

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

<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	1	1	3.84%
<b>Black/Not Hispanic</b>	5	1	6	23.08%
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	9	10	19	73.08%
<b>Total</b>	14	12	26	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:**

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	2	2	.34%
<b>Black/Not Hispanic</b>	17	24	41	7.02%
<b>Hispanic</b>	1	3	4	.68%
<b>White/Not Hispanic</b>	149	388	537	91.96%
<b>Total</b>	167	417	584	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:** 0011 Bureau of Legislative Research

**Contact Name:** Marty Garrity

**Contact Phone:** 501-537-9114

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

**Date of Submission:** 8/25/2019

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>	3	0	3	2.75%
<b>Black/Not Hispanic</b>	23	1	24	22.02%
<b>Hispanic</b>	2	1	3	2.75%
<b>White/Not Hispanic</b>	54	25	79	72.48%
<b>Total</b>	82	27	109	100%

## **2.02. Equal Employment Opportunity**

The Bureau 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.

## 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: **501-682-1619**

Contact Email: **kathryn.irby@arkansas.gov**

Date of Submission: **September 26, 2019**

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

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. **No, new written 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>	2	2	4	<b>40%</b>
<b>Hispanic</b>	1		1	<b>10%</b>
<b>White/Not Hispanic</b>	3	2	5	<b>50%</b>
<b>Total</b>				<b>100%</b>

# 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**

**Arkansas Department of Agriculture**

**Contact Name: Paula Jones**

**Contact Phone: 501-219-6370**

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

**Date of Submission: 10/15/2019**

**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 6/15/2019.****

<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	3	3	.5%
<b>Asian Pacific Islander</b>	4	6	10	1.5%
<b>Black/Not Hispanic</b>	14	17	31	5%
<b>Hispanic</b>	5	2	7	1%
<b>White/Not Hispanic</b>	168	439	607	92%
<b>Total</b>	191	467	658	100%



Asa Hutchinson  
Governor

# ARKANSAS DEPARTMENT OF AGRICULTURE

1 Natural Resources Drive, Little Rock, AR 72205  
agriculture.arkansas.gov  
(501) 225-1598



Wes Ward  
Secretary of Agriculture

## EQUAL EMPLOYMENT OPPORTUNITY POLICY

**Effective July 1, 2019**

**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 relate 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 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. Referencing the policy statement in posting of 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 at each Department office titled: "Equal Employment Opportunity is the Law" and "Your Rights Under USERA: The Uniformed Services Employment and Reemployment Rights Act."

#### **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 a 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. 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.

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

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

E. 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:** Department of Commerce/9902

**Contact Name:** Steven Porch

**Contact Phone:**

**Contact Email:** SPorch@ArkansasEDC.com

**Date of Submission:** 10/10/2019

**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	0.34%
<b>Asian Pacific Islander</b>	13	13	26	1.79%
<b>Black/Not Hispanic</b>	437	114	551	37.87%
<b>Hispanic</b>	7	11	18	1.24%
<b>White/Not Hispanic</b>	529	326	855	58.76%
<b>Total</b>	988	467	1455	100.00%

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

Department/Agency/Institution Name: Arkansas Department of Corrections  
Contact Name: Stacia Wood-Lenderman  
Contact Phone: 870-850-8523  
Contact Email: [Stacia.Wood\\_Lenderman@Arkansas.gov](mailto:Stacia.Wood_Lenderman@Arkansas.gov)  
Date of Submission: Monday, September 23, 2019

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	0	1	0.02%
Asian Pacific Islander	7	6	13	0.24%
Black/Not Hispanic	1807	964	2771	50.54%
Hispanic	19	30	49	0.89%
White/Not Hispanic	1088	1561	2649	48.31%
Total	2922	2561	5483	100.00%



**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:** \_\_\_\_\_ **EFFECTIVE DATE:** \_\_\_\_\_

### **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: Department of Education**

**Contact Name: Kristy Hobson**

**Contact Phone: 501-683-3345**

**Contact Email: [kristy.hobson@arkansas.gov](mailto:kristy.hobson@arkansas.gov)**

**Date of Submission: 10/12/19**

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

ADE follows the EEO policy set by DFA. DFA EEO policies are attached at the end of this report.

**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 our program or policy since our 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>	1	1	2	0.2%
<b>Asian Pacific Islander</b>	9	2	11	1.3%
<b>Black/Not Hispanic</b>	157	55	212	24.0%
<b>Hispanic</b>	16	7	23	2.6%
<b>White/Not Hispanic</b>	443	192	635	71.9%
<b>Total</b>	626	257	883	

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**

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** 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**

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** 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**

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**

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:** Department of Energy & Environment (including Division of Environmental Quality, Oil & Gas Commission, Geological Survey, and Liquefied Petroleum)

**Contact Name:** Raina Weaver

**Contact Phone:** 501.682.0698

**Contact Email:** raina.weaver@adeq.state.ar.us

**Date of Submission:**10.14.2019

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

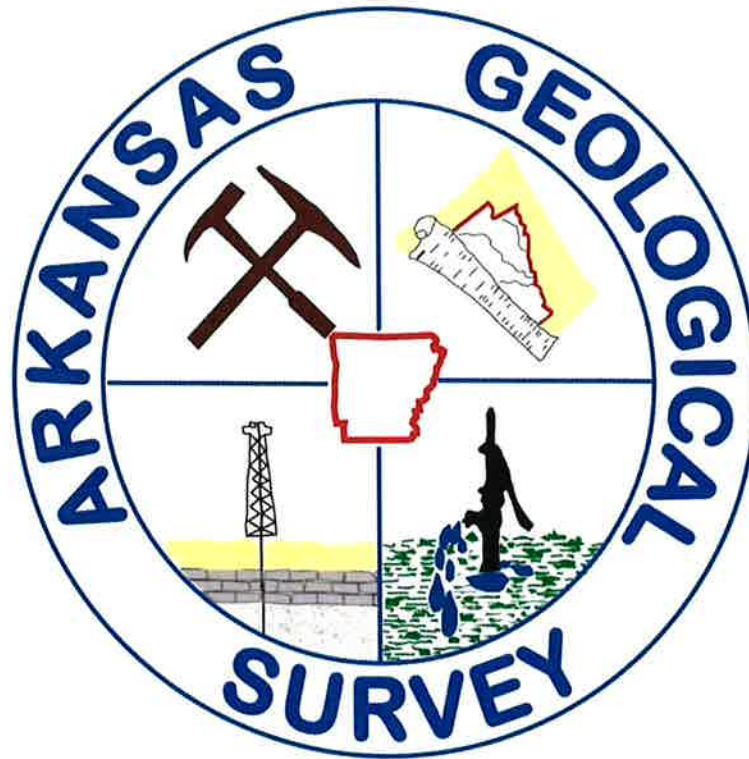
**Attached are the EEO polices from DEQ, Oil & Gas, and Geological Survey.**

**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.**

**Policies have been revised for clarity and conciseness. The sexual harassment and discrimination procedures will be revised after OPM establishes the necessary policies, procedures, and regulations to ensure system uniformity in accordance with state and federal law.**

**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	13	16	3.28 %
<b>Black/Not Hispanic</b>	28	13	41	8.40 %
<b>Hispanic</b>	3	3	6	1.23 %
<b>White/Not Hispanic</b>	194	231	425	87.09 %
<b>Total</b>	228	260	488	100 %



## **Arkansas Geological Survey Policy Handbook**

### **About this Handbook:**

This Handbook does not constitute any employment contract or agreement, either expressed or implied, between the agency and its employees. This Handbook is subject to change without notice either wholly or in part.

Discrimination by any officer or employee based upon race, creed, religion, national origin, age, sect, or gender shall constitute grounds for dismissal. When it is determined by any court of law that an employee of the State of Arkansas is guilty of discrimination based on the above, such determination shall be grounds for dismissal from employment.

Nothing in this handbook or any other document, policy or procedure issued or used by Arkansas Geological Survey creates an expressed or implied right or expectation of continued employment or contract.

## GENERAL POLICIES

1. **Working Hours:** All State administrative offices will be open for business from 8:00 a.m. until 4:30 p.m. The normal work day for full-time employees working in an administrative office shall consist of 8 hours.
2. **Work Breaks:** All employees must take a lunch break, and are welcome to take short a.m. and p.m. breaks. Non-Exempt employees must take 30 minutes off for lunch, unless their supervisor or the director asks the employee to work during lunch time for a specific reason. A.M. and P.M. breaks are a privilege rather than a right, and should not interfere with work schedules or deadlines.
3. **Dress and Appearance:** It shall be the policy of Arkansas Geological Survey to encourage all employees to use good judgement and discretion in their dress and appearance. Personal appearance shall be appropriate to the job assignment and location. Employees in the AGS office should maintain a professional appearance and employees working in the field should dress appropriate to the project. This policy is in compliance with Governor's Policy Directives. All clothing worn by state employees should reflect the image of a professional public servant.
4. **Public Information:** Most information in State government is public record and is available to all citizens under the Freedom of Information Act (FOIA). Included are information items about your employment with the state. Those items include name, salary, pay grade agency, position title, race, gender, supervisory, and other information directly related to your employment. Personal information that is not job related is redacted from FOIs. Things like Social Security Number, home address and phone number, spousal information, information on children, HIPA are not included. However, many confidential matters are entrusted to those working for the State. The data on the computers you use in your state job is also public information. You should be certain (check with your supervisor) that information requested may be made available to the inquiring public.
5. **Other Employment:** It is not permissible for a State employee to engage in private employment during the time he or she is scheduled to be working for the State. Further, it is unlawful for a State employee to engage in any occupation outside working hours in a manner or to an extent which constitutes a conflict of interest as defined in the law. Otherwise, it is permissible for State employees to engage in private employment if they so desire. It should be noted, however, that employees are subject to dismissal for inadequate performance of their jobs. Anyone considering employment in addition to his or her job with the State should carefully consider whether such employment would make demands on his or her time and energies which would adversely affect job performance in the State job. This, of course, is a personal matter and requires the use of good judgment on the part of anyone considering such an arrangement.
6. **Discrimination:** Acts 1301 and 1318 of 1995 state that discrimination by any officer or employee of a State agency based upon race, creed, religion, national origin, age, sex, or gender shall constitute grounds for dismissal. If a court of law determines that any employee of the State is guilty of such discrimination, the employee shall be dismissed from employment.
7. **Employment-At-Will:** The Arkansas Geological Survey is an "Employment-At-Will" employer. As an AGS employee there is not a contract, expressed or implied, for

## **AMERICANS WITH DISABILITIES ACT COMPLIANCE POLICY**

The AGS is committed to providing reasonable accommodations to the known physical or mental limitations of qualified applicants or employees with disabilities unless it can be shown that the accommodations would impose an undue hardship on the agency. Specifically, the agency provides reasonable accommodations to ensure equal opportunity in the application process, to enable a qualified individual with a disability to perform the essential functions of a job, and to enable an employee with a disability to enjoy equal benefits and privileges of employment.

It should be understood that the agency cannot make an accommodation when it is unaware of the need. It is primarily the responsibility of the applicant or employee with a disability to inform the agency that an accommodation is needed to participate in the application process, to perform essential job functions, or to receive equal benefits and privileges of employment. If you feel you need a reasonable accommodation, please submit a written request to your supervisor. Together the supervisor and Director will review the request to determine the most appropriate action. Our goal is to provide reasonable accommodations that reduce barriers to employment related to an applicant's or employee's disability.

## **LUMP SUM TERMINATION PAY POLICY**

Upon termination, resignation, retirement, death, or other action by which a person ceases to be an active employee of a state agency, the amount due the employee, or his or her estate, including any accrued unpaid annual or holiday leave which is due in accordance with the policies of the agency and lump-sum payments of sick leave balances upon retirement as provided by law, may, and should be included in the final pay to the employee, his/her estate, for the employee's active work.

Whenever an employee is separated from the agency by reason of resignation, layoff, termination, appointment, or dismissal, the unused annual leave to his credit as of his last duty date shall be liquidated by a lump sum payment, not to exceed thirty (30) working days, inclusive of holidays.

No employee receiving such additional compensation shall return to State employment until the number of days for which he/she received the additional compensation has expired. However, the employee may reimburse the agency, which made the lump sum payment for the number of annual leave days paid but not yet expired, and return to State employment. Such reimbursement will result in the appropriate number of days being reinstated to the employee's accrued annual leave.

Upon death of an active employee of a state agency or institution, the amount of any accrued, unpaid sick leave incentive benefit and any unused annual and holiday leave due the employee shall be paid to the employee's estate or authorized beneficiary. This lump sum must not exceed \$7,500 for any sick leave incentive benefit and must not exceed sixty (60) days of annual and holiday leave.

## **SEXUAL HARASSMENT**

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.

Sexual harassment must be reported immediately to the grievance officer (who is the acting liaison between the employee and the state agency) and documentation is required.

Sexual Harassment is subject to disciplinary action. (Termination, suspension, involuntary demotion, written reprimands, and non-new-hire-probation.)



# ARKANSAS OIL AND GAS COMMISSION

## EMPLOYEE HANDBOOK

*Mission Statement:*

*The purpose of the Arkansas Oil and Gas Commission is to serve the public regarding oil and gas matters, prevent waste, encourage conservation, and protect the correlative rights of ownership associated with the production of oil, natural gas and brine, while protecting the environment during the production process, through the regulation and enforcement of the laws of the State of Arkansas.*



2/15/2017

## Personnel Policies and Procedures

## **II.A EQUAL EMPLOYMENT OPPORTUNITY**

The AOGC is an equal opportunity employer. The AOGC shall follow all federal, state and local employment laws and is committed to equal employment opportunity. The Commission is committed to providing equal opportunity for all employees and applicants without regard to race, creed, religion, national origin, age, sex or gender. The Commission'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, the Director, the Deputy Director, or the Administrative Services Manager.

## **II.B AT-WILL-EMPLOYER**

The AOGC is an "at-will" employer. Nothing contained in this employee handbook 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 the Commission 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 the Commission for either employment or the provision of benefits. The Commission 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. 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: OPM Policy No. 70.04.

## **II.C NON-DISCRIMINATION POLICY**

The AOGC prohibits discrimination on the basis of race, creed, religion, national origin, age, sex or gender in any aspect of the access to employment and application for employment. Furthermore, the Commission's policy includes prohibitions of harassment of employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination.

The Commission is committed to compliance with the Federal Guidelines (29 CFR Ch XIV, Subsection 1604.11) Section 703 of Title VII of the Civil Rights Act of 1964, as amended, Arkansas Act 563 of 1985, which amends Subjection (8) of 1801 of Act 280 of 1975 in the Arkansas Criminal Code, 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.

When it is determined by any court of law that an employee of the State of Arkansas is guilty of discrimination based on the above, such determination shall be grounds for dismissal from employment.

Employees who feel they have been subject to discrimination, harassment or disrespect as prohibited above, should file a complaint pursuant to the Commission's Uniform Grievance Procedure.

## **II.D HARASSMENT**

It is the policy of the AOGC 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.

The Commission expressly prohibits any form of harassment that is based on any protected classification including race, creed, religion, national origin, age, sex or gender, or disability in any decision regarding employment and subsequent treatment of employees in accordance with federal, state and local non-discrimination and equal opportunity laws. Any harassment may be grounds for discipline up to and including termination.

All employees will be given the opportunity through established steps and processes as specified in the Commission's grievance procedure, to resolve harassment complaints.

Employees should submit complaints made in "good faith", expressed in reasonable terms, and containing cause for complaint, corrective action desired and sufficient information upon which to base decisions.

The criteria of harassment, as specified by the Federal Guidelines, are:

- Submission to the conduct is either an explicit or implicit term or condition of employment; and/or

- Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting; and/or
- The conduct has the purpose 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 harassment are not limited to the "supervisor to employee" situation, but may include actions of co-workers, actions of the same or opposite sex and actions of individuals external to the Commission, but who have contact with employees in the work environment.

The Commission's grievance procedure authorizes the Grievance Officer to modify, waive, or otherwise change the Grievance Procedure in order to fulfill the intent of the procedure, provided the director and employee agree to the waiver, modification or change. To this effect, no employee, in order to affect resolution, shall be required to solely or independently confront the person allegedly conducting or causing the action believed to be harassment.

Employees believing themselves to be victims of harassment are encouraged to come forward in order to affect resolution of the complaint. Employees are encouraged to contact the appropriate level supervisor or the appropriate grievance officer to begin the process of resolution.

## **II.E AMERICANS WITH DISABILITIES ACT (ADA)**

The Americans with Disabilities 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 (ADA), 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. The AOGC is not required to make accommodations that would eliminate the essential functions of the job or impose an undue hardship on the operation of the Commission. 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, boards, or commissions.

If the employee has a disability and needs an accommodation to perform his or her job duties or to receive any regular benefit or condition of employment, the employee should make the request to his or her supervisor verbally, in a written note or memo. 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 AOGC from making accommodations that are unreasonable or detrimental, operationally or fiscally. The Commission 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.

## **II.F DISCLOSURE OF HEALTH INFORMATION**

Employee health records maintained by the AOGC will only be disclosed outside the Commission as required by law.

## **II.G 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.

Given the nature of our relationships with the industry that we regulate and the people of the State that we serve, it is important to avoid conflicts of interest at all times. A conflict of interest is a situation in which someone in a position of trust has competing



# EMPLOYEE HANDBOOK

ADEQ, Human Resources  
5301 Northshore Drive  
North Little Rock, AR 72118  
Phone: (501) 682-0744

## **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

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.

### **2.3 Probation Period**

ADEQ has a probationary period for all new hires, rehires, interagency transfers, or current employees who have changed to a different position through promotions, demotions, reassignments, lateral transfers, or performance-based situations. Except in those cases of agency need as established by the Director, no employee shall be eligible for a promotion, transfer, or voluntary demotion during such time as:

- When that employee is in a probationary status due to disciplinary related reasons; or
- During the probationary period following starting a new job as a new hire, accepting a promotion, accepting a lateral transfer, or accepting a voluntary demotion.

This period of employment is considered a trial or probationary period for training, development, and management assessment of an employee in his or her new job. Probationary employees may be dismissed at any time. Violations of the conduct standards or failure to perform required job duties in a satisfactory manner are types of behavior, among others, that can result in dismissal.



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

**Arkansas Department of Finance:**

**Contact Name: Amy Valentine**

**Contact Phone: 501-371-6009**

**Contact Email: amy.valentine@dfa.arkansas.gov**

**Date of Submission: 9/10/2019**

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

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

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

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

<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>	7	2	9	.39%
<b>Asian Pacific Islander</b>	9	17	26	1.12%
<b>Black/Not Hispanic</b>	591	96	687	29.61%
<b>Hispanic</b>	12	5	17	.73%
<b>White/Not Hispanic</b>	1168	413	1581	68.15%
<b>Total</b>	1787	533	2320	100%

**Per the DFA Employee Handbook:**

**Equal Employment Opportunity**

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

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

**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:** October 9, 2019

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

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

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

<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>	5	1	6	.28%
<b>Asian Pacific Islander</b>	29	10	39	1.86%
<b>Black/Not Hispanic</b>	478	67	545	26.1%
<b>Hispanic</b>	30	8	38	1.81%
<b>White/Not Hispanic</b>	1093	370	1463	69.96%
<b>Total</b>	1635	456	2091	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:** 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:** 9/6/2019 on revised form, 7/1/2019 data

**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.**

DHS Policy 1009 – Updated Sept. 2019 - The only changes made to our Equal Opportunity Policy were formatting changes. We reformatted the policy to be consistent with other policies. We also eliminated a couple of definitions for terms that were not contained in the 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>	15	5	<b>20</b>	<b>0.28%</b>
<b>Asian Pacific Islander</b>	24	10	<b>34</b>	<b>0.48%</b>
<b>Black/Not Hispanic</b>	2406	484	<b>2890</b>	<b>40.52%</b>
<b>Hispanic</b>	49	17	<b>66</b>	<b>0.93%</b>
<b>White/Not Hispanic</b>	3206	916	<b>4122</b>	<b>57.80%</b>
<b>Total</b>	5700	1432	<b>7132</b>	<b>%</b>

## **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:**

**Contact Name: Tony Beeler**

**Contact Phone: 501-537-1071**

**Contact Email: Anthony.beeler@omig.arkansas.gov**

**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 change

**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	1	3	7%
<b>Black/Not Hispanic</b>	13	3	16	39%
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	14	8	22	54%
<b>Total</b>	29	12	41	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  
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Revised: **May 14, 2019**

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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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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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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:** Department of Labor & Licensing

**Contact Name:** Steven Guntharp

**Contact Phone:** 501-682-7515

**Contact Email:** steve.guntharp@arkansas.gov

**Date of Submission:** 10/7/19

**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	2	.05%
<b>Asian Pacific Islander</b>	1	0	1	.05%
<b>Black/Not Hispanic</b>	42	13	55	21%
<b>Hispanic</b>	3	2	5	2%
<b>White/Not Hispanic</b>	103	92	195	76%
<b>Total</b>	150	107	257	100%

Policy No. 01.010	Arkansas Department of Labor Americans with Disabilities Act
Effective Date: March 5, 2008	
Last Rev.: 9/6/06	
Page 1 of 3	

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

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

2) Employment

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

- (1) Recruitment, advertising, and job application procedures;
- (2) Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;
- (3) Rates of pay or any other form of compensation and changes in compensation;
- (4) Job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
- (5) Leaves of absence, sick leave, or any other leave;
- (6) Fringe benefits available by virtue of employment;
- (7) Selection and financial support for training, including: apprenticeships, professional meetings, conferences and other related activities, and selection for leaves of absence to pursue training; and
- (8) Activities sponsored by the agency including social and recreational programs.

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



Policy No. 01.010	Arkansas Department of Labor Americans with Disabilities Act
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Last Rev.: 9/6/06	
Page 2 of 3	

- c. In identifying a reasonable accommodation, the department will:
- (1) analyze the particular job involved and determine its purpose and essential functions;
  - (2) consult with the individual with a disability to ascertain the precise job-related limitations imposed by the individual's disability and how those limitations could be overcome with a reasonable accommodation;
  - (3) in consultation with the individual to be accommodated, identify potential accommodations and assess the effectiveness each would have in enabling the individual to perform the essential functions of the position; and
  - (4) consider the preference of the individual to be accommodated and select and implement the accommodation that is most appropriate for both the employee and the department.
- d. "Undue hardship" refers to any accommodation that would be unduly costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature or operation of the business. Only the Director of Labor has the authority to make decisions regarding undue hardships. In making such decisions, the Director will consider the factors outlined in the EEOC's regulations, 29 C.F.R.1630.2 (p).
- e. In order to meet its duty to make a reasonable accommodation, the department may, on an individual basis, modify its policies and procedures, including those contained in this manual. Such modifications may involve changes to the normal work schedule or leave policies to accommodate an individual with a disability.
- 3) Services
- a. The Department of Labor does not discriminate on the basis of disability with respect to participation in or the benefits of its services, programs, or activities. The Department will furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in and enjoy the benefits of, its services, programs or activities. In determining what type of auxiliary aid and service is necessary, the Department will give primary consideration to the requests of the individual with disabilities.
  - b. No surcharge will be placed on a particular individual with a disability or any group of individuals with disabilities to cover the costs of measures, such as the provision of auxiliary aids or program accessibility, that are required to provide that individual or group with the nondiscriminatory treatment required by the ADA.
- 4) ADA Grievance Procedure

Policy No. 01.010	Arkansas Department of Labor Americans with Disabilities Act
Effective Date: March 5, 2008	
Last Rev.: 9/6/06	
Page 3 of 3	

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

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

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

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

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

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

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

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

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

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

For further information, please refer to the State Personnel Policy regarding [Age Discrimination](#).

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

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

Policy No. 06.005	Arkansas Department of Labor Anti-Discrimination and Anti-Harassment Policy
Effective Date: Sept. 1, 2010	
Last Rev.: 3/7/08	
Page 1 of 2	

**1. Generally**

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

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

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

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

**2. Sexual harassment**

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

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

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

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

Policy No. 06.005	Arkansas Department of Labor Anti-Discrimination and Anti-Harassment Policy
Effective Date: Sept. 1, 2010	
Last Rev.: 3/7/08	
Page 2 of 2	

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

### **3. Complaints**

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

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

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

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

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

Contact Name: David Bell

Contact Phone: (501) 324-9586

Contact Email: david.bell@arkansas.gov

Date of Submission: 10/15/2019

Please find attached copies of programs and policies as required by  
Arkansas Code §21-3-101.

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

<u>Ethnic Origin</u>	<u>Count of Female Employees</u>	<u>Count of Male Employees</u>	<u>Count of Total Employees</u>	<u>Percent</u>
American Indian	7	2	9	1.0%
Asian Pacific Islander	0	3	3	0.3%
Black/Not Hispanic	47	22	69	7.9%
Hispanic	1	5	6	0.7%
White/Not Hispanic	369	415	784	90.0%
Total	424	447	871	100.0%

Note: Regular, fulltime positions

Report created: 10/11/2019

# Department of Parks, Heritage and Tourism, Division of Arkansas State Parks, Division of Tourism, and Keep Arkansas Beautiful

## Chapter 9 Non-Discrimination Policies

### EQUAL OPPORTUNITY

The Department of Parks and Tourism is committed to the concept and practice of equal employment opportunity without regard to race, color, national origin, gender, religion, age or disability. This commitment is supported by our positive and practical efforts to implement a policy of nondiscrimination and Affirmative Action.

The Department of Parks and Tourism complies with the non-discrimination provisions of state and federal regulations. Our Department recruits, hires and promotes employees without discriminating. Personnel actions such as compensation, benefits, transfers, layoffs, returning from layoffs, training, education and tuition assistance are not approved or denied on the grounds of race, color, national origin, gender, religion, age or disability.

Applicants and employees are informed of their civil rights, including the right to complain about employment practices when alleging discrimination. We conspicuously display Equal Employment Opportunity (EEO) posters and present workshops and training sessions for our employees on EEO matters. Our *Employee Handbook* provides additional information explaining our policies. Our Affirmative Action Plan compares the internal distribution of minorities and women to their availability in the recruiting areas' labor market. It also establishes our goals for ensuring a diverse work force. Complaints are dealt with confidentially so applicants and employees are free of insults, harassment and intimidation.

To facilitate the implementation of our Equal Employment Opportunity Policy, our Assistant Personnel Director is our Department's Equal Employment Opportunity Officer (EEO Officer). Our Personnel Analyst is responsible for coordinating the development and implementation of our Affirmative Action Plan. Our EEO Officer is available to provide counseling to aggrieved employees who believe they have been discriminated against and to assist in resolving these discrimination charges through informal and formal complaint processes. Our Department strongly encourages employees who allege discrimination to use our complaint processes.

Administrative and supervisory employees have the responsibility to implement our policy. They are also responsible for not employing tactics designed to circumvent the goals of our policy. They must be committed to our policy and are responsible for ensuring that our employees are knowledgeable about our Affirmative Action Plan.



Employees who fail to adhere to our Equal Employment Opportunity policies and programs are subject to disciplinary action up to and including employment termination. In fact, discrimination by an officer or employee based upon race, religion, national origin, age, disability or gender constitutes grounds for dismissal. When it is determined by any court of law that any employee is guilty of discrimination based upon race, religion, national origin, age, gender or disability, this determination is grounds for dismissal from employment.

## **AFFIRMATIVE ACTION**

Affirmative Action is a process used to eliminate the effects of discrimination for women and minorities. In employment, this means a process that results in a work force that reflects the racial and gender make up of our communities, state and recruitment areas. An Affirmative Action Plan is a document that describes this process, analyzes the number of minorities and women in our work force and sets realistic goals to achieve a work force that reflects our recruitment areas.

To reach our Affirmative Action goals, our Department targets work locations and vacancy opportunities for affirmative hiring. These are described in our Affirmative Action Plan, which is published separately.

We affirmatively hire and promote qualified applicants and employees into regular salary positions: (a) Where adverse impact may be demonstrated for a job classification or (b) at work locations, which have greater potential for affirmative hiring. Applicants or employees must meet the job's minimum qualifications, score competitively in our interviews and have demonstrated good work habits.

## **HARASSMENT FREE WORKPLACE**

The Arkansas Department of Parks and Tourism is committed to maintaining a work environment, which is free of harassment. In keeping with this commitment, we do not tolerate harassment of Department employees by anyone, including supervisors, co-workers, vendors, patrons or customers.

Harassment consists of unwelcome conduct that is based on a person's protected status, that is, race, color, national origin, gender, religion, age or disability. Unwelcome conduct can be verbal, physical or visual. The Arkansas Department of Parks and Tourism will not tolerate harassing conduct that affects job benefits, that unreasonably interferes with an employee's work performance or creates an intimidating, hostile or offensive working environment.

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual favors and other physical, verbal or visual conduct based on gender constitute sexual harassment when:

- Submission to the conduct is a condition of employment
- Submission to or rejection of the conduct is used as the basis for an employment decision or
- The conduct has the purpose of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive work environment

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing," "practical jokes," jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material or physical contact such as patting, pinching or brushing against another's body.

Department employees are responsible for not harassing others. If you feel you have experienced or witnessed harassment, you must immediately notify our Department's EEO Officer. The Department of Parks and Tourism forbids retaliation against anyone who has reported harassment.

Our Department investigates all complaints promptly and thoroughly. To the fullest extent practicable, our Department keeps complaints and the terms of their resolution confidential. When an investigation confirms harassment, our Department takes corrective action, including appropriate discipline up to and including dismissal.

## **DISABILITY REASONABLE ACCOMMODATION**

The Arkansas Department of Parks and Tourism does not discriminate based on a disability. This includes admission, access or treatment in our programs and activities and employment. Our Department's Personnel Director coordinates compliance with the non-discrimination requirements of the Americans with Disabilities Act (ADA). Information concerning the provisions of the Americans with Disabilities Act and the rights it provides are available from our ADA Coordinator.

Individuals with disabilities needing a reasonable accommodation to apply or interview for Department vacancies must notify the hiring office of this need 72 hours in advance, if possible.

The Arkansas Department of Parks and Tourism is committed to finding sensible solutions (*reasonable accommodations*) to problems causing work barriers. We do this for qualified applicants or employees with disabilities who have made known their physical or mental limitations. Our Department may not be able to implement solutions when they are not sensible or the cost is unreasonable. Our intent in finding these solutions is to ensure equal opportunity in the application process, enabling the performance of primary job duties (essential functions) and the enjoyment of all employment benefits.

Supervisors looking for solutions to work barrier problems should call our Department's ADA Coordinator. Our Personnel Director is our ADA Coordinator. Together with the applicant or employee, the supervisor and ADA Coordinator will review barriers. We also review the individual's abilities and the limitations resulting from their disability. Consideration is given to the recommendation(s) of the applicant or employee in choosing the most appropriate solution. Our goal is to find a sensible solution that effectively reduces barriers related to the disability, which may hinder participation in the application process and employment.

Our Department cannot do this when we are unaware of work barriers. It is primarily the responsibility of the applicant or employee with a disability to inform our Department that there are barriers to the application process, performing primary job duties or receiving employment benefits.

To assist us in finding timely solutions, when possible, applicants and employees should give 72 hours' notice that they need a reasonable accommodation. To identify sensible solutions, supervisors and our ADA Coordinator follow the Reasonable Accommodation Process described below. Our Department makes accommodation decisions at the lowest possible supervisory level.

#### **HOW WE REMOVE WORK BARRIERS, THE REASONABLE ACCOMMODATION PROCESS**

- Look at the job involved, review its Job Elements, and confirm its purpose and primary job duties
- Consult with the individual with the disability to determine his or her specific physical or mental abilities and limitations related to the job's primary duties
- Identify barriers to job performance and assess how to remove or limit these barriers; if necessary, our Department may request documentation of the individual's functional limitations to support the request for an accommodation
- In consultation with the individual, identify potential solutions and assess how effective each is in enabling the individual to perform the job's primary duties
- Consider the preferences of the individual with the disability
- Next, the ADA Coordinator reviews the situation with the appropriate Division Director and selects the solution which best serves the needs of the individual and our Department

The applicant or employee may appeal our Division Director's decision to our Executive Director. The request for an appeal must state the reason for the appeal and why the solution that was approved is unacceptable. The appeal must be received within five working days of receipt of our Division Director's decision. Mail to:

ADA Coordinator  
Arkansas Department of Parks and Tourism  
1 Capitol Mall, Suite 900  
Little Rock, AR 72201-1087  
(501) 682-7742 (V/TT)

Our Executive Director or Division Director may intervene at any time during this process to facilitate a decision. Under special circumstances, the ADA Coordinator is authorized to modify this process to fulfill the intent of this policy. If this is necessary, a statement of the changes and reasons are sent to the applicant or employee, Division Director and Executive Director.

Nothing in this policy prohibits an individual with a disability from providing his or her own accommodation or sharing the cost of the accommodation with our Department.

## **DISABILITIES COMPLAINT PROCEDURES**

The Arkansas Department of Parks and Tourism adopts this complaint procedure for members of the public, patrons, visitors and applicants. We are committed to non-discrimination in providing our services, programs and activities to the public in compliance with the Americans with Disabilities Act (ADA) of 1990. This complaint procedure provides for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that, "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits for, or be subjected to discrimination," in programs or activities sponsored by our Department. Address complaints to:

ADA Coordinator  
Arkansas Department of Parks and Tourism  
1 Capitol Mall, Suite 900  
Little Rock, AR 72201-1087  
(501) 682-7742 (V/TT)

Complaints must contain the following information:

- The name, address and telephone number of the individual filing the complaint
- A description of the alleged violation of the regulations in sufficient detail to inform our Department of:
  - The nature and date of the alleged violation
  - The complaint must be signed and dated by the complainant or designee

The complaint must be filed within five working days after the complainant becomes aware of the alleged violation. An investigation, when appropriate, follows within five working days of the filing of a complaint.

Our Department's EEO Officer conducts the investigation. Investigations, while informal, will be thorough, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.

Our EEO Officer reports, in writing, the findings of the investigation, with recommendations to the appropriate Division Director. Our Division Director reviews the case and decides what action to take.

Copies of that decision go to the complainant and EEO Officer. Our Division Director has three working days to make a decision.

The complainant may appeal our Division Director's decision to our Executive Director. Our ADA Coordinator must receive written notice of the appeal within five working days of receipt of our Division Director's decision.

Our Executive Director or Division Director may intervene at any point in this complaint process if he or she feels that his or her direct action is necessary to resolve the complaint. Under special circumstances, our EEO Officer may modify these procedures to fulfill the intent of this process. If this is necessary, a statement of the changes and reasons are sent to the complainant, Division Director, and Executive Director.

The right of a person to a prompt and equitable resolution of their complaint is not lessened by their pursuit of other remedies such as filing an ADA complaint with the responsible federal agency. Use of this complaint procedure is not a prerequisite to the pursuit of other remedies.

This entire process is established to protect the substantial rights of interested persons, to meet appropriate due process standards and to assure that the Arkansas Department of Parks and Tourism complies with the ADA and its implementing regulations. Our ADA Coordinator maintains the ADA complaint files and records of the Department of Parks and Tourism.

## **WE DO NOT DISCRIMINATE BECAUSE OF YOUR AGE**

The Department of Parks and Tourism does not require a mandatory retirement age or stop health care insurance due to age. We do not:

- Fail or refuse to hire, to discharge any individual or discriminate against an individual with respect to his or her compensation terms, conditions or privileges of employment because of his or her age

- Limit, segregate or classify 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 because of such individual's age
- Reduce the wage rate of any employee in order to comply with the provisions of this policy

When required or in the best interests of our Department we may:

- Take any action not otherwise prohibited by this policy where age is a bona fide occupational qualification, reasonably necessary to the normal operation of our Department where the differentiation is based on reasonable factors other than age
- Discharge or otherwise discipline an individual for good cause

## **VETERAN'S PREFERENCE**

Executive Order 89-1 requires State agencies to provide preference in employment for certain veterans who have served during specified times of war or conflict. Qualified veterans must meet state job requirements including the job's minimum qualifications. Our interview committees will provide valid job related reason(s) why an equally qualified veteran was not selected to fill the position, when appropriate.

Our Department does not use tests or similar instruments resulting in a score used to establish employment lists and therefore no "points" are awarded to certain veterans with disabilities in this manner.

Veterans who are interviewed receive five preference points if the interview questions are not weighted or five percent if they are weighted.

## **Department of Parks, Heritage and Tourism, Division of Arkansas Heritage**

### **3.2 AMERICANS WITH DISABILITIES ACT (ADA)**

It is the policy of DAH to comply with all federal and state laws concerning the employment of persons with disabilities. It is DAH policy not to discriminate against qualified individuals with disabilities with regard to application procedures, hiring, advancement, discharge, compensation, training or other terms, conditions and privileges of employment.

DAH will reasonably accommodate qualified individuals with a disability so that they can perform the essential functions of a job unless doing so causes a direct threat to these individuals or others in the workplace and the threat cannot be eliminated by reasonable accommodation or if the accommodation creates an undue hardship to DAH. All employees are required to comply with the laws or rules associated with such accommodations and may be disciplined for noncompliance. By way of example, under Arkansas law (Ark. Code Ann. §27-15-307), the privilege to park in spaces reserved for persons with disabilities shall be available only when the person for whom the special plate or certificate was issued, or a person with a disability, is actually in the vehicle. Accordingly, any other use of these parking spaces is unlawful and will subject the violator to towing and disciplinary action. Contact DAH Personnel with any questions pertaining to, or requests for, reasonable accommodations.

All employees are required to comply with the company's safety standards. Current employees who pose a direct threat to the health or safety of themselves or other individuals in the workplace will be placed on leave until an organizational decision has been made in regard to the employee's immediate employment situation.

Individuals who are currently using illegal drugs are excluded from coverage under the DAH ADA policy.

The DAH Personnel department is responsible for implementing this policy, including the resolution of reasonable accommodation, safety/direct threat and undue hardship issues.

### **3.7 EQUAL EMPLOYMENT AND DISCRIMINATION**

DAH will 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. Unlawful discrimination by any DAH employee based upon race, creed, religion, national origin, age, sex, or gender shall constitute grounds for dismissal.

DAH encourages reporting of all perceived incidents of discrimination or harassment.

#### 4.9 SEXUAL HARASSMENT

Sexual harassment is a violation of the Title VII of the Civil Rights Act of 1964 and is strictly prohibited. Any employee found to be in violation of this policy will be subject to disciplinary action up to and including termination.

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.

If you believe you are the subject of sexual harassment or if another employee is engaged in sexual harassment and you are unable to resolve the situation with your fellow employee, report it to your supervisor (or the next official in the chain of command if the offender is your supervisor) and the Personnel Manager or DAH Director. The grievance officer shall insure that no person who files a grievance involving sexual harassment shall be required to solely or independently confront any person allegedly conducting or causing any action believed to be sexual harassment.



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

**Department / Agency / Institution Name: Public Safety**

**Contact Name: Jackie Baker**

**Contact Phone: 501-682-2415**

**Contact Email: Jackie.baker@asp.arkansas.gov**

**Date of Submission:**

**Please attach a copy of the program or policy as required by Arkansas Code §21-3-101. \*Attached are applicable division policies. Like policies are currently being revised and combined under DPS.**

**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	3	6	.45%
<b>Asian Pacific Islander</b>	4	5	9	.67%
<b>Black/Not Hispanic</b>	108	96	204	15.24%
<b>Hispanic</b>	6	12	18	1.34%
<b>White/Not Hispanic</b>	412	684	1096	81.85%
<b>Undeclared</b>	1	5	6	.45%
<b>Total</b>	534	805	1339	100%

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## EQUAL EMPLOYMENT RIGHTS

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**Discussion:** The establishment of equal employment opportunity within the Arkansas State Police is critical to the productive management of employees. Non-discriminatory practices and behavior by Arkansas State Police employees are equally critical to this mission.

**Policy:** It is the policy of the Arkansas State Police 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. The Arkansas State Police will work continually to improve recruitment, employment, career development, and promotional opportunities for all employees. The identification, qualification, evaluation, or selection of candidates for promotions within the Arkansas State Police will be based solely on job-related criteria.

When any state or federal court of law, or the Director, determines that any employee of this agency is guilty of discrimination based upon race, color, religion, national origin, age, sex, disability or genetic information, such determination may be grounds for dismissal from employment with the Arkansas State Police.

If an employee has a problem or complaint with respect to this policy, he/she should contact the Administrative Services Division Commander or the Human Resources Section.

**Responsibilities:** The Administrative Services Division Commander or his/her designee, with the support of the Director, is the Arkansas State Police's Equal Employment Opportunity ("EEO") Officer and is responsible for:

- Coordinating and maintaining an Equal Employment Opportunity Plan to ensure equality in all employment matters;
- Ensuring that supervisors have received required EEO training.

Supervisors are responsible for administering and complying with Arkansas State Police policy respective of and for full and proper compliance with all EEO obligations.

First line supervisors, meaning those Arkansas State Police employees who are assigned to and serve as an immediate supervisor for an Arkansas State Police employee, should serve as liaisons between employees and Arkansas State Police management and are responsible for:

- Monitoring and following disciplinary policy regarding employee behavior with respect to EEO obligations;



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**EQUAL EMPLOYMENT RIGHTS**

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- Seeking resolutions on an informal basis for allegations of unfair discrimination and offering assistance to employees; and
- Providing positive support for all employees regarding equal employment rights.

**Reporting/Complaint Procedures:** The employee should document all incidents of discrimination in order to assist in the subsequent investigation.

Employees who believe they are being, or have been discriminated against should report the incident(s) to his/her supervisor immediately so that steps may be taken to protect the employee from further discrimination. This will ensure the appropriate investigation and disciplinary actions may be initiated. When it is not practical for the employee to report discrimination to his/her supervisor, the report should immediately be made to another supervisor or the Human Resources Section.

Any supervisor that receives a complaint should meet with the employee filing the complaint and document the incident(s), the name of the person(s) performing or participating in the discrimination, witnesses to the incident(s) and the dates/times on which the alleged acts occurred.

There should be no retaliation against any employee for filing a discrimination complaint or assisting, testifying, or participating in the investigation of such a complaint.

Employees who have a founded complaint against them for discrimination, or who disagree with an aspect of the discrimination investigation, may file a grievance/appeal in accordance with the policies and procedures set forth in this manual.

This policy does not preclude any employee from filing a complaint or grievance with the appropriate outside agency.

**Discrimination Investigation / Discipline Procedure:** The supervisor taking the complaint should immediately deliver the complaint to the Commander of Office of Professional Standards (OPS), where the matter will be assigned an OPS control number and investigated.

The Commander of OPS should immediately notify his/her supervisor of the receipt of a discrimination complaint.



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**EQUAL EMPLOYMENT RIGHTS**

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OPS should take precautions to protect the identity of the complainant, the accused individual and any witnesses. OPS should hold the allegations of discrimination in confidence, except as may be reasonably necessary to successfully complete the investigation.



## **Section 1**

Hiring and Employment Practices Employment at ACIC, including the number of positions and pay grades, is controlled by state law. The pay level for each grade is set by the Arkansas Legislature. Positions are filled according to certain criteria and procedures. The following is a general description of the hiring and employment practices of ACIC.

### **Policy Changes**

This Manual supersedes all previous Personnel Manuals. ACIC, in its sole discretion, reserves the right to interpret, modify, or change any of its personnel policies at any time. Employees will be notified of such changes and their effective dates. No individual employee, except for the Director, has the authority to change policies.

### **Equal Opportunity Employment**

ACIC is committed to equal employment opportunity without regard to race, gender, color, national origin, age, religion or physical impairment.

### **Job Openings**

A notice of job openings will be posted on the state employment website at [www.arstatejobs.com](http://www.arstatejobs.com) and within the agency. Before a job opening can be filled, approval must first be obtained from the state Hiring Freeze Committee. Information on job openings may be obtained from the Administrator of Administrative Services Division.

### **Background Checks**

Due to the critical and sensitive nature of the work at ACIC, all employees are required to undergo a criminal history background check. To accomplish this, employees will be required to complete a Background Clearance Data Collection Form and be fingerprinted to establish positive identification. These fingerprints will be transmitted to the state and national identification bureaus for comparison against existing criminal print files. If a disqualifying criminal history or active warrant is found, or the information listed on the Background Clearance Data Collection Form is found to have been misrepresented, employment will be denied or terminated. ACIC employees will have their background check updated and renewed no less frequently than once every three years with a fingerprint-based check and annually with a name-based check.

A disqualifying criminal history means any felony conviction whether sealed or not or any misdemeanor conviction involving any type of dishonesty whether sealed or not. Any misdemeanor conviction for any charge other than one involving any type of dishonesty will be reviewed on a case-by-case basis if the conviction has been sealed. Any conviction for a felony or misdemeanor which has been pardoned will be reviewed on a case-by-case basis.

Arkansas Department of Emergency Management  
EEO/AA  
June 2019

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**I. AGENCY POLICY STATEMENT** – It is the policy of this agency to disregard race, color, sex, national origin, religion, age, political affiliation, handicaps or any other criteria not having an effect on an employee’s ability to accomplish required duties when hiring or promoting the most qualified person available and when administering all other personnel actions. The preceding will be accomplished with proper regard for the privacy and constitutional rights of applicants and employees as United States Citizens. This policy will be enforced to the extent that the Office of Personnel Management procedures allow and will take precedence if a conflict exists.

The administrative officer is hereby appointed the agency EEO/AA officer and is responsible for ensuring all agency personnel are made aware of this plan.

This plan will be effective until reviews indicate a need for changing certain procedures or the entire plan.

**II. UTILIZATION ANALYSIS**  
**A. UTILIZATION CHART**

	ADEM		Pulaski County		Arkansas State	
Population ages 19-64	85		219,853		1,558,768	
White Population	72	84.7%	130,813	59.5%	1,261,043	81%
Black Population	11	12.9%	78,488	35.7%	246,285	16%
America Indian/Alaska Native	1	1.2%	1,319	0.6%	12,470	1%
Asian Population	0	0%	4,837	2.2%	17,146	1%
Native Hawaiian or Other Pacific Islander	0	0%	220	0.1%	1,559	0%
Hispanic/Latino Population	1	1.2%	12,971	5.9%	82,615	5%
Workforce Population	88		186,483		1,326,528	
White Population	75	85.2%	110,957	59.5%	1,060,781	80%
Black Population	11	12.5%	66,574	35.7%	190,538	14.4%
America Indian/Alaska Native	1	1.1%	1119	0.6%	7,832	5.9%
Asian Population	0	0%	4103	2.2%	17,919	13.5%
Native Hawaiian or Other Pacific Islander	0	0%	186	0.1%	2,235	1.7%
Hispanic/Latino Population	1	1.1%	11,002	5.9%	80,036	6%
<b>Job Category</b>						
Total Positions	100					
Officials/Executive	2	2.0%				
Professionals	66	66.0%				
Technicians	4	4.0%				
Protective Services	0	0%				
Para-Professional	0	0%				
Office/Clerical	9	9.0%				
Skilled Craft	0	0%				
Service/Maintenance	6	6.0%				

- B. UTILIZATION NARRATIVE – A comparison of the Arkansas Department of Emergency Management’s workforce to the community labor statistics for Pulaski County indicates under-utilization in several areas. Community labor statistics show the Hispanic, Asian/Pacific Islander and American Indians/Alaskan Native populations are very small in Pulaski County (all less than 10 %). Therefore, the larger areas of under-utilization identified were all of African-American males and females. The majority of this plan will focus on addressing those larger areas of under-utilization; however the Agency would welcome the chance to increase the representation of all underutilized groups and will continue to explore ways of communicating job opportunities to all race and ethnic groups. After reviewing the results of the under-utilization analysis, the Agency has identified the following areas of concern:

Officials and Administrators - African-American males and females under-utilized.

- C. OBJECTIVE – Continued review of under-utilized areas to ensure that the agency incorporates due diligence to increase this area for our agency.

III. ACTIONS AND RESPONSIBILITIES – ADEM is not a large agency and the turnover rate fluctuates from high to low. These two uncontrollable factors may adversely affect any proposed actions to accomplish our goals. In addition, we are committed to promoting from within using currently qualified persons.

#### IV.

##### A. RECRUITMENT & SELECTION

1. When a non-critical vacancy occurs and an adequate register exists, agency Personnel Manager will simply use the current list. The most qualified (in our best judgment) person will be selected from the list. If there appears to be persons of equal qualification and one or more are minorities, a minority will be selected if needed to accomplish our agency goals. The same applies if a female employee is needed.
2. When a non-critical vacancy occurs and a register does not exist, the Agency Human Resources Branch designee will announce the vacancy in-house and post the vacancy on the Arkansas Government website at [www.arstatejobs.com](http://www.arstatejobs.com).

After the announcement closing date, the Human Resources Branch will prescreen the applications for minimum qualifications. A list of all applicants will be turned over to the hiring division to choose their top candidates and return all applications to the Human Resources Branch to do qualification review on each chosen application. A “qualified” applicant will have a minimum score of 60 on the Qualification Review Score-sheet. A list of all applicants and their qualification status along



with the applications will be turned over to the hiring division. Selection from this list will be in the manner as outlined in paragraph IV, A, 1.

3. When a critical vacancy occurs and an adequate register does exist, the same procedures as outline in paragraph IV, A, 1 will be followed.
4. When a critical vacancy occurs and an adequate register does not exist, an emergency or provisional appointment may be made. This appointment will be made without regard to accomplishing our agency goals.

We will simply hire the first qualified person available. If more than one is immediately available, we will select the most qualified. After the emergency or provisional appointment is made, the same procedures as outlined in paragraph IV, A, 2, will be accomplished.

5. Selection of an employee will be made by the appropriate Division Director and Branch Manager and approved by the Agency Director. The Division Director will stringently comply with selection procedures outlined in this plan.

#### B. PROMOTIONS


1. As our policy statement stresses, it is our intention to place the most qualified person available into any vacant positions that occur in this agency. To do this, we consider both hiring and promoting. If we have an employee that has demonstrated an excellent ability to perform the duties and responsibilities of a vacant position, he or she will be promoted. Most promotions however, will result from our determination that a present employee is the best qualified after considering all available options.
2. If the decision is made to fill a vacant position by promotion and there are two or more qualified employees, the most qualified will be selected. If there is equal qualifications and one or more is a minority or female and minorities or females are not equitably represented in our upper grades, then a minority or female will be selected.


#### C. PROMULGATION – Our EEO/AA program will be made known through both internal and external efforts.

1. Internal efforts will be accomplished by maintaining an EEO poster on the agency bulletin boards and providing to all staff the location of the EEO/AA electronic file. A reminder will be e-mailed to all staff on an annual basis when there are changes.
2. External efforts will include the placement of an “Equal Opportunity Employer” statement in all job advertisements. All agency personnel will

emphasize that we are an equal opportunity employer when speaking before a group or participating in any type of group discussion or seminar.

- V. EVALUATIONS – Although quarterly assessments of goals and accomplishments are usually desired, we feel that because of our small work force, less frequent assessments are totally adequate. Therefore, annually, during the month of March, the Administrative Division Director and/or the Human Resources Branch Manager will re-evaluate this plan. If these re-evaluations indicate that our goals are not being met, changes will be made as necessary to accomplish them.

  
\_\_\_\_\_  
Director

  
\_\_\_\_\_  
Administrative Officer

5/28/19  
\_\_\_\_\_  
Date

5/28/19  
\_\_\_\_\_  
Date

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

**Department of the Military/Fort Chaffee & Ebbing Air National Guard Base**

**Contact Name: Michelle Young-Hobbs**

**Contact Phone: 501 212-5380**

**Contact Email: michelle.d.young-hobbs.nfg@mail.mil**

**Date of Submission: August 29, 2019**

**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 attached EEO hiring plan is the first submission from this agency.

**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	1	1	0.6%
<b>Asian Pacific Islander</b>	0	0	0	0%
<b>Black/Not Hispanic</b>	3	0	3	1.7%
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	30	137	167	97.7%
<b>Total</b>	33	138	171	100%

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

**Department of the Military/Camp Robinson & LRAFB**

**Contact Name: Michelle Young-Hobbs**

**Contact Phone: 501 212-5380**

**Contact Email: michelle.d.young-hobbs.nfg@mail.mil**

**Date of Submission: August 29, 2019**

**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 attached EEO hiring plan is the first submission from this agency.

**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	4	6	1.2%
<b>Asian Pacific Islander</b>	3	1	4	0.8%
<b>Black/Not Hispanic</b>	65	79	144	28.3%
<b>Hispanic</b>	2	6	8	1.6%
<b>White/Not Hispanic</b>	109	237	346	68.1%
<b>Total</b>	181	327	508	100%

# **EQUAL EMPLOYMENT OPPORTUNITY (EEO) HIRING PLAN**

**Department of the Military**

**June 2019**

## **Introduction**

Pursuant to Policy Number 17, issued by the Arkansas Department of Finance and Administration, Office of Personnel Management (revised May 14, 2019), 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.

## **Scope of Coverage**

This equal opportunity policy 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, or gender.

The Department of the Military has established policies that prohibit discrimination and will take swift and appropriate action to eliminate discriminatory activities when discovered.

## Agency Utilization

Information and statistics for the State of Arkansas have been taken from the U.S. Census Bureau population estimates, July 1, 2018 (most recent available data). Agency employment data utilized for this report is current as of June 11, 2019, having a total of 679 active employees.

Note: For the purposes of this report, the percentage of individuals identifying as Asian have been combined with the percentage identifying as Pacific Islander in order to provide an accurate analysis of these minority groups. AASIS entry currently does not allow for a distinction between the two demographics. It is also understood that while not a race, individuals of Hispanic ethnicity comprise one of the largest minority populations in the United States and are identified by the Equal Employment Opportunity Commission as a protected class.

<b>Race/Origin</b>	<b>Arkansas Estimate</b>	<b>Agency Utilization</b>	<b>Variance</b>
Black/African-American	15.7%	21.6%	+5.9%
American Indian/Alaska Native	1.0%	1.0%	0.0%
Asian/Pacific Islander	1.9%	0.5%	(1.4%)
Hispanic	7.6%	1.2%	(6.4%)

## Utilization Analysis

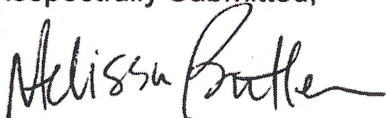
Areas of underrepresentation requiring action are: Asian/Pacific Islander and Hispanic. The American Indian/Alaska Native demographic will also be an area of focus because of the lack of variance in utilization.

## Hiring Objectives and Steps

The Department of the Military Directorate of State Resources will make focused recruiting efforts in order to ensure equal employment opportunities and utilization that is reflective of the State of Arkansas' minority population for: 1) Asian/Pacific Islanders; 2) Hispanic; and 3) Native American/Alaska Native.

- a) Contact the Little Rock Workforce Development Board and inquire about agency representation at the annual Latino Job Fair.
- b) Contact the Ft. Smith Chamber of Commerce regarding possible career fairs and networking events.
- c) Seek out and attend career fairs at area colleges and universities.
- d) Contact the American Indian Center of Arkansas Employer Outreach.
- e) Continue the current agency practice to announce new position openings through email.
- f) The agency EO Officer will request employment data from human resources on a quarterly basis and review hiring trends to suggest alternative recruiting methods.

Respectfully Submitted,



Melissa Butler

EO Officer

Department of the Military

**A.C.A §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:** 10-9-2019

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>	13	2	15	3.72%
<b>Black/Not Hispanic</b>	39	24	63	15.63%
<b>Hispanic</b>	3	1	4	1.0%
<b>White/Not Hispanic</b>	127	194	321	79.65%
<b>Total</b>	182	221	403	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**

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:

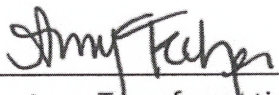
The Department of Transformation & Shared Services Equal Employment Practices are designed to maintain and improve its equal employment efforts in employment practices, including recruitment, selection, promotion, assignment, training, compensation, benefits, discipline, termination and all conditions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

10/14/19  
Date

  
Secretary, Transformation & Shared Services

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

**Department / Agency / Institution Name:** Arkansas Department of Transportation

**Contact Name:** Joanna P. McFadden- EEO/DBE Officer

**Contact Phone:** 501-569-2298

**Contact Email:** Joanna.McFadden@ardot.gov

**Date of Submission:** September 25, 2019

**Please attach a copy of the program or policy as required by Arkansas Code §21-3-101. 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 changes have been made to the 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>	10	51	61	1.63%
<b>Asian Pacific Islander</b>	7	25	32	.86%
<b>Black/Not Hispanic</b>	136	430	566	15.17%
<b>Hispanic</b>	16	62	78	2.09%
<b>Two or More</b>	6	13	19	.51%
<b>White/Not Hispanic</b>	547	2429	2976	79.74%
<b>Total</b>	<b>722</b>	<b>3010</b>	<b>3732</b>	

\*The above information reflects the full time regular employee count as of December 31, 2018.

ARKANSAS DEPARTMENT OF TRANSPORTATION  
LITTLE ROCK, ARKANSAS

September 11, 2017

**ADMINISTRATIVE ORDER NO. 2017-04 (Supersedes Administrative Order No. 2015-04)**

**TO: DIVISION HEADS AND DISTRICT ENGINEERS**

**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.



Scott E. Bennett, P.E.  
Director

c: Highway Commission  
Deputy Director and Chief Operating Officer  
Deputy Director and Chief Engineer  
Assistant Chief Engineers  
Chief Legal Counsel  
Section Head — EEO/DBE Section  
Division Administrator — FHWA

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

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

**Contact Name:** Sara Snead

**Contact Phone:** 501-683-1386

**Contact Email:** sara.terry@arkansas.gov

**Date of Submission:** 10/07/2019

**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	0	2	0.5917%
<b>Asian Pacific Islander</b>	4	0	4	1.1834%
<b>Black/Not Hispanic</b>	133	12	145	42.8994%
<b>Hispanic</b>	8	3	11	3.2544%
<b>White/Not Hispanic</b>	111	65	176	52.0710%
<b>Total</b>	258	80	338	100%

## **DISCRIMINATION IS PROHIBITED**

The Arkansas Department of Veterans Affairs prohibits discrimination against its employees, job applicants, contractors, and customers because 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.

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

If you believe that you have been denied opportunities or that you have suffered discrimination or harassment because of your protected status, you should report the person or persons violating your rights immediately to your supervisor, the Division Chief, or using the complaint procedure described below. Witnesses to discrimination or harassment may use the same reporting procedure.

Complaints of discrimination or harassment may be directed to:

**ADVA Human Resources**  
501 Woodlane Drive, Suite 230C  
Little Rock, AR 72201  
Fax – (501) 682-4833

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.

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

**Department / Agency / Institution Name:** Division of Workforce Services

**Contact Name:** Gloria Johnson

**Contact Phone:** (501) 682-3106

**Contact Email:** gloria.johnson@arkansas.gov

**Date of Submission:** September 25, 2019

**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.**

**(July 1, 2018 – June 30, 2019)**

<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>	1.0	2.0	3.0	3.8%
<b>Black/Not Hispanic</b>	29.0	12.0	41.0	51.2%
<b>Hispanic</b>	3.0	1.0	4.0	5.0%
<b>White/Not Hispanic</b>	24.0	8.0	32.0	40.0%
<b>Total</b>	57.0	23.0	80.0	100.0%

## EQUAL OPPORTUNITY POLICY STATEMENT

The Arkansas Department of Workforce Services shall hire, upgrade, train, and promote in all job classifications without regard to race, religion, national origin, color, sex, age, or disability, political affiliation or belief. This Policy applies to all employees of the Arkansas Department of Workforce Services and to all persons seeking employment with the agency.

The Policy provides for equality of employment opportunity and treatment in internal staffing. Personnel actions will be directed toward encouraging equitable ethnic and female representation in recruitment, selection, and placement efforts, as well as expanding promotional opportunities for applicants and employees. This commitment will affect all employment practices including (but not limited to) hiring, placement, selection, training, transfer, promotion, layoff/termination, re-employment, compensation, benefits, terms, privileges, and conditions of employment.

All Arkansas Department of Workforce Services employees are to be governed by the intent of the Policy, and it is the responsibility of supervisors at all levels of operations to carry out and assure compliance with the Policy.

This Policy applies to all persons or organizations seeking contracts, agreements, grants and subgrants, programs and projects funded through it, and to all persons, organizations, or employers (both public and private) seeking services from it.

The Policy further provides for equality of access to services under all federally-assisted programs including employment services such as testing and counseling, job referrals, placement services, and unemployment compensation.

Daryl E. Bassett  
Director

**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: October 8, 2019**

**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 FY2019.

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

As of 06/01/2019:

<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	0.27%
<b>Asian Pacific Islander</b>	1	2	3	0.82%
<b>Black/Not Hispanic</b>	71	11	82	22.53%
<b>Hispanic</b>	6	4	10	2.75%
<b>White/Not Hispanic</b>	170	98	268	73.63%
<b>Total</b>	248	116	364	100.00%



### **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**

The Arkansas Disability Determination for Social Security Administration (DDSSA) uses electronic e-mail and the agency's internal website to announce vacant positions internally, in addition to using the worldwide Arkansas Government Jobs website to announce vacant positions externally. Occasionally, DDSSA will also use the Arkansas Democrat-Gazette as an advertising tool to announce vacant positions externally.

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:** Arkansas Ethics Commission

**Contact Name:** Graham Sloan, Director

**Contact Phone:** 501-324-9600

**Contact Email:** graham.sloan@arkansas.gov

**Date of Submission:** October 14, 2019

**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	11%
<b>Black/Not Hispanic</b>	1	0	1	11%
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	5	2	7	78%
<b>Total</b>	7	2	9	100%

Adopted 06/18/04

**DRAFT**

**Arkansas Ethics Commission  
Equal Employment Hiring Program**

**A. Introduction**

The policy of the Arkansas Ethics Commission (hereinafter the "Commission") regarding equal employment hiring is designed to achieve the goal of establishing and maintaining a percentage of minority employees within its staff which is approximately equal to the percentage of minorities in the state's population. The adoption of this policy is consistent with the provisions of Ark. Code Ann. § 21-3-101 as amended by Act 1226 of 2001.

**B. Applicability**

This policy applies to the staff of the Arkansas Ethics Commission. That staff is composed of: one director, two staff attorneys, two directors of compliance, one systems administrator, one fiscal officer and two administrative assistants.

**C. Policy**

The Commission is an equal opportunity employer providing equal employment opportunities without regard to race, creed, color, gender, religion, age, national origin, disability or other biases prohibited by State or federal law. This hiring program reflects a system that 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. The Commission desires to employ individuals who are dependable, sincerely interested in serving the mission of the Commission, and who can handle agency matters in a professional manner.

**D. Implementing and Administering the Program**

General administration of the Commission's office and staff is conducted by its Director who shall assist the Commission in implementing and administering this policy by applying these principles in good faith for meaningful progress in the employment of minorities, women and members of other protected classes. The following are ways in which the Commission equal employment opportunity program will be implemented:

1. All employment advertisements and postings will contain a reference to the assurance that the Commission is an Equal Opportunity Employer.
2. All job openings will be posted on the Arkansas Government Jobs Web Site unless the position is to be filled with a qualified employee from within the agency.

3. The Commission will ensure minority group employees receive equal consideration whenever hiring opportunities occur.
4. The Commission's staff is advised to encourage applicants from minority groups where such applicants with the necessary qualifications or potential are available.
5. The Commission will seek to employ qualified minority group individuals in available positions.
6. Qualified members of minority groups should be offered positions on the same basis as all other applicants.

#### **E. Report of Program Compliance**

The Commission will report to the Legislative Council each year regarding its efforts to achieve its equal employment hiring program goal.

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

**Department / Agency / Institution Name:** Arkansas Game and Fish Commission

**Contact Name:** Betty Bryant

**Contact Phone:** 501-223-6443

**Contact Email:** Betty.Bryant@agfc.ar.gov

**Date of Submission:** September 19, 2019

**Please attach a copy of the program or policy as required by Arkansas Code §21-3-101. Attached AGFC Policy HR-2-01, EEO Nondiscrimination**

**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. None**

**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	3	4	0.68493151%
<b>Asian Pacific Islander</b>	1	0	1	0.17123288%
<b>Black/Not Hispanic</b>	12	15	27	4.62328767%
<b>Hispanic</b>	1	2	3	0.51369863%
<b>White/Not Hispanic</b>	131	418	549	94.0068493%
<b>Total</b>	146	438	584	100%

## **EQUAL EMPLOYMENT OPPORTUNITY (EEO) / NONDISCRIMINATION POLICY AND COMPLAINT PROCEDURE**

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

### **PURPOSE**

To set forth the policy of the Arkansas Game and Fish Commission (AGFC, Commission) with respect to unlawful discrimination in employment and the Commission's procedure for handling employee complaints relating to alleged discrimination and unlawful harassment. This policy addresses compliance with all state and federal discrimination laws which apply to the Commission.

### **SCOPE**

This policy applies to all activities of the Commission, to all locations of the Commission, to all individuals employed by the Commission, and to applicants for employment with the Commission.

### **POLICY**

The Commission prohibits unlawful discrimination that is related to any person's gender, national origin, age, disability, or any other basis protected by federal, state, or local law. This policy applies to all employees of the Commission and to all individuals who may have contact with any employee of the Commission.

It is the policy of the Arkansas Game and Fish Commission to provide Equal Employment Opportunity (EEO) to all employees and applicants for employment without regard to race, religion, gender, national origin, age, disability, citizenship, or veteran status in accordance with applicable federal and state law.

However, this Policy does not waive the Commission's federal or state sovereign immunity. The Commission encourages employee awareness of this policy and the procedures for making discrimination complaints or inquiries. Employee complaints are to be dealt with confidentially and free of harassment and intimidation.

### **HR-2-01-A. EEO COMPLIANCE OFFICER**

To facilitate implementation of the EEO policy, one or more employees have been appointed as an AGFC Personnel Compliance Officer. Employees wishing to make EEO inquiries or file EEO complaints should contact AGFC Human Resources.

### **HR-2-01-B. EEO NOTICE**

1. Specific methods by which employees are to be informed of Commission EEO policy and EEO laws are to include, but will not be limited to:
  - a. Review of this policy;
  - b. Inclusion of statement of intent not to discriminate in Commission publications;
  - c. Conspicuous display of EEO posters; and,

D. Workshops and training sessions.

**HR-2-01-C. COMPLIANCE**

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

**HR-2-01-D. TRAINING**

1. All supervisors are required to successfully complete a comprehensive review of state and federal discrimination laws and the applicability of those laws to state employees which is to be coordinated by the Human Resources Division.
2. Supervisors must also complete courses in interpersonal communications, grievance prevention and handling, administering discipline, performance evaluation, and other courses that may be established and required for new and existing supervisors.
3. Division Chiefs are responsible for coordination of required training with Human Resources.

**HR-2-01-E. EEO COMPLAINT PROCEDURE**

1. As a recipient of federal funds from the U.S. Department of the Interior, the Arkansas Game and Fish Commission operates programs subject to the nondiscrimination requirements of federal law. Under federal law, the U.S. Department of the Interior strictly prohibits discrimination because of race, color, national origin, religion, age, gender, or disability in its federally assisted programs.
2. Any person who believes he/she has been discriminated against in any program, activity, or facility of the Arkansas Game and Fish Commission, or desires further information regarding applicable federal law, should write to:

Arkansas Game & Fish Commission  
ATTN: Personnel Compliance Coordinator  
#2 Natural Resources Drive  
Little Rock, AR 72205

OR

The Office of Human Capital  
U.S. Fish and Wildlife Service  
Department of the Interior  
Washington, D.C. 20240

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

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

**Department / Agency / Institution Name:** GOVERNOR'S MANSION  
COMMISSION

Contact Name: Jana Hiland

Contact Phone: 501.319.6555

Contact Email: jana.hiland@arkansas.gov

Date of Submission: 10/9/2019

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>	0	0	0	0%
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	5	5	10	100%
<b>Total</b>	5	5	10	100%



## 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: GOVERNOR'S MANSION COMMISSION

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.

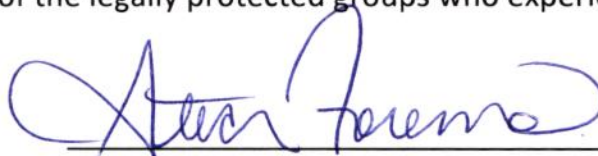
The primary objective of this plan is to assure equity of employment opportunity for all persons regardless of:

- 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.

10-16-19

Date



Deputy Chief of Staff, Internal Operations

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

**Department / Agency / Institution Name:**

Contact Name: Sherri Stacks

Contact Phone: 501-682-7771

Contact Email: sherri.stacks@arkansashouse.org

Date of Submission: 10-9-19

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	5	1	6	25 %
Hispanic				%
White/Not Hispanic	12	6	18	75 %
Total	17	7	24	100 %

#### **D. EQUAL EMPLOYMENT OPPORTUNITY**

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

1. Recruiting, hiring, training, and promoting for all jobs will be without regard to race, religion, color, national origin, sex, veteran status, age, medical condition, or genetic information, and will conform with all applicable laws and regulations.
2. Decisions on employment will be based solely on the individual's qualifications for the position being filled.
3. Any promotional decisions will be based solely on the individual's qualifications as related to the requirements of the position for which the individual is being considered.
4. All other personnel actions, such as compensation, benefits, transfers, terminations, and layoffs, return from layoff, and training programs will be administered without regard to race, religion, color, national origin, sex, veteran status, age, medical condition, or genetic information.
5. The House of Representatives will treat all employees with respect and dignity and will provide an environment free of harassment of any kind.

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

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

Department / Agency / Institution Name: Commissioner of State Lands

Contact Name: Kelly Boyd, Chief Deputy

Contact Phone: 501-516-1330

Contact Email: KBOYD@COSL.ORG

Date of Submission: 08/29/2019

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%
Asian Pacific Islander				0%
Black/Not Hispanic	4	2	6	15%
Hispanic				0%
White/Not Hispanic	22	13	35	85%
Total	26	15	41	100%

*Kelly Boyd*  
8-29-2019

## Equal Opportunity

The Commissioner of State Lands is an Equal Opportunity Employer. This means that we will extend equal opportunity to all individuals without regard for race, religion, color, sex, national origin, age, sexual orientation, disability, handicap or veterans' status. This policy affirms the Commissioner of State Lands' commitment to the principles of fair employment and the elimination of all vestiges of discriminatory practices that might exist. We encourage all employees to take advantage of opportunities for promotion as they 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: 8/30/19**

**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>1</b>	<b>1</b>	<b>.60%</b>
<b>Asian Pacific Islander</b>		<b>1</b>	<b>1</b>	<b>.60%</b>
<b>Black/Not Hispanic</b>	<b>22</b>	<b>7</b>	<b>29</b>	<b>17.37%</b>
<b>Hispanic</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>2.99%</b>
<b>White/Not Hispanic</b>	<b>72</b>	<b>59</b>	<b>131</b>	<b>78.44%</b>
<b>Total</b>	<b>97</b>	<b>70</b>	<b>167</b>	<b>100%</b>

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.

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:** Office of the Prosecutor Coordinator,  
Agency 0028 and Prosecution Coordination Commission

**Contact Name:** Terri Isaac

**Contact Phone:** 501-682-3682

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

**Date of Submission:** 10/14/19

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	%
<b>Asian Pacific Islander</b>	0	0	0	%
<b>Black/Not Hispanic</b>	0	0	0	%
<b>Hispanic</b>	0	0	0	%
<b>White/Not Hispanic</b>	7	5	12	100%
<b>Total</b>	7	5	12	100%

# 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:** OFFICE OF THE GOVERNOR

**Contact Name:** Jana Hiland

**Contact Phone:** 501.319.6555

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

**Date of Submission:** 10/9/2019

**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	5	10	20%
<b>Hispanic</b>	1	2	3	6%
<b>White/Not Hispanic</b>	24	13	37	74%
<b>Total</b>	30	20	50	100%

## 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: **OFFICE OF THE GOVERNOR**

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.

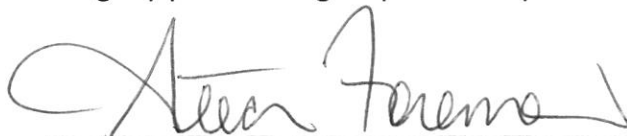
The primary objective of this plan is to assure equity of employment opportunity for all persons regardless of:

- 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.

10-16-19

Date



Deputy 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**

**Contact Name: David Ray**

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

**Contact Email: david.ray@arkansas.gov**

**Date of Submission: 8/28/19**

**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>	0	0	0	0%
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	0	2	2	100%
<b>Total</b>	0	2	2	100%

## **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.

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

**Department / Agency / Institution Name: AR PUBLIC DEFENDER COMMISSION**

**Contact Name: DANA CARGILE**

**Contact Phone: 501-682-9072**

**Contact Email: [DANA.BROWNCARGILE@ARKANSAS.GOV](mailto:DANA.BROWNCARGILE@ARKANSAS.GOV)**

**Date of Submission: 09/24/2019**

**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	<b>0.00%</b>
<b>Asian Pacific Islander</b>	0	1	1	<b>0.30%</b>
<b>Black/Not Hispanic</b>	21	13	34	<b>10.37%</b>
<b>Hispanic</b>	1	1	2	<b>0.61%</b>
<b>White/Not Hispanic</b>	132	159	291	<b>88.72%</b>
<b>Total</b>	154	174	328	<b>100.00%</b>



# **ARKANSAS PUBLIC DEFENDER COMMISSION EQUAL EMPLOYMENT OPPORTUNITY (EEO) PROGRAM**

The Arkansas Public Defender Commission, hereafter “the Commission,” is in conformance with the policy of providing equal employment opportunity to all persons regardless of their race, sex, color, national origin, religion, age, or handicap. The Commission will promote equal employment opportunity through a program encompassing all facets of personnel management including recruitment, hiring, promotion, and advancement.

## ***SCOPE OF COVERAGE***

This Equal Employment Opportunity Plan applies to all Commission personnel including attorney and non-attorney staff.

## ***ORGANIZATION***

The Commission shall implement the Equal Employment Opportunity Program. On behalf of the Commission, the Executive Director will submit modifications in the plan for approval.

The Commission’s Personnel Manager is designated as the Equal Employment Opportunity Coordinator, hereafter “The EEO Coordinator” and will be responsible for collecting, analyzing, and consolidating the statistical data and statements. The EEO Coordinator will then prepare an annual report for the Executive Director and Commissioners describing the Commission’s achievements in providing equal employment opportunities, identifying those areas in which improvements are needed, and explaining those factors inhibiting achievement of equal employment opportunity objectives. Based upon this evaluation and report, the Coordinator will recommend modifications in the plan to the Commission.

The EEO Coordinator must ensure that all vacancies are publicly announced to attract candidates who represent the make-up of persons available in the qualified labor market and all hiring decisions are based solely on job-related factors. They should make reasonable efforts to see that the skills, abilities, and potential of each employee are identified and developed, and that all employees are given equal opportunities for promotions by being offered, when the work of the court permits and within the limits of available resources, cross-training, reassignments, job restructuring, special assignments, and outside job-related training.

Chief/Managing Public Defenders must apply equal employment opportunity practices and policies in their work units. This includes giving each employee a fair and equal opportunity to demonstrate his or her skills and, where those abilities exceed general performance standards, to be recommended for personnel actions and awards recognizing such achievements. As resources permit, it also requires providing training programs which enable employees to develop their job skills fully.

## ***PERSONNEL PRACTICES***

### **A. Recruitment**

Each Chief/Managing Public Defender will seek qualified applicants who reflect the make-up of all such persons in the relevant labor market. The EEO Coordinator will publicize all vacancies.

### **B. Hiring**

Each Chief/Managing Public Defender will make his/her hiring recommendations to the Executive Director strictly upon an evaluation of a person's qualifications and ability to perform the duties of the position satisfactorily.

### **C. Promotion**

Each Chief/Managing Public Defender will recommend to the Executive Director promoting employees according to their experience, training, and demonstrated ability to perform duties of a higher level.

### **D. Advancement**

Each Chief/Managing Public Defender will seek insofar as reasonably practicable to improve the skills and abilities of its employees through continuing education opportunities, cross-training, job restructuring, assignments, details, and outside training.

## ***EVALUATIONS***

Upon request of the EEO Coordinator or Executive Director, a Chief/Managing Public Defender will prepare a brief report for the EEO Coordinator describing its efforts to provide equal employment opportunities in recruitment, Hiring, Promotions and Advancement

### **A. Recruitment**

Each Chief/Managing Public Defender will describe briefly efforts made to bring a fair cross-section of the pool available for the position into its applicant pool, including listing all employment sources used.

### **B. Hiring**

Each Chief/Managing Public Defender will identify where its recruitment efforts resulted in the hiring of a cross-section of the pool available and will, if known, explain those instances where members of the cross-section did not accept employment with the Commission when it was offered.

### **C. Promotions**

Each Chief/Managing Public Defender will briefly describe promotional opportunities which occurred and will provide an analysis of the distribution of promotions, including a description of those persons who were promoted to supervisory positions.

### **D. Advancement**

Each Chief/Managing Public Defender will describe what efforts were made to improve the skills and abilities of employees through cross-training, job restructuring, assignments, details, and outside training. In addition, this evaluation should include information on factors inhibiting achievement of EEO objectives such as no vacancies, minimal numbers of qualified applicants in the relevant labor market, and on all persons in the office who have received all relevant training. This report will also include a breakdown according to the race, sex, national origin, and handicap of the Commission's personnel.

### ***OBJECTIVES***

The EEO Coordinator will develop objectives which reflect those improvements needed in recruitment, hiring, promotions, and advancement, and will prepare a specific plan for the Executive Director explaining how those objectives will be achieved.

### ***ANNUAL REPORT***

The EEO Coordinator will prepare for the Executive Director's review a report contain data required within Arkansas Code §21-3-101. Following the Executive Director's review, the EEO Coordinator will submit an annual report to the Bureau of Legislative Research before June 30 of each year.

**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: vhearn@psc.state.ar.us**

**Date of Submission: 10/8/2019**

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

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

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

<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	0.0%
<b>Asian Pacific Islander</b>	1	0	1	1.0%
<b>Black/Not Hispanic</b>	15	3	18	18.0%
<b>Hispanic</b>	0	1	1	1.0%
<b>White/Not Hispanic</b>	34	46	80	80.0%
<b>Total</b>	50	50	100	100%

## **EQUAL EMPLOYMENT OPPORTUNITY POLICY**

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

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

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

**Contact Name:** Amy Jo Walters

**Contact Phone:** 501-435-3295

**Contact Email:** [amy.walters@sos.arkansas.gov](mailto:amy.walters@sos.arkansas.gov)

**Date of Submission:** 8/26/2019

**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>0</b>	<b>0%</b>
<b>Asian Pacific Islander</b>	2	1	<b>3</b>	<b>2%</b>
<b>Black/Not Hispanic</b>	24	14	<b>38</b>	<b>25%</b>
<b>Hispanic</b>	1	1	<b>2</b>	<b>1%</b>
<b>White/Not Hispanic</b>	40	69	<b>109</b>	<b>72%</b>
<b>Total</b>	<b>67</b>	<b>85</b>	<b>152</b>	<b>100%</b>



# JOHN THURSTON

ARKANSAS SECRETARY OF STATE

The SOS is an Equal Opportunity Employer (EOE). Accordingly, the SOS promotes equal opportunity in the areas of recruiting, employment, training, development, transfer, and promotion. Employment practices are without regard to race, color, religion, creed, sex, age, disability or medical condition, national origin, and veteran status, and all other categories protected by federal, state, and local anti-discrimination laws.

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

**Department / Agency / Institution Name:** State Board of Election Commissioners

**Contact Name:** Daniel Shults, Director

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

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

**Date of Submission:** 10/15/19

**Please attach a copy of the program or policy as required by Arkansas Code §21-3-101. The SBEC operates under the Equal Employment Practices Policy (No. 17) adopted by the Office of Personnel Management as revised in May of 2019.**

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

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

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

<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 %
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	3	3	6	86 %
<b>Total</b>	4	3	7	



**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:** 09/11/19

**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	%
<b>Asian Pacific Islander</b>	1	1	2	3%
<b>Black/Not Hispanic</b>	8	5	13	17%
<b>Hispanic</b>	1	0	1	1%
<b>White/Not Hispanic</b>	40	19	59	79%
<b>Total</b>	50	25	75	100%

**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: 10/15/2019**

**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.**

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<b>American Indian</b>				<b>%</b>
<b>Asian Pacific Islander</b>				<b>%</b>
<b>Black/Not Hispanic</b>	<b>5</b>		<b>5</b>	<b>15.2%</b>
<b>Hispanic</b>				<b>%</b>
<b>White/Not Hispanic</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>84.8%</b>
<b>Total</b>	<b>20</b>	<b>13</b>	<b>33</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.

**INSTITUTIONS  
OF  
HIGHER EDUCATION**



**Minority Recruitment and Retention Annual Report  
2018-2019**

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

Asian	7
Black or African American	308
Hispanic or Latino	46
American Indian	2
White	976
Two or more races	26
Native Hawaiian	1
Unknown/Not Reported	1
<b>Total Enrollment for Spring 2019</b>	<b>1,367</b>

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

There are 36 minority faculty and staff at ANC. They represent 22.50% of the total employees.  
See attached listing of minority employees with their respective position title.

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

Three fulltime faculty in Fall 2017 were minority – 1 African American and 2 Hispanic/Latino.

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

2 current adjunct faculty are minority – 1 African American and 1 Asian.

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

Three faculty/staff were employed (fulltime) during the past year – 3 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 Coordinator
Bogard, Denese	Education Advisor, EOC
Bowens, Pacey	Associate Vice President for Finance
Butler, Tachmonite	Academic Success Coordinator
Carr, Darrel	Advising Specialist
Cashman, Teresita	Maintenance Assistant
Chambers, Alton	Maintenance Assistant
Clark, Stacey	Education Advisor, EOC
Dillard, Destinee	Education Advisor, ETS
Dyson, Gwen	Administrative Specialist I/Allied Health
Echols, Jeff	Career Coach
Frias, Matt	Instructor, Welding
Gaston, Mary	Career Coach
Hall, Maria	Institutional Services Assistant
Hernandez, Frank	Instructor, Aviation Maintenance
Howard, Betty	Institutional Services Assistant
Hunt, Blanche	Associate Vice President for Community Relations
Jones, Joseph	Instructor, Computer Information Systems
Jones, KeTierra	Financial Aid Advisor
Lavender, Chandra	Adult Education Instructor
Lewis, Leslie	Retention Coordinator, SSS
McGaughy, Kiesha	Administrative Specialist II, Community Relations
McGhee, Lisa	Program Director, SSS
Scott, Susie	Career Coach
Smith, Michael	WORKS Coordinator
Turner, Catalina	Institutional Services Assistant
Turner, Leanna	Administrative Specialist I/Faculty
Walker, Angel	Training Support Specialist
Walker, Marilyn	Administrative Specialist II/VP for Finance
Williams, Willie	Success Navigator
Wilson, LaTanya	Administrative Specialist I/Faculty
Winford, Regina	Administrative Specialist I, TRIO EOC
Woods, Jernal	Administrative Specialist I, TRIO EOC

**Full-time Total: 36**



***Part-time Minority Employees***

Full Name	Official Title
Aldridge, JoAnn	Bus Driver
Amerson, Reginald	Mentor
Ballard, Sharon	Lab Asst.
Bates, Barbara	Kitchen
Brown, Marlene	Clerical
Campbell, Isabella	Clerical
Chambers, Devin	Supplemental Instructor
Clay, Ashley	Mentor
Delaney, James	Lab Asst.
Dunn, Bryndon	Maintenance
Dyson, Darren	Adjunct Instructor
Edwards, Bruce	Lab Asst.
Garcia, Leticia	Custodial
Gibson, Jalen	Student Center Asst.
Gillespie, Sandy	Mentor/Coordinator
Harvey, Paris	Ambassador
Henry, Jerry	Public Safety Officer
Hodges, Rhonda	Mentor
Jones, Teleyia	Kitchen
Junearick, Renea S.	Kitchen
Lane, Tanerica	Kitchen
McGlaughlin, Maribel	Supplemental Instructor
Meza, David	Supplemental Instructor
Nettles, Tiffany	Clerical
Ortega, Jacqueline	Paraprofessional
Richardson, Minnie	Kitchen
Sanders, Anzoria	Kitchen
Taylor, Bernetta	Bus Driver
Thomas, Kimberly	Bus Driver
Tsakanias, Andrianna	Lab Asst.
Valdez, Humberto	Wellness Center Asst.
Winford, Savannah	Ambassador
Zixiao, Ye	Adjunct Instructor

**Part-time Total: 33**

In accordance with Arkansas Northeastern College’s Mission of providing accessible, quality educational programs, services, and lifelong learning opportunities, the following is a documentation of the progress ANC has made this academic year 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 supervisor and Chief Academic Officer.  Any college employee is eligible to apply and receive funds.	Completion of courses or degrees. 14 employees applied for and were awarded professional development funds in 2018-2019 year, an increase of 40% from 2017-2018.  Five minority employees applied and received funding which was 36% of the total faculty and staff who applied, which is an increase by 25% from 2017-2018.	On-going	Budgeted: \$20,000 Total Expended: \$ 9977.12 Tuition/Support: \$8,177.12  Of the \$8,177.12 expended, \$2154.54 was expended on minority need.  \$27,969.40 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 which is 30%.	The college will give first consideration to qualified minority candidates.	ANC had 69 minority employees or 26.3% of all employees reflected on the Fall 2018 IPEDS Report. Included in this number are 160 fulltime faculty, staff, and administration. 22.50% of all fulltime employees are minority which is a decrease of 0.14% from Fall 2017.	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.	36% of incoming first-time freshmen students in Fall 2018 were minority. This is consistent with the past two years.  ANC awarded \$442,051 in scholarships in fall/spring 2018-2019, \$76,570 was awarded to minorities. This amount represents a decrease of \$46,483 from 2017-2018. Minority representation was 17% of all those who received some type of scholarship, which is a decrease of 6% from last year.	On-going  On-going	NA  More scholarships are available. Most students who apply for financial aid will receive some assistance. This maybe 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 in order to receive the vouchers.	On-going	Travel Vouchers were awarded to 32 students in 18-19 with 53% of those students being minority. Total awarded for fall/spring was \$9,520.
	Minority students will receive the Early College Scholarships to encourage participation in the Early College Concurrent Credit Program.	Approximately 346 students participated in the Early College Program in fall/spring 2018-2019, 16% were minority. Minority students received 16% of the total waivers awarded totaling \$17,754.	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 Missouri schools. The position of Early College Program Specialist has been budgeted for the 2019-2020 year.

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 69 students participated in the Nucor Diploma Squared Program in fall/spring 2018-2019, 16% were minority. Minority students received 19% of the total waivers awarded totaling \$5,833.</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. The College will place students in the appropriate college level course(s) to ensure success.</p>	<p>ANC's remedial college prep courses have been redesigned so that students may progress at their own rate. Providing reduce time to degree and necessary individual instruction as it is needed to at risk students.</p>	<p>Minority students comprised 57% of attendees in these classes. The success rate for minority students in these courses was 54.79%, the average success rate was 61.59% in 2018-2019.</p> <p>The College also developed co-requisite courses in English and Math which allow students who place near the cut score for the college credit courses, to enroll in the credit course along with a supplemental college prep lab course. This reduces one semester of remedial course work and the number of college preparatory hours taken. Minority students comprised 38% of attendees in these classes. The success rate for minority students in these courses was 63.46%, the average success rate for all students was 69.57% in 2018-2019. ANC continues to focus on improving the success rates of all high risk students.</p>	<p>On-going</p>	

Objective	Strategy	Indicators of success	Time Frame	Budget
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>	The Advising Center served approximately 1,418 individual students in 2018-2019 providing intensive appreciative academic and career counseling. Of that total, 39.62% were minority students.	On-going	The College employs three fulltime Academic Advising Specialists to assist new and academically challenged students. Salaries for 3 positions: \$165,662.
	ANC requires all first-time degree seeking students to take Academic and Career Enrichment.	<p>The ACE course is designed to integrate students into college life and culture, introduce available support services and preparing student with a foundation for academic success.</p> <p>There were 236 students who took the ACE course during the 2018-2019 academic year. Of those students, 38% were minority students with a success rate of 74.16%. The average success rate for all students was 75.85%.</p>	On-going	N/A

Objective	Strategy	Indicators of success	Time Frame	Budget
	Tutoring and supplemental instruction will be provided to students.	An Academic Tutoring Coordinator directs group and individual tutoring.  A total of 75 students participated in supplemental instruction during 2018-2019. Of the 75, 30 (40%) were minority students and of those, 20 (67%) earned a "C" or better in the course.	On-going	Tutors and Supplemental Instruction : \$20,000

### For the Community:

Objective	Strategy	Indicators of Success	Time Frame	Budget
The College has a community engagement program to conduct outreach initiatives to the entire service area, but in particular, to the minority community. The program is directed by the Associate Vice President for Community Relations, who is an African American female.	Assoc. VP oversees a Recruitment and Retention Outreach Plan for under-resourced students.	Implement activities, events and programs to target individuals to meet the institutional goals outlined in the Community Relations Plan.	On-going	\$91,919 – (Assoc. Vice President Salary)
	Hire Full-time Success Navigator and a number of part-time Success Navigator to assist with implementing outreach initiatives.	Success Navigators report to the Associate 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.  The full-time Success Navigator is an African American male and the part-time Success Navigator is an African American female.	On-going	\$42,840 \$1,000

Objective	Strategy	Indicators of Success	Time Frame	Budget
	Partner with USDA and SNAP E & T to develop a transportation/ Opportunity bus Initiative for low income students	Develop a referral system with Department of Human Services and Department of Workforce Services to provide post-secondary education, job training, and adult education courses; 89 clients/students participated in the program for 2018-present.	On-going	\$22,709 (Salary for Program Specialist)  \$15,000 (Literacy Coach)
	Opportunity Bus Mentoring and Retention Program: (Targeting SNAP E & T participants, Arkansas Works, WORK participants, and Adult Education, and Career Pathways students).	<p>Provide mentoring and retention services to under-resourced students. (attachment A and B)</p> <p>The Mentoring Program assists participants to set and reach their academic and career goals. In 2018-2019, 20 mentors volunteered to mentor students; 18 African American, 1 Caucasian, and 1 Mexican (95% were minorities). Of the 42 mentees in the program, there are 36 African American, 4 Caucasian, and 2 Mexicans (90% were minorities).</p> <p>The Mentoring program is designed to assist the students in the Opportunity Bus (SNAP E &amp; T) program, WORK Job training program, and Adult Education program to develop a social network which helps them make positive life choices that maximizes their employment opportunities and life skills.</p> <p>To accommodate additional low income students, the bus route will be extended to the south end of Miss. County and to the Missouri Bootheel. This new bus route will begin Fall 2019.</p>	On-going	\$1,500 (Part-time Males and Part-time Females Mentoring Coordinator)  \$900 mentoring tracking software

Objective	Strategy	Indicators of Success	Time Frame	Budget
	Career Closet – Host an annual Fashion Show to raise awareness about the Career Closet	Provide business attire for ANC students to attend job interviews. ( <i>attachment C</i> )	On-going	\$1,500
	Create the Super Saturday student recruitment program.	Conduct a series of “Fun Day” activities in low income neighborhoods to recruit students throughout Mississippi County. ( <i>attachment D and E</i> )	April - August	\$3,000
	Juneteenth festival	The Mississippi County Juneteenth celebration is held annually in the month of June. Student recruitment is held during the festival.	June	\$500
	Conduct a Martin Luther King, Jr. Day celebration and annual Black History Program to reflect on the past in order to highlight and promote positive educational outcomes within the African American Community.	The annual program was held in February. A total of 100 participants attended both events in January and February. ( <i>attachment F and G</i> )	January & February	\$1,000
	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. The council meets quarterly or on an as needed basis.		\$1,500
	Stand Leadership Program	A leadership program designed to develop leaders in within underserved communities. The first class was in Spring 2017. There were 30 graduates from the program and 28 were minorities. In Spring 2018, there were 42 graduates from the program and 40 were minorities.		\$9,000



Attachment A

MARCH 15, 2019

**TIME:** 10AM-12PM  
**LOCATION:** Adams/Vine Building  
Room B113

**FINANCIAL LITERACY:** Did you track your money this month? How do you pay your bills? Do you have a banking account and know how to use it for YOU?

**G.R.I.T.:** Do you possess 5 characteristics of G.R.I.T.? What is your biggest obstacle right now?

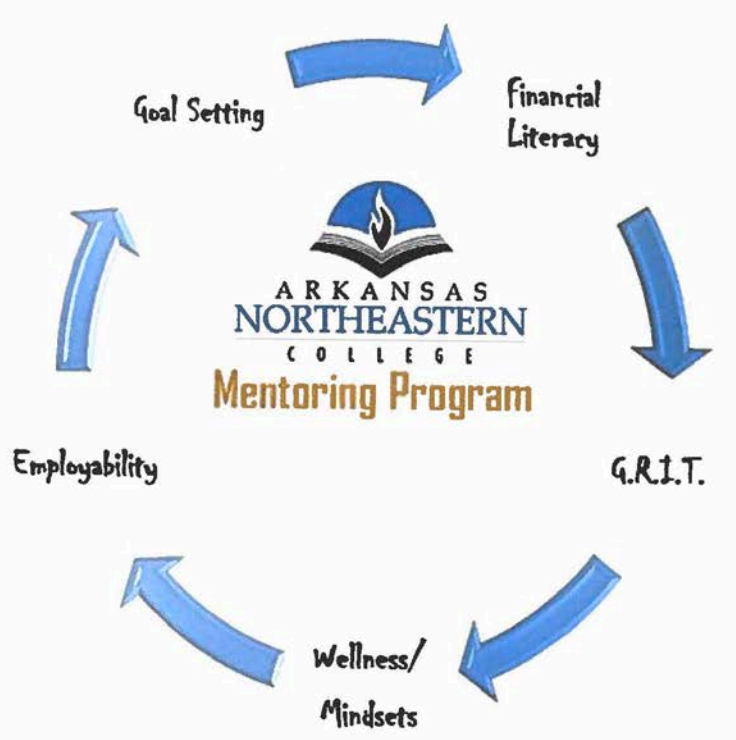
**WELLNESS/MINDSETS**  
Going to preventative care to follow-up care. Are you doing EVERYTHING you should do to be healthy?

**EMPLOYABILITY:** How can you place yourself in a better position career-wise? How do you find or CREATE employment?

**GOAL SETTING:** It's time to set that goal and REACH IT!

# ANC Mentoring Workshop

Hosted by ANC Community Relations




Employability

Wellness/  
Mindsets

G.R.I.T.


Financial Literacy

Goal Setting



ARKANSAS  
NORTHEASTERN  
COLLEGE

Mentoring Program



**Attachment B**



The flyer features the title "meet & greet" in a large, black, cursive font, with a trail of colorful dots (red, orange, yellow, green, blue) extending from the top right. Below the title, the event details are listed in a bold, black, sans-serif font. At the bottom, there is a graphic of silhouettes of people in a line, with colorful speech bubbles of various shapes and colors (yellow, orange, red, pink, blue, green) floating above them.

**COMMUNITY RELATIONS MENTOR MEET & GREET**

**When:** THURSDAY, JUNE 13, 2019

**Time:** 5:30PM-6:30PM

**Location:** COMMUNITY RELATIONS OFFICE

**RSVP:** [RGREEN@SMAIL.ANC.EDU](mailto:RGREEN@SMAIL.ANC.EDU) OR  
[ICAMPBELL@SMAIL.ANC.EDU](mailto:ICAMPBELL@SMAIL.ANC.EDU)

**\*REFRESHMENTS WILL BE SERVED.**

**Attachment C**

3/25/2019 3rd annual ANC Fashion show.png



ARKANSAS  
NORTHEASTERN  
COLLEGE

**ANC Community Relations**  
*Presents*

# 3<sup>rd</sup> Annual Fashion Show

**When:** March 27, 2019  
**Where:** Sunshine Grille  
**Time:** 10:00am 1<sup>st</sup> Show  
12:00pm 2<sup>nd</sup> Show

Come join us for fun and refreshments!



<https://drive.google.com/drive/my-drive> 1/1

**Attachment D**



The poster features a large circular logo at the top with a blue background and white text. The logo contains the college's name, a stylized book icon, and the text 'JOIN US FOR A FREE FUN DAY'. Below the logo is a dark brown rectangular box with white and yellow text providing event details. At the bottom, there is a blue banner with white text listing activities and contact information.

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 27, 2019 • 2:00PM-6:00PM

**THERE WILL BE FOOD, PRIZES, FACE PAINTING,  
BICYCLE RAFFLE, INFLATABLES, 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 E**



ARKANSAS NORTHEASTERN COLLEGE

JOIN US FOR A FREE  
**FUN DAY**

Arkansas Northeastern College in partnership with  
**CITY OF BLYTHEVILLE**  
WALKER PARK DR. | BLYTHEVILLE, AR

**WHERE:** Walker Park  
**WHEN:** June 15, 2019 • 2:00PM-6:00PM

THERE WILL BE FOOD, PRIZES, FACE PAINTING,  
GIFT BASKET RAFFLE, INFLATABLES, 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

*DISCLAIMER: Pictures will be taken and posted to social media at this event.*

*Attachment F*

ARKANSAS NORTHEASTERN COLLEGE PRESENTS

MARTIN LUTHER KING JR.  
EMPOWERMENT  
WORKSHOP

HOSTED BY ANC COMMUNITY RELATIONS


LIVING THE  
*Dream*

JAN. 18, 2019  
12 NOON

ADAMS/VINES RECITAL HALL  
OPEN TO THE PUBLIC | FREE ADMISSION

- ADULT EDUCATION
- POST SECONDARY EDUCATION
  - JOB TRAINING
- WORKFORCE DEVELOPMENT

LIGHT REFRESHMENTS  
WILL BE SERVED



**Attachment G**



**Dr. Martin Luther King, Jr. Celebration  
“Living the Dream”**



**Welcome**

Ms. Pacey Bowen, Assoc. VP for Finance

**MC:**

MR. Willie D Williams Jr., ANC Success Navigator

**“I Have A Dream” Speech**

Mr. Joe Clay, ANC Welding Student

**Inspirational Music**

Mr. Dewayne Hill & Mrs. Melissa Logan, Blytheville

**Words of Inspiration**

Dr. Toriano Green, Asst. Superintendent, Osceola School District

**Inspirational Music**

Mr. Dewayne Hill & Mrs. Kimberly Thomas, Blytheville

**Panel Moderator**

Dr. Blanche Hunt

**Panel Discussion: Living the Dream in Miss. County by raising the quality of life through education, workforce development and the 3 R’s –Recruitment, Retention, and Reducing Recidivism**

- Ms. Tamika Jenkins, Project Director of Great River Economic Development Foundation
- Mr. Randy Henderson, Director of Community Relations, Nucor
- Mr. Gene Bennett, Vice President for Workforce Development
- Mr. Lowell Waters, MCLS Director
- Ms. Shirley Pullian, MCAEOC Program Director
- Mrs. Melissa Logan, Tax Professional
- Ms. Sonja Ross, Goodwill Career Specialist

ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan

July 2019

Name of Institution: Arkansas Tech University (Including Ozark Campus)

Name of Contact Person: Bob Freeman, Director of Human Resources, AA/EEO Officer

\*\*\*\*\*

1. Number of minority students who currently attend the institution:

	Fall '18
Black	761
Hispanic	986
American Indian/Alaska Native	82
Asian/Pacific Islander	179
Native Hawaiian	8
Non-Resident Alien	373
Multiple	468
<b>Total</b>	<b>2,857</b>

2. Number and position title of minority faculty and staff who currently work for the institution. The number is the number holding that rank in each ethnic category.

Minority Faculty:

RANK	ETHNICITY	COUNT
Assistant Professor	American Indian-Alaskan Native	1
Assistant Professor	Asian	3
Assistant Professor	Black or African American	2
Assistant Professor	Hispanic	1
Associate Professor	Asian	2
Associate Professor	Black or African American	1
Associate Professor	Hispanic	1
Instructor	Asian	1
Instructor	Black or African American	1
Instructor	Hispanic	1
Special/Clinical Instructor	Asian	1
Special/Clinical Instructor	Black or African American	1
<b>Total</b>		<b>16</b>



**Minority Adjunct Faculty:**

RANK	ETHNICITY	COUNT
Regular Adjunct/Part-Time Fac	Hispanic	1
Regular Adjunct/Part-Time Fac	Other/Unknown	1
<b>Total</b>		<b>2</b>

**Minority Staff:**

TITLE	ETHNICITY	COUNT
Acad/Stu Support Counselor	Black or African American	1
Academic Advisor	Hispanic	1
Admin Specialist III Provsnal	Asian	1
Administrative Analyst	Black or African American	1
Administrative Specialist I	Black or African American	1
Administrative Specialist I	Native Hawaiian-Pacific Island	1
Administrative Specialist II	Hispanic	2
Administrative Specialist III	American Indian-Alaskan Native	2
Administrative Specialist III	Asian	3
Administrative Specialist III	Black or African American	2
Administrative Specialist III	Hispanic	2
Assistant Athletic Trainer	Black or African American	1
Assistant Coach	Black or African American	7
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
Dept Chair Acct/Econ; Mgt/Mkt	Black or African American	1
Dir Recruitment/Orientation	Black or African American	1
Dir of Corp/Foundation Giving	Black or African American	1
Dir of International Programs	Asian	1
Director of Residence Life	American Indian-Alaskan Native	1
Director of Testing	Black or African American	1
English Lang Institute Coord	Asian	1
Fiscal Support Analyst	Hispanic	1
Fiscal Support Specialist	Black or African American	2
Fiscal Support Specialist	Hispanic	1
Head Coach	American Indian-Alaskan Native	1
Head Coach-Women's Softball	Hispanic	1
Information Systems Analyst	Hispanic	1
Institutional Assistant	Asian	1
Institutional Services Asst	American Indian-Alaskan Native	1
Institutional Services Asst	Asian	1

Institutional Services Asst	Black or African American	1
Institutional Services Asst	Hispanic	2
Institutional Srvcs Supervisor	Hispanic	1
Instructional Designer	International - NonRsdnt Alien	1
Landscape Specialist	American Indian-Alaskan Native	1
Network Support Analyst	Hispanic	1
Network Support Specialist	Asian	1
Network Support Specialist	Hispanic	1
Proj/Prg Dir Sports Medicine	Black or African American	1
Project/Program Administrator	American Indian-Alaskan Native	1
Project/Program Administrator	Asian	1
Project/Program Administrator	Black or African American	1
Registered Nurse	American Indian-Alaskan Native	1
Registrar's Assistant	American Indian-Alaskan Native	1
Registrar's Assistant	Hispanic	1
Student Development Specialist	Black or African American	1
Student Development Specialist	Hispanic	1
Systems Analyst	Other/Unknown	1
Systems Specialist	American Indian-Alaskan Native	1
<b>Total</b>		<b>68</b>

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

TITLE	ETHNICITY	COUNT
A-Art	Asian	1
A-Behavioral Sciences	Black or African American	1
A-Center for Leadership/Lrng	Black or African American	1
A-English/World Languages	Asian	1
A-History & Political Science	International - NonRsdnt Alien	1
A-Professional Studies	Black or African American	1
Administrative Specialist II	Hispanic	1
Administrative Specialist III	American Indian-Alaskan Native	2
Assistant Coach	Black or African American	3
Dir Recruitment/Orientation	Black or African American	1
Dir of Corp/Foundation Giving	Black or African American	1
Faculty FT 9M	Asian	6
Faculty FT 9M	Black or African American	2
Head Coach	American Indian-Alaskan Native	1
Institutional Services Asst	Black or African American	1
Institutional Services Asst	Hispanic	1
Student Development Specialist	Black or African American	1
Workforce Ed Faculty	Hispanic	1
<b>Total</b>		<b>27</b>

4. One of the major retention initiatives in recent years has involved an expansion of the Bridge to Excellence program in which all new freshmen are assigned to a faculty or staff mentor. The program uses the Noel Levitz College Student Inventory instrument to determine the types of assistance students might need for them to be successful. The results of the instrument are provided to each mentor as an aid in working with the student. The retention efforts have involved both the Academic Affairs and the Student Services components of the University working cooperatively for the benefit of students.

#### Bridge to Excellence Program (B2E)

B2E helps guide Tech freshmen as they transition to college by providing support, direction and the necessary resources for degree completion.

How B2E works...

- All entering fall freshmen are given the opportunity to take the Noel-Levitz online College Student Inventory (CSI) to determine his/her academic, social, and financial readiness for college.
- Students who complete a CSI are assigned a volunteer faculty or staff mentor who works one-on-one with new students to help them make a smooth and successful transition to college.
- The volunteer mentor arranges a meeting to discuss the mentee's potential needs as identified in the CSI Student Report. Recommendations are made and follow-up meetings are encouraged.
- The mentor also serves as the student's "go-to-person" whenever they have questions or concerns about any college-related issue.

Since 2001, freshmen who participated in the B2E program have returned at a greater rate than non-participants and have also maintained a higher grade point average (GPA) than non-participants.

At the end of the spring semester, freshmen are anonymously surveyed about B2E, and here are some typical comments:

*"I loved my B2E mentor. He helped me with whatever I needed and still checks in with me to make sure I'm on the right track."*

*"To me, I like the fact that I have someone on campus who knows the answers to my questions and is willing to help me out."*

*"I really like the B2E mentoring program because it helps incoming freshmen at least get comfortable and know the different programs that are offered at Arkansas Tech."*

*"My mentor made me feel comfortable instead of the meeting being strictly business. I made a friend from it. She also helped with general knowledge of the college."*

*"I think the most helpful thing my B2E mentor did was just let me know that he was there if I needed anything. I think just knowing I had the support of someone besides my family really helped me through my first semester."*

*"He told me that everything I'd ever wanted was within my reach, and that if I was willing to try for it, it could all be mine. That meant a lot to me - someone really believing in me other than my family."*

*"My B2E mentor helped me with the transition from high school to college and gave me good advice on how to get around campus and some study tips. She also was available whenever I needed her, and that was reassuring."*

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.

An additional initiative which began as part of the Complete College American grant was a complete redesign of the remedial math courses. In the redesign, two courses were combined, removing a three hour requirement for many students, and the course was modularized to allow students to work through the materials more rapidly. The data for the first few semesters indicate a higher student success rate in remedial math and a much higher success rate in college algebra for those students who completed the remediation using the new method.

Arkansas Tech University, this past year, has continued working with the John Gardner Institute on a three year project to identify five gateway courses (courses which most students must take but result in high numbers of D, F, W, or I grades). The purpose is to identify the reasons students have difficulty with the courses and to develop strategies to improve success.

Another retention initiative which began in the fall semester 2013 is a major change to the freshman orientation program. All new students, not just volunteers as it has been in the past, are required to participate in a two-day orientation program. The activities not only provide orientation of the new students to campus, but also provide exposure to the types of software and hardware students use for their classes, helpful resources on campus, classroom behavioral expectations, and other issues that are helpful in adjusting to this new phase of their development.

Arkansas Tech University is participating in the Academy on Persistence and Completion under the auspices of the Higher Learning Commission. This is a four-year commitment and effort to improve retention and completion rates using mentoring and consultants from the Higher Learning Commission to help design programs and services that improve student success.

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.

4. a. 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: Develop and implement a diversity and inclusion plan to include all stakeholders for our campuses.

Progress on the development and implementation of a diversity and inclusion plan has been mixed, yet encouraging. Initial work towards creation of a diversity super committee was delayed during the restructuring and merger of the International Student Services and Diversity and Inclusion offices. Efforts towards continued achievement in this goal item are as follows:

- Restructured IMSSO that will provide additional support to students.
- Finalized Diversity Committee charge, which will begin operation in Year 3 (2018-2019)
- Creation of focused minority faculty and staff organizations (ex: Black Faculty/Staff Organization) to serve as support to administration and liaison to students to provide critical reflection and information on experience and needs of faculty, staff, and students of color.

4. b. Timeline, budget, and methods used to assess and monitor progress.

### **Timeline**

These efforts began in 1997 and are continuing. The plan is assessed each year and re-evaluated as a result of the findings.

### **Budget**

The budgets were put in place for the majority of these efforts in 1997. The budgets have continued to increase as the University has grown. 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 the John Gardner, Gateways to Completion, project 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

### **SPRING SEMESTER 2019 Event Calendar**

#### **January**

#### **15: MLK March/Day of Remembrance and Community Service; 5:00pm-8:00pm; Hindsman Bell Tower to Young Ballroom (On-Track)\***

The DDI will host a campus-wide service project on MLK Day in honor of Dr. Martin Luther King, Jr. The event is open to students, faculty, staff, and community members. Come out and help us make 1,000 hygiene kits for River Valley Shelter for Battered Women and Children, and bring a canned good or other non-perishable food that will go to the Green and Gold Cupboard. We also plan to do an MLK March around Campus to celebrate Dr. King's dream and his vision for justice, equality, equity, and freedom for all.

#### **16: DDI Student Outreach Begins/Individual Appointments Available**

DDI staff will make contact with all underrepresented students enrolled for spring 2018. Students will be invited to make appointments with DDI staff to discuss campus resources available (i.e. tutoring services, financial aid resources, etc.) or to discuss any problems or concerns they are facing (i.e. assistance getting books, payment plans, academic concerns, health concerns, etc.) to support student retention and success. Students will be connected to support resources and be provided with important deadlines and dates such as the last day to make payment, mid-term, and final exams.

#### **17: Money, Money, Money Summit; 4:00pm-5:00pm; Doc Bryan Student Services Center 133 (On-Track)\***

In partnership with Financial Aid and Student Accounts, DDI will host a financial literacy and resource summit. The purpose of this event is to provide intentional engagement between underrepresented student populations and the staffs of both offices. Students will have the opportunity to ask specific questions about their finances at Tech. Both offices will provide students with important dates, resources, and tips for financial student success.

#### **February:**

#### **1: Black History Month Kickoff; 1:30-2:30 p.m.; Hindsman Bell Tower (On-Track)\***

DDI invites the entire campus to a 1-hour event celebrating the start of Black History Month. Participants will learn about the beginnings of Black History Month and hear the sounds of the United Voices of Praise.

**11-15 Flexin' in my Complexion Dress Up Week:** Black/African American students are encouraged to

Students who identify as Black or African-American are encouraged to wear attire representative of their African heritage, black fashion during the 60's and 80's on selected days.

**20: Soul Food Night; 6:00pm-8:00pm; Young Ballroom (On-Track\*)**

DDI will host a soul food dinner as part of Black History Month. Participants will learn more about the African American cuisine, its culture and the history of "soul food."

**27: Black History Month Speaker; 7:00pm-9:00pm; Doc Bryan Student Services Center Lecture Hall (On-Track)\***

DDI typically brings in an external, professional keynote speaker/entertainer for Black History Month via a talent management agency. DDI partners with the President's Office to organize a private dinner with the University President, keynote speaker, DDI staff, and selected African American students/faculty.

**March**

**5: Mid-Term Grade Check-In/Outreach Begins**

Mid-term grade reports will be reviewed by DDI staff. Students who have a cumulative grade point average of below 2.0 will be contacted and encouraged to come visit with a member of the DDI staff. Resources and one-on-one advising concerning test taking methods, study tips, note taking methods, etc. will be provided. Referrals to other campus departments such as the tutoring center, counseling center, financial aid, etc. will be given when appropriate.

**12: Young Money: Financial Literacy workshop Multipurpose Room Doc Bryan 242 4-5 p.m. (On-Track)\***

DDI will plan on having an accounting or economics professor to come and give pointers to students regarding financial responsibility, financial stability, and economic success.

**26: "Defined by Potential—Not Limitations." Disabilities Success Stories and Resource Seminar; 2:00-3:00 p.m.; Doc Bryan 242**

DDI plans to invite students, faculty and staff out to a empowerment meeting where they can share their stories about living with and achieving with disabilities, whether it be an apparent physical disability or non-apparent. DDI also plans to have a representative from Disability Services to come and share with the group about all the resources they offer.

**28: Test Anxiety Workshop; 4:00pm-5:00pm; Doc Bryan Student Services Center Room 133**

Come learn how to cope with test and anxiety. Topics to be discussed include but are not limited to learning about the signs and symptoms of test anxiety, learning about from where test anxiety comes, and learning ways to manage test anxiety including: Improve study skills, relaxation, techniques, and how to access counseling services. Hosted by Craig Witcher, a counselor from the Health & Wellness Center.

**April**

**9: Brave Space/Safe Space: A Talk about LGBTQIA issues, triumphs, allies, and the Corporate Safe Zone; 3:00-4:00 p.m.; Doc Bryan Multipurpose Room 242 (On-Track)\***



DDI plans to invite SPECTRUM and all others who are interested to a roundtable discussion about issues affecting the LGBTQIA communities, victories for the community, the significance of Safe Zone training in the workplace/educational institutions and what being an ally is all about.

**29: DDI Multicultural Stole Ceremony; 5-7 p.m.- Doc Bryan Student Services Center Lecture Hall**

The Department of Diversity and Inclusion will recognize graduating students receiving academic honors and for collegiate involvement and participation in the Multicultural Stole Ceremony. This ceremony is a celebration in the students' accomplishment of degree attainment.

**May**

**1: Fall Registration Phone Campaign Begins**

The DDI staff will email and/or call students who have yet to enroll for the fall semester. DDI staff reaches out to these students to evaluate their return status, to serve as a resource, and to assist students in connecting with important support resources to assist in helping the student enroll.

**\*Safe Zone trainings will be offered at the request of any ATU department or RSO (Registered Student Organization).**

Diversity and Inclusion offers the Tech community professional training and workshop opportunities.

**TRAININGS**



**SAFEZONE TRAINING:**

A three-hour interactive training that establishes an identifiable network of individuals who can provide support, information, and a safe place for LGBTQ persons. This training is for any staff, faculty and students that seek to provide a Safe Space for LGBTQ persons. Those who complete the training are considered an "ALLY" to the LBGTO community and thus are encourage to display their "Ally Placard" visible to all.



**SAFEZONE TRAINING:**

A three-hour interactive training that trains our Tech community how to provide safe spaces for secular students (Secular students are those who identify with nonreligious or nontheistic labels, such as atheists, agnostics, humanists, and many others). Secular Safe Zone Ally training is for all ages, beliefs,

and walks of life. Allies are taught special skills like how to deal with bullying, common terminology, navigating cultural differences, and much more.

## **RESOURCES**

Please stop by the Department of Diversity and Inclusion located in the Doc Bryan Student Services Center, Suite 229 for a variety of resources designed to support the success of students from underrepresented populations.

## **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](#)

## **Admissions Department**

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

Minority Recruitment  
and  
Retention  
Annual Report



**ARKANSAS STATE  
UNIVERSITY  
BEEBE**

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For the Academic Year  
July 1, 2018-June 30, 2019

*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 community college dedicated to meeting the needs of our students with high quality programs in a friendly atmosphere. As an open admission institution, we ensure everyone has an opportunity to pursue higher education. Our learning centers, student success center, small class sizes, and caring faculty are some of the "special touches" students find when they attend our institution.

Diversity is an essential element of our educational and work environments. We are committed to providing equal opportunities for all students, faculty and staff. We place special emphasis on the recruitment of minority faculty, staff and students.

ASU-Beebe recognizes that each individual brings unique life experiences and talents to our college community. We are committed to providing the best possible environment for everyone to work, teach and learn.

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 were 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{tc "MISSION"}{tc ""}

Transforming lives through quality learning experiences.

### Vision{tc "Vision Statement"}

ASU-Beebe will become a nationally benchmarked institution that empowers individuals, embraces communities and transforms lives.

### Core Values{tc "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, 2018, through June 30, 2019. 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.)

#### 2018-2019 Total Student Count by Race

Race	Number	Percentage
Caucasian	3790	80.5%
African American	338	7.2%
Hispanic American	258	5.5%
Asian American	62	1.3%
Native American	30	0.6%
Hawaiian	9	0.2%
Nonresident Alien	33	0.7%
Two or More Races	121	2.6%
Unknown	69	1.5%

**Total** **4710**

Source: Office of Institutional Research, ASU-Beebe, June 2019

## 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.)

#### 2018-2019 Total Faculty & Staff Count by Race

Race	Number	Percentage
Caucasian	574	88.8%
African American	33	5.1%
Hispanic American	7	1.0%
Asian American	6	0.9%
Native American	4	0.6%
Hawaiian	3	0.4%
Nonresident Alien	0	0.0%
Two or More Races	19	2.9%
Unknown	0	0.0%

**Total** **646**

Source: Payroll Office, ASU-Beebe, June 2019

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2018-2019 academic year.

### **2018-2019 Minority Faculty & Staff by Position**

<b>Position</b>	<b>Race</b>	<b>Status</b>
Academic Advisor/Outreach Spec.	African American	Full-Time
Academic Advisor/Outreach Spec.	Two or More Races	Full-Time
Administrative Specialist II	African American	Full-Time
Administrative Specialist II	Hawaiian	Full-Time
Administrative Specialist II	Two or More Races	Full-Time
Assoc. Prof. of Chemistry	African American	Full-Time
Assoc. Prof. of Physical Science	Asian American	Full-Time
Assoc. Dir. Financial Aid	African American	Full-Time
Asst. Prof./Dir. of MLT	African American	Full-Time
Asst. Prof. of History & Comparative Religion	Asian American	Full-Time
Asst. Prof. of Business	Two or More Races	Full-Time
Campus Operations Manager	African American	Full-Time
Counselor	Two or More Races	Full-Time
Dir. of Physical Plan	Native American	Full-Time
Dir. Of Workforce & Community Development	Hispanic American	Full-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	Native American	Part-Time
Federal Work-Study	Hispanic American	Part-Time
Federal Work-Study	Hispanic American	Part-Time
Federal Work-Study	Two or More Races	Part-Time
Federal Work-Study	Two or More Races	Part-Time
Federal Work-Study	Two or More Races	Part-Time
Institutional Work-Study	Asian American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time

Institutional Work-Study	Hispanic American	Part-Time
Institutional Work-Study	Two or More Races	Part-Time
Institutional Work-Study	Two or More Races	Part-Time
Institutional Work-Study	Two or More Races	Part-Time
Institutional Work-Study	Two or More Races	Part-Time
Instructor of Art	Hispanic American	Full-Time
Instructor of Mathematics	Two or More Races	Full-Time
Instructor Physical Education	African American	Full-Time
Maintenance Coordinator	Native American	Full-Time
Maintenance Supervisor	African American	Full-Time
Public Safety Officer	African American	Full-Time
Public Safety Officer	Two or More Races	Full-Time
PT/Extra Help	Asian American	Part-Time
PT/Extra Help	Asian American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
PT/Extra Help	Native American	Part-Time
PT/Extra Help	Two or More Races	Part-Time
PT/Extra Help	Two or More Races	Part-Time
PT Faculty	Hawaiian	Part-Time
PT Faculty	Asian American	Part-Time
PT Faculty	African American	Part-Time
PT Faculty	African American	Part-Time
PT Faculty	Hispanic American	Part-Time
PT Faculty	Two or More Races	Part-Time
PT Faculty	Two or More Races	Part-Time
PT Faculty	Two or More Races	Part-Time
PT Faculty	Two or More Races	Part-Time
PT Faculty	Two or More Races	Part-Time
SDS-Academic Coach	Hawaiian	Full-Time
Student Accounts Specialist	African American	Full-Time
Student Union Night Manager	African American	Full-Time
VC/Chief Info Tech Officer	African American	Full-Time

Source: Payroll Office, ASU-Beebe, June 2019

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.)

**2018-2019 Full-Time Faculty Count by Race**

Race	Number	Percentage
Caucasian	89	91.7%
African American	3	3.0%
Hispanic American	1	1.0%
Asian American	2	2.0%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	2	2.0%
Unknown	0	0.0%
<b>Total</b>	<b>97</b>	

Source: Payroll Office, ASU-Beebe, June 2019

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.)

**2018-2019 Adjunct Faculty Count by Race**

Race	Number	Percentage
Caucasian	102	91.8%
African American	2	1.8%
Hispanic American	1	0.9%
Asian American	0	0.0%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	6	5.4%
Unknown	0	0.0%
<b>Total</b>	<b>111</b>	

Source: Payroll Office, ASU-Beebe, June 2019

**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.)*

**2018-2019 New Hires by Race**

<b>Race</b>	<b>Number</b>	<b>Percentage</b>
Caucasian	143	84.6%
African American	19	11.2%
Hispanic American	2	1.1%
Asian American	3	1.7%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	2	1.1%
Unknown	0	0.0%
<b>Total</b>	<b>169</b>	

Source: Payroll Office, ASU-Beebe, June 2019

The following individuals were hired from July 1, 2018 to date:

**2018-2019 New Minority Hires**

<b>Position</b>	<b>Race</b>	<b>Status</b>
Academic Advisor/Outreach Specialist	African American	Full-Time
Campus Operations Manager	African American	Full-Time
Federal Work Study	African American	Part-Time
Federal Work Study	Hispanic American	Part-Time
Federal Work Study	Hispanic American	Part-Time
Federal Work Study	Two or More Races	Part-Time
Institutional Work Study	Asian American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	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	Two or More Races	Part-Time

PT/Extra Help	Asian American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
VC/Chief Info Tech Officer	African American	Full-Time

Source: Payroll Office, ASU-Beebe, June 2019

## 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 2013-2018 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:

- 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 diversity packages with the following publications:
    - *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 2018-2019 season. The University plans to continue the concert/lecture season's multicultural palette for 2019-2020.
  - 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), and Career Pathways (see Goal 3).
  - The Campus Activities Board and Residence Hall Councils hosted numerous large events throughout the year that promoted students/faculty/staff interaction: HarvestFest, Vanguard Arts Pass, Back to Beebe Bash, and Spring Fling.
  - Fall and spring leadership training for Resident Assistants and Leadership Council representatives included diversity and inclusion.
  - The Student Government Association approved a petition by student leaders to organize 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. During the 2018-19 academic year 123 students voluntarily participated in the program with 69 students completing the program.
  - 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 2018-2019, ASU-Beebe targeted 10 area minority-majority school districts for recruitment visits, promotional distributions, and additional recruiting efforts. School districts targeted, which were visited at least twice, are as follows:
  - Augusta
  - Brinkley
  - Cabot (Hispanic)
  - Carlisle
  - Conway
  - England
  - Hazen
  - Jacksonville
  - Lonoke
  - Riverview
  
- Additionally the college has hosted perspective students from two KIPP programs over the past academic year. KIPP Memphis and KIPP Delta and will have 3 students from these programs attending ASU-Beebe in the upcoming academic year.
- 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 2018-2019, 13 students from 7 foreign countries 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**

**Minority Recruitment and Retention Annual Report**

**2018-2019**

**June 30, 2019**

**Division of Diversity and Community Engagement**



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## Introduction

The Division of Diversity and Community Engagement is led by Dr. Maurice Gipson who serves as the Vice Chancellor for the unit. Under his leadership, the Division of Diversity is in the second year of an ambitious agenda that will catapult A-State to the forefront of diversity and inclusion. The Division has four strategic priorities that will guide the university's diversity and inclusion efforts. This agenda will help A-State create an environment conducive to achieving its mission of:

*Educating leaders, enhancing intellectual growth, and enriching lives (ASU = e<sup>3</sup>)*

The numerical measurements<sup>1</sup> included in this report are instrumental for understanding our performance towards this 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, including indicators and benchmarks used to determine success
- 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 the A-State Office of Institutional Research and Planning.

## Numerical Measurements

### Ethnic Minority Students

Arkansas State University experienced a 0.99% decrease in the overall ethnic minority student population since the 2017-2018 academic year. Percentages increased for Asian American students, Hispanic American students, and students indicating two or more races. The 2018-2019 academic year brought a decrease in enrollment for African American students, American Indian/Alaska Native students, and Pacific Islander students.

Table 1. A-State Students by Ethnic Minority Group

<b>Ethnicity</b>	<b>2018-2019</b>	<b>2017-2018</b>	<b>Change</b>	<b>%Change</b>
Asian American	126	118	8	6.78%
African American	1737	1831	-94	-5.13%
Hispanic American	414	358	56	15.64%
American Indian/Alaska Native	49	54	-5	-9.26%
Pacific Islander	5	7	-2	-28.57%
Two or More Races	280	269	11	4.09%
<b>Total Minority</b>	<b>2611</b>	<b>2637</b>	<b>-26</b>	<b>-0.99%</b>

### Ethnic Minority Faculty and Staff

The total number of minority faculty and staff decreased 5.36 percent since the last reporting period, from 317 in 2017-18 to 300 in 2018-19. See Appendix A for the number and position title of current minority faculty and staff.

### Ethnic Minority Full-Time Faculty

We experienced a 2.92 percent decrease in the overall proportion of full-time minority faculty since the last reporting period going from a total of 137 to 133.

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

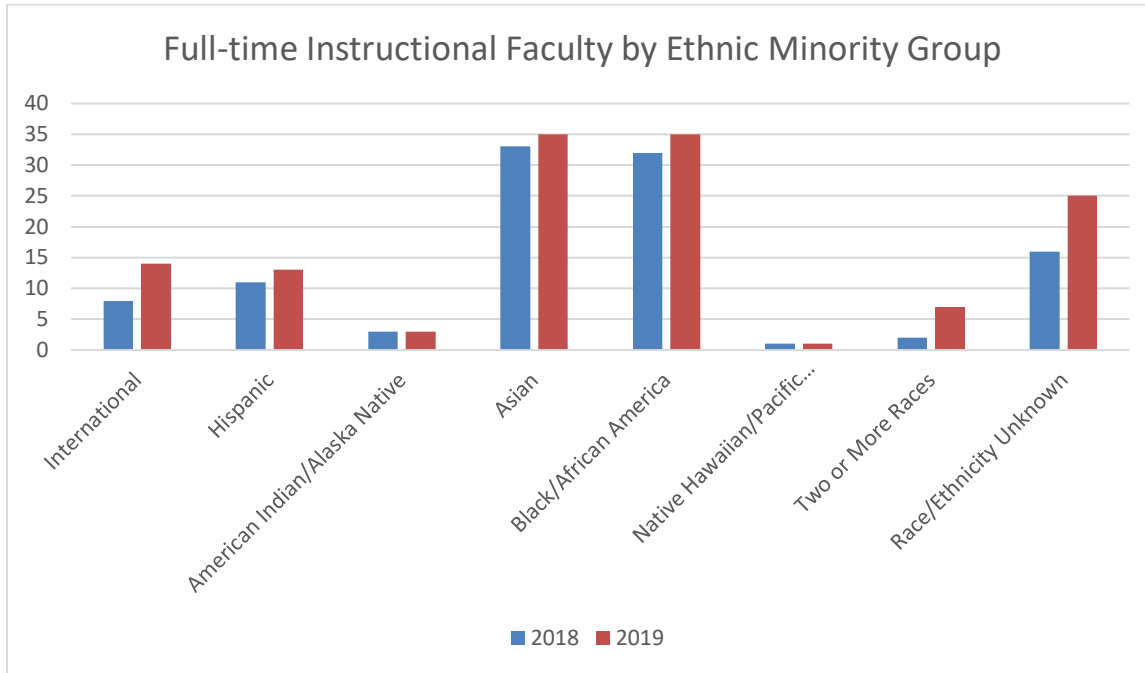


Figure 2. Full-time Instructional Faculty by Ethnic Minority Group (Numerical Data)

Full-time Instructional Faculty		
Race / Ethnicity	2017	2018
International	49	14
Hispanic/Latino	9	13
American Indian or Alaska Native	3	3
Asian	12	35
Black or African American	32	35
Native Hawaiian or Other Pacific Islander	0	1
Two or more races	9	7
Race and Ethnicity Unknown	23	25
<b>Total</b>	<b>137</b>	<b>133</b>



### Ethnic Minority Adjunct Faculty

The number of ethnic minority faculty working in adjunct faculty positions increased during 2018-19. There are currently 40 ethnic minorities serving in adjunct faculty positions, up from twenty-five in 2017-18.

Table 2. Minority Adjunct Faculty by Minority Group

Title	Ethnicity	Number
Part-Time Faculty	African American	29
Part-Time Faculty	Hispanic	2
Part-Time Faculty	American Indian	2
Part-Time Faculty	Asian	4
Part-Time Faculty	Two or More	3
<b>Total</b>		<b>40</b>

### Ethnic Minority Full-Time Staff

We experienced a 17.37 percent increase in the overall proportion of full-time ethnic minority staff since the last reporting period going from a total of 190 to 223.

Figure 3. Full-time Staff by Ethnic Minority Group

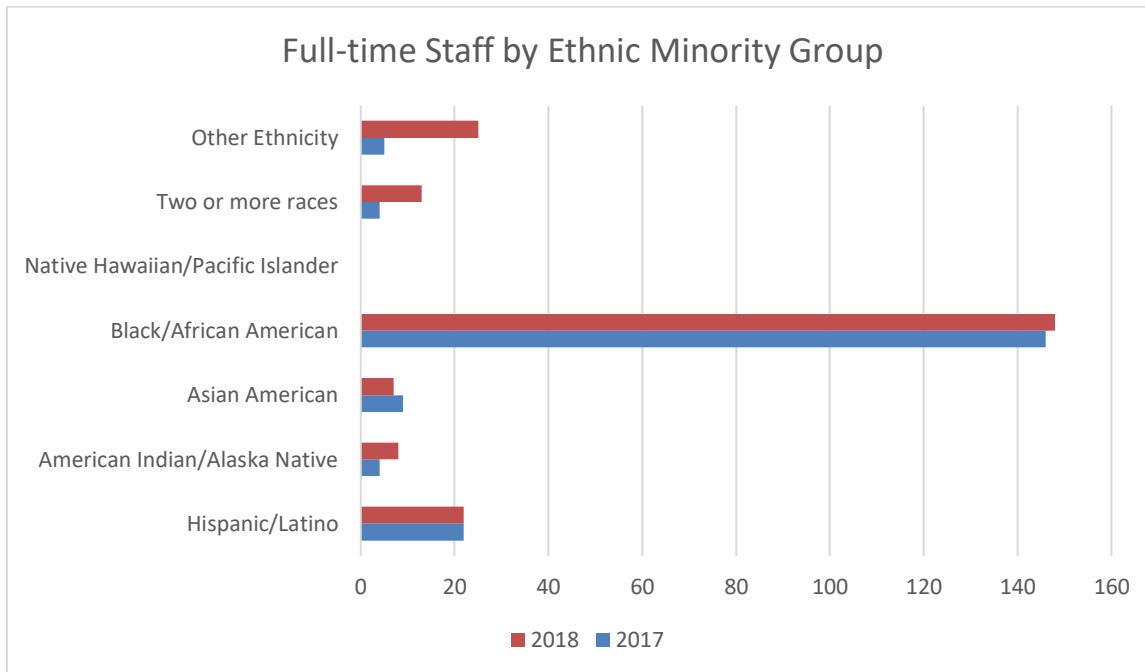


Figure 4. Full-time Staff by Ethnic Minority Group (Numerical Data)

Full-time Staff		
Race / Ethnicity	Fall 2017	Fall 2018
Hispanic/Latino	22	22
American Indian or Alaska Native	4	8
Asian American	9	7
Black or African American	146	148
Native Hawaiian or Other Pacific Islander	0	0
Two or more races	4	13
Other Ethnicity	5	25
<b>Total</b>	<b>190</b>	<b>223</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 2017-2018 to 47 in 2018-2019).

Table 3. Recently-Hired Minority Faculty and Staff

<u>Title</u>	<u>Gender</u>	<u>Ethnicity</u>	<u>Number</u>
Instructor	Male	Hispanic American	2
Instructor	Female	Hispanic American	1
Instructor	Female	American Indian/Alaskan Native	1
Instructor	Female	African American	4
Assistant Professor	Female	African American	1
Academic Advisor	Female	African American	1
Administrative Specialist II	Female	African American	2
Admissions Analyst II	Female	African American	1
Call Center Specialist	Female	African American	1
Childcare Technician	Female	African American	1
Institutional Services Assistant	Female	African American	3
Institutional Services Supervisor	Female	African American	1
Institutional Svcs Assistant	Female	African American	1
Project Program Manager	Female	African American	6
Project Program Specialist	Female	African American	2

Student Development Specialist	Female	African American	1
Teacher Assistant	Female	African American	1
Admissions Analyst II	Male	African American	1
Assistant Coach	Male	African American	2
Facilities & Equipment Manager	Male	African American	1
HEI Program Coordinator--NE	Male	African American	1
Institutional Services Assistant	Male	African American	1
Library Technician	Male	African American	1
Project Program Specialist	Male	African American	1
Student Development Specil--NE	Male	African American	1
Administrative Analyst	Female	American Indian/Alaskan Native	1
Apprentice Tradesman	Male	American Indian/Alaskan Native	1
Academic Advisor	Female	Asian American	1
HEI Program Coordinator--NE	Female	Hispanic American	1
Director of Strength & Conditioning	Male	Hispanic American	1
Maintenance Assistant	Male	Hispanic American	1
Project/Program Special Non-Ex	Male	Hispanic American	1
Institutional Services Assistant	Female	Two or More Races	1
<b>TOTAL</b>			<b>47</b>

## Strategies, Activities, and Benchmarks

We initiated the following strategies and activities during the reporting period to support the achievement of our diversity and inclusion goals.

1. Developed a leadership and retention program for minority tenure-track faculty members called A-State ADVANCE.

Benchmark: We will monitor the success rate of cohort members to see if they are achieving tenure and promotion at the same, higher or lower rate of their colleagues who are not participating in the program.

2. Continue a formal grant program for requesting financial support from the Division of Diversity and Community Engagement. Grants are available to faculty, staff, and students for activities and programs that advance campus diversity and inclusiveness. In

order to better align resources with our university's mission, we have developed the following strategic priorities:

- Recruitment
- Retention
- Graduation/Promotion
- Campus and Community Engagement

Benchmark: The Office of Diversity has awarded more than \$85,000 in grants 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 *retention and promotion* categories.

3. Began actively recruiting faculty and students from diverse backgrounds through participation in conferences, fairs and formal networks.

Benchmark: Currently, the VC is participating in several conferences that promote diversity and inclusion such as the National Conference on Race and Ethnicity and the National Association of Diversity Officers in Higher Education Conference. Additionally, the AVC has participated in the McKnight Doctoral Scholars' Conference in order to recruit minority faculty. As a result, A-State has been able to successfully establish informal networks with various Historically Black Colleges and Universities in an effort to increase recruitment of minority faculty.

4. Developed an undergraduate research initiative to increase the number of underrepresented students that go to graduate school.

Benchmark: This initiative is in its third year. The students from the first cohort are currently graduating seniors. The office will continue to assist these students with the hopes of getting them into graduate school.

## Tools for Monitoring Progress

The Office of Diversity had a fiscal year 2017-18 budget of slightly over \$201,000 for diversity programming and initiatives, including supporting multicultural student initiatives and supplementing critical minority faculty salaries as appropriate. We will utilize the following methods to evaluate our performance towards achievement of diversity goals:

- Conduct a comprehensive diversity climate survey to gauge perceptions of campus environment. In order to effectively assess the campus climate, we are inviting various departments to contribute to the creation of the survey instrument.
- 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 Excellence in Diversity 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.

<b>Title</b>	<b>Ethnicity</b>	<b>Number</b>
Professor	African American	2
Professor	African American	1
Associate Professor	African American	7
Associate Professor	African American	2
Assistant Professor	African American	3
Assistant Professor	African American	6
Assistant Professor	African American	1
Instructor	African American	11
Instructor	African American	2
Academic Advisor	African American	7
Academic Advisor	African American	2
Administrative Specialist I	African American	1
Administrative Specialist II	African American	5
Administrative Specialist III	African American	2
Administrative Support Supv	African American	1
Admissions Analyst II	African American	1
Assistant Coach	African American	1
Assistant Dean Of Students	African American	1
Assistant Dean of Students	African American	1
Assistant Football Coach	African American	2
Assistant Head Football Coach	African American	1
Assistant Registrar	African American	1
Associate Dean of Student Affairs	African American	1
Associate Vice Chancellor	African American	1
Associate Vice President	African American	1
Asst Dean of Stdnt	African American	1
Asst Dir Athletics	African American	1
Broadcast Announcer	African American	1
Broadcast Program Specialist	African American	1
Call Center Specialist	African American	1
Childcare Technician	African American	7
Comm Artist I/Graphic Artist I	African American	1
Computer Operator	African American	1
Computer Support Specialist	African American	2
Coor of ASU Cmnty College	African American	1

Counselor	African American	1
Development Advancement Specialist	African American	1
Dir of Disability Servs	African American	1
Dir of Stdnt Activities	African American	1
Director Academic Advising	African American	1
Director Career Services	African American	1
Director First Year Studies	African American	1
Director of Professional Education Programs	African American	1
Director of Transit & Parking	African American	1
Exec Assistant to Chancellor	African American	1
Financial Aid Analyst	African American	1
Fiscal Support Specialist	African American	1
HEI Program Coordinator--NE	African American	1
Hourly Non Student Extra Help	African American	1
Hourly Student Extra Help	African American	1
Institutional Services Assistant	African American	3
Institutional Services Assistant	African American	4
Institutional Services Supervisor	African American	1
Institutional Services Supervisor	African American	1
Institutional Svcs Assistant	African American	1
Librarian	African American	1
Pest Control Technician	African American	1
Project Program Dir	African American	1
Project Program Director	African American	1
Project Program Director	African American	1
Project Program Manager	African American	19
Project Program Manager	African American	1
Project Program Specialist	African American	6
Project Program Specialist	African American	1
Public Safety Officer	African American	1
Research Assistant	African American	3
Research Assistant	African American	1
Skilled Trades Supervisor	African American	1
Skilled Tradesman	African American	3
Special Events Coordinator	African American	1
Student Development Specialist	African American	1
Student Development Specil--NE	African American	1
Teacher Assistant	African American	2

Instructor	African American	4
Assistant Professor	African American	1
Academic Advisor	African American	1
Administrative Specialist II	African American	2
Admissions Analyst II	African American	1
Call Center Specialist	African American	1
Childcare Technician	African American	1
Institutional Services Assistant	African American	3
Institutional Services Supervisor	African American	1
Institutional Svcs Assistant	African American	1
Project Program Manager	African American	6
Project Program Specialist	African American	2
Student Development Specialist	African American	1
Teacher Assistant	African American	1
Admissions Analyst II	African American	1
Assistant Coach	African American	2
Facilities & Equipment Manager	African American	1
HEI Program Coordinator--NE	African American	1
Institutional Services Assistant	African American	1
Library Technician	African American	1
Project Program Specialist	African American	1
Student Development Specil--NE	African American	1
<b>Total</b>		<b>187</b>
Associate Professor	American Indian/Alaskan Native	1
Instructor	American Indian/Alaskan Native	2
Childcare Technician	American Indian/Alaskan Native	4
Computer Support Specialist	American Indian/Alaskan Native	1
Project Program Manager	American Indian/Alaskan Native	1
Instructor	American Indian/Alaskan Native	1
Administrative Analyst	American Indian/Alaskan Native	1
Apprentice Tradesman	American Indian/Alaskan Native	1
<b>Total</b>		<b>12</b>
Professor	Asian American	1
Professor	Asian American	5
Associate Professor	Asian American	5
Associate Professor	Asian American	17



Assistant Professor	Asian American	2
Instructor	Asian American	3
Instructor	Asian American	2
Administrative Specialist III	Asian American	1
Assistant Vice Chancellor Institutional Effectiveness	Asian American	1
Director Global Engag & Outreach	Asian American	1
Head Coach	Asian American	1
Information Technology Manager	Asian American	1
Institutional Services Assistant	Asian American	1
Academic Advisor	Asian American	1
<b>Total</b>		<b>42</b>
Professor	Hispanic American	1
Professor	Hispanic American	1
Associate Professor	Hispanic American	1
Associate Professor	Hispanic American	3
Assistant Professor	Hispanic American	1
Assistant Professor	Hispanic American	1
Instructor	Hispanic American	4
Instructor	Hispanic American	1
Administrative Specialist II	Hispanic American	2
Assistant Vice Chancellor For Information Technology	Hispanic American	1
Assoc Dir of Stdnt Aid	Hispanic American	1
Asst Dir Admissions	Hispanic American	1
Childcare Technician	Hispanic American	1
Computer Support Specialist	Hispanic American	1
Data Base Analyst	Hispanic American	1
Fiscal Support Specialist	Hispanic American	1
HEI Program Coordinator	Hispanic American	1
Institutional Services Assistant	Hispanic American	1
Institutional Services Supervisor	Hispanic American	1
Project Program Specialist	Hispanic American	1
Research Assistant	Hispanic American	1
Research Assistant	Hispanic American	1
Research Associate	Hispanic American	1
Research Associate - ABI	Hispanic American	1

Skilled Trades Supervisor	Hispanic American	1
Instructor	Hispanic American	2
Instructor	Hispanic American	1
HEI Program Coordinator--NE	Hispanic American	1
Director of Strength & Conditioning	Hispanic American	1
Maintenance Assistant	Hispanic American	1
Project/Program Special Non-Ex	Hispanic American	1
<b>Total</b>		<b>38</b>
Instructor	Native Hawaiian/Pacific Island	1
<b>Total</b>		<b>1</b>
Professor	Two or More Races	4
Professor	Two or More Races	1
Associate Professor	Two or More Races	1
Instructor	Two or More Races	1
Academic Advisor	Two or More Races	1
Administrative Analyst	Two or More Races	1
Computer Support Manager	Two or More Races	1
Fiscal Support Specialist	Two or More Races	1
HEI Program Coordinator--NE	Two or More Races	1
Librarian	Two or More Races	1
Project Program Specialist	Two or More Races	1
Skilled Trades Supervisor	Two or More Races	3
Skilled Tradesman	Two or More Races	2
Institutional Services Assistant	Two or More Races	1
<b>Total</b>		<b>20</b>

# ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT

2018-2019



# Annual Minority Recruitment and Retention Report

2018-2019

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

<b>Declared Ethnicity</b>	<b>Number</b>
American Indian/Alaskan Native	60
Asian	17
Black/African American	24
Native Hawaiian/Pacific Island	11
Hispanic of ANY Race	70
Non-Resident Alien	5
Two or More Non-Hispanic Races	1
Race/Ethnicity Unknown	31
<b>Total</b>	<b>219</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	3
<b>Total</b>	<b>7</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 head count for the year was 2160 for a total minority student population of 9.4%.

In 2015-2016, the minority student population decreased to 176 students, but remained over the previous 5-year average. The unduplicated head count for the year declined over the 2014-2015 academic year, which resulted in a total minority student population of 8.8%.

In 2016-2017, the minority student population increased to 183 students. This is a 4% increase in the minority student population at ASUMH from the previous fiscal year.

In 2017-2018, the minority student population increased to 223 students. This is a 22% increase in the minority student population at ASUMH from the previous fiscal year.

In 2018-2019, the minority student population decreased by 4 students to 219 students. This was after a 22% increase in the previous fiscal year.

**GOAL 3:**

**TO PROVIDE SUDENTS, FACULTY, STAFF (CAMPUS COMMUNITY) WITH OPPORTUNITIES TO DEVELOP CULTURAL AWARENESS AND OPPORTUNITIES**

ASUMH offers a rich variety of activities that acknowledge and celebrate diversity. Held monthly throughout the academic year, these activities highlight people and historical events that encourage cultural awareness.

Ongoing events:

- **Dr. Martin Luther King, Jr. Observance**

In observance of Dr. Martin Luther King, Jr.'s birthday, ASUMH does not hold classes on the designated day each January.

- **Black History Month**

- **Women's History Month**

- **Other Services**

Financial aid programs, private scholarships, and other forms of financial assistance are readily available to minority populations through the office of Financial Aid. Support services are readily accessible through the Office of Student Services. Tutoring is coordinated by Student Services and is available in the student tutoring and computer lab. Assistance in other support areas is available by request. Because of the low student to faculty ratio, faculty members are available and accessible to mentor, advise, tutor, and assist students on an individual basis. Free discussion of multicultural issues is encouraged among the faculty, staff, and students on the campus.

**GOAL 4:**

**TO RECRUIT MINORITY FACULTY AND STAFF TO BECOME MORE ATTRACTIVE TO THE MINORITY POPULATIONS**

ASUMH posts all employment opportunities on the institution's web site. Additionally, faculty positions are listed in the *Arkansas Democrat-Gazette* and the *Chronicle of Higher Education*.

**GOAL 5:**

**TO ESTABLISH AND ENCOURAGE A COMMITMENT TO DIVERSITY FOR THE ENTIRE  
ACADEMIC COMMUNITY**

ASUMH's diversity plan establishes and encourages a clear commitment to the value of diversity. The college honors Martin Luther King, Jr. Day by dismissing classes. Further, diversity issues have been brought to the forefront through the selection of various campus speakers. These activities, in addition to other more indirect activities, have brought forth the value of diversity and have promoted thought and encouraged tolerance for minority populations. The faculty and staff handbooks address minority issues.

At the beginning of each academic year, the Public Relations and Special Events Committee meets to discuss upcoming events and looks for ways to incorporate diversity. The Fran Coulter Honors Program is in charge of the monthly forums (referred to as Listen @ Lunch) that are produced to showcase diversity.

Additionally, ASUMH recently created a shared governance document in which recruitment of minority faculty, staff, and students is a part of planning on the ASUMH campus.

The administration of ASUMH believes that minority and diversity issues must be addressed in 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.





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

**Department / Agency / Institution Name:** Arkansas State University-Newport

**Contact Name:** Sara Moss

**Contact Phone:** 870.512.7874

**Contact Email:** sara\_moss@asun.edu

**Date of Submission:** 10/07/2019

**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>341</b>	<b>0%</b>
<b>Asian Pacific Islander</b>	0	2	<b>341</b>	<b>.7%</b>
<b>Black/Not Hispanic</b>	18	8	<b>341</b>	<b>8%</b>
<b>Hispanic</b>	0	1	<b>341</b>	<b>.3%</b>
<b>White/Not Hispanic</b>	196	114	<b>341</b>	<b>91%</b>
<b>Total</b>	214	125	<b>341</b>	<b>100%</b>

## Arkansas State University-Newport

### Minority Recruitment and Retention Annual Report

Submitted by Dr. Holly Smith, Vice-Chancellor for Academic Affairs  
 June 2019

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 2018-19.**

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

	Fall 2018 Total Enrollment: 2406		Spring 2019 Total Enrollment: 2244	
	#	% total enrollment	#	% total enrollment
<b>White</b>	1720	75.8	1723	76.4
<b>Non-resident Alien</b>	4	0.2	12	0.5
<b>Native American/Alaska Native</b>	12	0.5	13	0.6
<b>Asian or Pacific Islander</b>	14	0.6	20	0.9
<b>Black/African American</b>	318	14.0	307	13.6
<b>Hispanic /Latino</b>	78	3.4	80	3.6
<b>Two or More Races</b>	33	1.5	27	1.2
<b>Unknown</b>	91	4.0	72	3.2

- 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.

The numbers listed below reflect the number of faculty and staff for all three campuses of ASU-Newport and address both b) and c) above:

	Full-Time	Part-Time
<b>Minority Faculty and Staff Currently Employed 2018-2019 Academic Year</b>	15	16

**Minority Faculty and Staff Hired in the  
2018-2019 Academic Year**

1

7

**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 2017 ADHE Fall Enrollment Survey, minorities accounted for 24.2% of the enrollment base. African Americans were the largest ethnic minority with 14% of the total enrollment base.
2. ASU-Newport will develop a process for strategic hires in areas where there are no minority faculty/staff members.
  - SOP2008 Part-Time Faculty Hiring Procedure
  - SOP5001 Full-Time Faculty and Staff Hiring Procedure
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
    - 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 is in revision pending the transition to TALENT, a new HR management platform, and Campus Management, a new Enterprise Resource Program.
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 will be facilitated by the aforementioned software platforms.
3. ASU-Newport will ensure proper representation of all minorities on committees, project teams, and advisory groups.

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2018-19 Minority Recruitment and Retention Report

- Each academic year, the ASUN shared leadership workbook is developed with outlines each council and committee, representation and purpose statement with associated annual goals. Minority representation is provided adequately throughout.
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 concludes with a sampling of the food.
  - For the last ten years, the McCartney Travel-Study program has provided opportunities for students to travel to such areas as Italy, England, France, Germany, Spain, Greece, Costa Rica, Washington D.C., and most recently Jamaica, Cancun and Cozumel. For students, several of whom have never left the state, this exposure to different cultures represents a life changing experience.
  - While ASUN does address its role in a multicultural society, the institution has identified true deficits with reference to diversity awareness and planning. However, 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. 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 this issue.

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

ASU-Newport employs on 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 are 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 is in the process of creating a strategic enrollment plan. The Strategic Enrollment Plan will include marketing efforts associated with minority students. Marketing efforts will 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.
3. Continue to support ongoing concurrent enrollment initiatives that link the college with high school counselors, teachers, and students.
  - ASUN serves in excess of 500 concurrent students from 11 service area school districts within the service area. These courses encompass both general education and career and technical education offerings.
  - ASUN will began the IGNITE secondary center pilot project in Fall 2016, which ensures increased career and technical education enrollment opportunities for high school students across four 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 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. Advising is contained within scheduled Advising Days 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, 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 system.

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2018-19 Minority Recruitment and Retention Report

4. Work to develop effective student mentoring and advisement strategies for culturally diverse students.
  - Currently, ASUN is in the process of revising its academic advising processes. Cultural diversity is included in the academic advising plan. The new academic advising plan was launched during summer 1 term, 2017.
5. Expand the exploration of diversity in College and Life Skills and Workplace Essentials.
  - Diversity 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. Continue ASU-Newport's brown bag lunch series sponsored by Career Pathways and the Dean of Students office. Typically, these events are well attended by minority students.
  - ASUN continues to host events on each of the campuses. All students are welcome, however, minority students traditionally comprise the audience for each of the events.
7. 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.
8. Implement mandatory attendance policies for academic courses through the use of Campus Management.
9. Implement mandatory advising for all students with their advisor of record.
  - This initiative is currently facilitated through the Advising Task.

**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.
  - ASU-Newport has the fa large variety of scholarships available for students enrolled in academic programs at ASUN. The scholarship application 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 is in the process of revising its scholarship process. It is a priority to assist students who are from underrepresented groups. The revised scholarship plan is now available.
3. Expand efforts to renew sustained scholarship support for culturally underrepresented students.
  - ASUN is in the process of revising its scholarship process. The revised scholarship plan is now available.

**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

Indicators: We will track all minority students to determine any impact on retention. We will track the number of new minority faculty and staff hired.

**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 will be initiated fall 2015 and continue through summer terms of 2020. 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 are necessary to achieve the goals stated in this plan. Following the most recent Higher Learning Commission accreditation visit at the college, these activities were reinforced as essential to the college's reaching its diversity goals.

**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.



# ASU System Policy

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**Effective Date: September 25, 2009**

**Subject: Affirmative Action**

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## **1. Purpose**

The Arkansas State University System is committed to the goal of equal opportunity for all.

## **2. Arkansas State University System Affirmative Action Policy**

The Arkansas State University System takes affirmative action to recruit, retain, and advance minority students and employees.

## **3. Process**

The day to day supervision of the Arkansas State University System's compliance efforts is delegated to the system program coordinator for affirmative action. The duties include, but are not limited to, developing policy statements, affirmative action programs and plans, internal and external communication techniques, assisting the identification and resolution of problems related to equal opportunity and affirmative action, and designing and implementing reporting systems that will measure the effectiveness of the system's affirmative action program and the degree to which the system attains its goals.

The system president, chancellors, vice chancellors, deans, directors, departmental officers, supervisors, and other personnel responsible for hiring employees and recruiting students share a responsibility to support the system's equal opportunity and affirmative action program and to provide leadership in achieving its goals.

This plan will be reviewed each year and an annual report will be prepared outlining the progress made toward achieving goals of the plan. Areas addressed should include the recruitment of minority faculty, administrators, and staff, and the recruitment of minority students at the undergraduate and graduate levels.

(Adopted by the Arkansas State University Board of Trustees on September 25, 2009, Resolution 09-17, supercedes the Affirmative Action Policy of January 25, 1994.)



**ARKANSAS STATE UNIVERSITY**  
**MID-SOUTH**

MINORITY RECRUITMENT and RETENTION REPORT

2018-2019

For more information, contact:

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## Student Statistics

Arkansas State University Mid-South has a diverse student population with the majority of students identifying as Black (non-Hispanic). For Fall 2018, the total number of students based on the official enrollment day was 1423, which was comprised of 920 minority students (65%). This is a decrease from 68% in Fall 2017.

<u>Ethnicity</u>	<u>Total</u>	<u>Percentage</u>
American Indian/Alaskan Native	9	.6%
Asian/Pacific Island	10	.7%
Black (non-Hispanic)	790	56%
Hawaiian	1	.07%
Hispanic	64	4%
More than one ethnicity	36	3%
Non-resident, International	10	.7%
White (non-Hispanic)	503	35%

In Spring 2019, enrollment included 831 minority students out of 1295 (64%) While numbers dropped in some categories, percentages in some increased due to a lower total enrollment number.

<u>Ethnicity</u>	<u>Total</u>	<u>Percentage</u>
American Indian/Alaskan Native	10	.7%
Asian/Pacific Island	9	.7%
Black (non-Hispanic)	711	55%
Hawaiian	0	0%
Hispanic	55	4%
More than one ethnicity	35	3%
Non-resident, International	11	.8%
White (non-Hispanic)	464	36%

## Employee Statistics

The number of minority faculty and staff as of June 3, 2019 is 99 out of 251 employees (39.4%) based on self-reporting of ethnicity. (New minority employees for 2018-2019 are marked with an asterisk\*):

14 full time faculty-

- Lead Faculty for Developmental Mathematics
- Lead Faculty for Digital Media
- Lead Faculty for Hospitality/Food Services
- Lead Faculty for Mathematics
- Lead Faculty for Medical Professions
- 1 faculty member in Adult Education
- 1 faculty member in Medical Professions
- 1 faculty member in Information Systems
- 3 faculty members in Mathematics (1 new) \*
- 1 faculty member in Physical Education\*
- 1 faculty member in Psychology
- 1 Clinical Director in Respiratory Care

45 adjunct faculty members, 18 of which were new hires. The total number of 45 is the same as last year.

10 classified staff members:

- Accountant\*
- Administrative Specialist for Adult Education
- Administrative Specialist for Administration
- Database Administrator for Adult Education
- Financial Aid Analyst
- Food Preparation Coordinator
- Human Resources Analyst
- Human Resources Specialist
- Registrar's Assistant
- Testing Coordinator for Adult Education

32 non-classified staff/administration employees:

- Adult Education Intake Specialist/Career Navigator
- AVC for Information Technology
- AVC for Learning & Instruction
- Business Services Manager, GMACW
- Career Navigator, GMACW
- Director of Adult Education\*
- Director of Career Services
- Director of Recruiting
- Director of Secondary Technical Center
- Director of TRiO EOC

Director of TRiO SSS  
 LSC Career Coach\*  
 LSC Career Coach\*  
 LSC Career Coach  
 LSC Career Coach  
 PAT Home Visitor  
 PAT Home Visitor  
 PAT Home Visitor  
 PBI Counselor  
 PBI Success Coach\*  
 PBI Success Coach\*  
 PBI Success Coach  
 PBI Success Coach  
 PBI Wellness Coordinator and Assistant Coach \*  
 Project Specialist, GMACW  
 Systems and Network Manager  
 Systems and Network Manager\*  
 TAACCCT IV Grant Manager  
 TRiO EOC Academic Counselor\*  
 TRiO EOC Coach  
 TRiO EOC Counselor  
 TRiO SSS Coach

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

<b>Title</b>	Asian	Black	Hispanic	Native Hawaiian	American Indian/Alaskan Native
<b>Administrative/Non-classified staff</b>	0	27	1	0	0
<b>Classified staff</b>	1	9	0	0	0
<b>Full-time faculty</b>	1	12	1	0	0
<b>Adjunct faculty</b>	5	38	1	0	1
<b>Totals</b>	6	87	4	0	1

## Strategic Initiatives for Recruitment and Retention of Students

ASU Mid-South recruitment and retention efforts included initiatives from different departments on campus, as well as a dedicated recruiter and career coaches. The recruiter attended Open Houses, Career Fairs, College Nights, Preview Days and more. More than 200 students were contacted who showed interest in ASU Mid-South at college and career fairs, and more than 400 prospective students who requested information from the website. We provided tours for that included Forrest City high school students; 15 students from Memphis Athletic Ministries; a group of 15 high school students from Earle; 12 students from Breath of Life Christian Center; high school students from Marion, Arkansas; and West Memphis and Marion junior high school students. In addition, approximately 40 adults from The Collective, an organization dedicated to providing a platform for African American artists also toured the facilities in November.

In an effort to instill the desire to go to college, campus tours for elementary school age children included students from Bragg and L.R. Jackson elementary schools. A continuation of this effort included the 2<sup>nd</sup> annual Halloween Bash held at the college that targeted elementary school students and their parents, which attracted over 2250 attendees from the college's service area.

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. The Lady Greyhounds season welcomed a new coach for the 2018-2019 season, and in an effort to rebuild the team, the season was canceled. The focus for the new coach was recruiting a new team, and so far six new players have joined the team. For the Greyhounds men's team, 13 of 15 were retained the entire year (87%). The men's team had 100% academic retention between the fall and spring semesters. Two of three sophomores graduated in May 2019. One of the players have signed with four-year university teams, and the other two are expected to sign before school starts in the fall.

Student activities and events that reflect the diverse culture of the institution included the Annual Black History Month program. This year Elizabeth Eckford, one of the Little Rock Nine, was the keynote speaker. The event was attended by students, community members, faculty, and staff. The West Memphis High School Choir and ASU Mid-South students also participated in the program. Other activities for Black History Month included a viewing of the film *The Immortal Life of Henrietta Lacks*, a showing of historical civil rights videos, and a student trip to the National Civil Rights Museum in Memphis.

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 program. TRiO EOC at ASU Mid-South continues

to meet its grant objectives each year in assisting participants to apply, enroll, and receive aid. 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 offer the following events: *The Immortal Life of Henrietta Lacks* viewing, attending the Hattiloo Theater production of *Pipeline*, the 2019 Spring Fling, MLK College Day, Excel College Day, and the Neighborhood Christian Center’s 2018 Neighborhood Preservation Summit. Plans for the 2018-2019 academic year include additional field trips for students, hosting a “Welcome Week” focused on new students to include a tour of Enrollment Services, tours of Memphis, attending the Orpheum Theater’s production of *Anastasia* for the Summer Theater class, a voter registration challenge for Constitution Day, and a campaign geared to Adult Education students titled “From GED to College.”

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.

### 2018–2019 ASU Mid–South Students Served

Drop & Add Coaching	Academic Coaching	Personal Coaching	Registration/ Advising	Career Coaching	Disability Coaching	Transfer Coaching	Total
46	243	20	215	32	9	95	660

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. Tactics that lead to achieving this goal included:

- SSS staff co-sponsored financial, cultural, career, transfer and social workshops/events and trips with partners across campus and touched 324 students.
- SSS staff presented Best Practices Retention Strategies to faculty and staff at an advising workshop.

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.

The PBI department developed and implemented initiatives to recruit and retain minority students. One of the goals for the Brother-2-Brother (B2B) club, which is sponsored by PBI, is to recruit and maintain membership of thirty-five African American males who actively participate in the club. This goal was met for 2018-2019 with 38 participants in the Fall and 35 in the Spring. Activities for the club members included a community service project each semester and attendance to various conferences. The community service activities included Hosted High School Chess Club Students from Douglass High (Shelby County Schools) with a tour of ASU Mid-South during the Fall 2018 Semester and volunteering at the Wonders Boys & Girls Club with the Men's Basketball Team during the Spring of 2019. Student participants and the Counselor/Club Sponsor attended the 2018 Arkansas Summit for African American Males @ Philander Smith College in Little Rock, Arkansas, 2018 Empowered Men of Color Conference at University of Memphis, and 2019 Black, Brown, & College Bound Summit in Tampa, Florida hosted by Hillsborough Community College.

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.

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 84 institutions nationally (out of 253 colleges and universities who participated) to receive the recognition this year, and once again we are the only college in Arkansas. This year the institution was recognized in six categories: Confidence in Senior Leadership, Facilities, Workspace & Security, Professional Career Development Programs, Respect and Appreciation, Teaching Environment, and Work/Life Balance. ASU Mid-South also made the honor roll, which goes to the top schools in each 4-year and each 2-year size category.



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.

Additionally, Arkansas State University Mid-South was selected as a 2019 Promising Places to Work in Community Colleges award winner. NISOD and *Diverse: Issues in Higher Education* recognized Arkansas State University Mid-South's best-in-class student and staff recruitment and retention practices, inclusive learning and working environments, and meaningful community service and engagement opportunities" at their annual conference in Austin TX in late May, 2019.



## **New Strategies and Objectives for 2019-2020**

### ***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.

**Outcome Goal for 2018-2019:** *Retention of 65.5% and Persistence of 43.3%*

### **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

#### **Outcome 1: Student's overall reported knowledge of their plan or study and graduation requirements will increase by 2% annually.**

- On a survey in Spring 2018, 49 students responded to the statement, "After meeting with my advisor, I have a clear understanding of which classes I need to take in order to complete my degree." 63.3% responded that they strongly agree.

- On a survey in Spring 2019, 108 students responded to the statement, “I have a clear understanding of which classes I need to take in order to accomplish my goals.” 83.0% responded that they strongly agree.

**Outcome 2: Faculty Advisor’s participation in at least four Professional Development opportunities will increase by 3% annually.**

- Professional development opportunities will include Lunch-and-Learns and online Advising Manual modules. During the 2018 – 2019 academic year, eleven Advising Workshop opportunities were offered (nine of those 11 were offered in multiple sessions to fit schedules). 95% of faculty (37 out of 39) attended at least one workshop, but only 56% (22 out of 39) attended four or more.

**Outcome 3: At least 60% of students will indicate on a survey that they know the name of their faculty advisor.**

- On a survey in Spring 2019, 174 students were asked to choose their faculty advisor’s name from a list. 14% chose, “I don’t know,” and 18% skipped the question. 68% chose a specific name from the faculty list.

**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

**Outcome 1: Increase participation in “Best Practices” professional development opportunities both for traditional and concurrent classrooms by at least 5 faculty members annually.**

- Begin to track attendance at workshops focused on “Best Practices” and use of online “Best Practices” resources. Twenty-three full-time and adjunct faculty attended the OnCourse best practices workshop in May 2019.

**Outcome 2: Increase student participation in activities, clubs, and organizations by at least 1% annually.**

- Create a question about participation in campus events, activities, clubs, and organizations on a student survey given near end of each semester in order to better understand overall student participation.

**Outcome 3: Increase the number of first year students who participate in FNSO and College Success or FYE (Summer Bridge) Summer Term by at least 5 students annually.**

- Gather data on the number of students who participate these as a first year student and track persistence and completion rates. FYE Summer Term has shown good initial results with seven out of nine in 2016 persisting to the following Fall and four out of those nine graduating with AA degrees in May 2018.

**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 of centralized spreadsheet
  - 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
  - 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.)

**Outcome 1: Increase pass rate of students reported on Early Alert by 0.5% annually.**

- Pass Rate of students reported on Early Alert in Fall 2017 was 24%. In Spring 2018, the pass rate was 35%.

**Outcome 2: Practices that show greater retention as compared to overall campus retention numbers will be documented and shared through advising workshops and electronically in an advising course to be housed in Canvas. Participation in these specific workshops and the advising course in Canvas will increase to 95% of all assigned academic advisors OR increase by 10% annually.**

- TRIO SSS has shared best practices during faculty professional development.

**Outcome 3: Online students will have access to the same support as campus students.**

- Create a list of on-campus support services and develop methods for delivering those services online.

**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

**Outcome 1: Increase opportunities for students to remain enrolled.**

- Examine survey results from Payment Plan survey and non-payment survey to determine ways of improving the payment plan option.

**Outcome 2: Increase the number of students on probation who earn good academic standing or a semester grade point average equal to or greater than 2.0 by 2% annually or have at least 60% of students on probation earn good academic standing or a semester grade point average equal to or greater than 2.0.**

- Implement a Study Skills/Strategies for Academic Success course to support students who are on academic probation.

**Outcome 3: Decrease the number of unused ASU Mid-South Foundation scholarships by 3% annually OR have at least 95% of ASU Mid-South Foundation scholarships awarded annually.**

- Modify unused scholarship criteria to more closely fit the needs of our students.
- Approximately 22% of ASU Mid-South Foundation scholarships are unused (22/101 (21.8%) in Fall 2018 and 25/111 (22.5%) in Spring 2019)

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

Athletics	\$208,000
Career Coaching	\$93,800
Counseling Services	\$63,390
Fitness Center	\$1,480
Learning Success Center	\$65,473
New Student Orientation	\$2,300
Student Marketing	\$25,000
Publicity and Information \$	\$497,730
Recreation:	\$16,420
Recruiting:	\$68,175
Student Activities:	\$27,540
Student Life	\$9,500
TRiO EOC Recruiting	\$13,167
TRiO SSS	\$21,717
Tutorial Services	\$133,243
<u>Total</u>	<u>\$1,246,935</u>

These budgets reflect both supplies and personnel costs.

Annual Report of Five-Year Minority Retention Plan  
June 19, 2019

Submitted by: Bridget Guess, Contact Person  
Black River Technical College

Report the progress that has been made toward meeting the goals included in your five-year plan. Address each goal relative to students, faculty and staff.

**Strategic Priorities:**

**Goal 1:** Manage enrollment responsibility and ensure student success.

**Goal 2:** Clarify the identity of the college through heightened brand awareness, focused educational programs, and effective communication.

**Goal 3:** Exercise regional leadership through strategic partnerships and educational opportunities.

**Goal 4:** Create a culture of evidence to facilitate continuous improvement.

Goal 3 emphasizes to “exercise regional leadership through strategic partnerships and educational opportunities. BRTC has a great relationship with the Eddie Mae Herron Center, and strives for continuous community relationships, as stated as one of our institutional values. BRTC believes the strengths and challenges of our community help shape us as an institution.

The College has continued making key investments in increasing the number of distance education offerings. Additionally, BRTC provides extensive documentation of the institutions’ efforts to champion and document local Black history. We have done this in many ways this past academic year, primarily through providing activities and events for students, staff, and the community, giving them opportunity to learn about and/or directly experience interactions with individuals from ethnically diverse cultures. The "relationships" we have nurtured included primarily the Eddie Mae Herron Center and a growing relationship with the Hispanic community. The involvement of BRTC with the Eddie Mae Herron Center is a vital support to the work they do, and our involvement also bring encouragement for others in our community to be involved in support of the EMH Center. Our activities in support of this goal include:

\* **Black History Month-** BRTC in collaboration with the EMHC continued their Speaker Series. Toby Daughtery shared his inspiring journey from prison inmate to college graduate. Daughtery grew up in North Little Rock where he lived with his Grandmother until he was 10 then was raised with his four brothers and two sisters by his single mother. He became involved in selling drugs and was incarcerated three times. Finally, he enrolled in Pulaski Technical College where he graduated with honors. Daughtery now shares his story to help others find a path through education.

Pat Johnson with the EMHC shared her experience of growing up in Pocahontas during the Civil Rights Movement with Cindy Robinett’s adult education class. Johnson



attended a segregated one-room school until 8<sup>th</sup> grade, then spent high school boarding a bus at 6 a.m. to travel to an African-American school in Newport. She also shared a copy of “*Green Book*” which identified the towns across the country which were safe for African-Americans to visit. She also discussed how there were sundown towns which limited and prohibited African-Americans from being within city limits after sundown.

In honor of Black History month, BRTC Welding and Machine Tool students, began a project to erect improved signage at African-American cemeteries in Grant, Randolph, and Lawrence counties.

Paying tribute to Dr. Martin Luther King, Jr assassination, there was a photo unveiling event hosted by the EMHC and BRTC’s Office of Corporate and Community Education. Featured are a set of twenty black and white historic photos by the late Peter Gustav Kluge. He took the photos two months after the assassination, during a time when racial tension and mistrust remained high. Kluge stated his reasons for taking the photos was “to illustrate how we are all the same...they were just pictures of everyday life.”

\* **Eddie Mae Herron Scholarship**---A \$250 scholarship for Fall and Spring was awarded and accepted by two BRTC students. Preference is given to African-American students who meet certain academic qualifications.

\* **Serendipity**— “For Better, For Worse, For Family” describes a common theme among the books chosen for the 2019 Serendipity program. Each story depicted an array of trials and triumphs faced between mother and son; father and daughter; brother and sister; and bonds formed between strangers. A common ground was found in all of these books; the consistency of close family-like connections. Serendipity readers were placed in settings of some of the hardest times in history thus far and were given a prospective of how families survived and stayed in sync. Some characters evolved, some were lost, but the Serendipity members enjoyed reading about the importance of relationships in times of struggle this year.

A few of the selections are “*The Train to Crystal City*” by Jan Jarboe Russell, “*The Homecoming of Samuel Lake*” by Jenny Wingfield, “*As Bright As Heaven*” by Susan Meissner, and “*We Were The Lucky Ones*” by Georgia Hunter.

\* **Holocaust Survivor visit**— BRTC sponsored its annual Holocaust Survivor Series with two days of presentations. Holocaust survivor Louise Lawrence-Israelis was this year’s speaker. According to USHMM website, Louise was born in Haarlem, the Netherlands, in 1942, the year the Nazis began deporting Netherland Jews to extermination camps. Louise and her family were ordered to move to Amsterdam, and quickly went into hiding. She spent 3 years in hiding and when, in May 1945 Canadian forces liberated Amsterdam, Louise struggled to adjust to a world without walls.

\* **Juneteenth**--- BRTC is partnering with the Eddie Mae Herron Center to celebrate Juneteenth. This is an American celebration of the June 19, 1865 announcement of the

abolition of slavery in Texas. It is also known as the emancipation of enslaved African Americans in the former Confederate States of America.

\* BRTC continues to showcase the REACH (Researching Early Arkansas Cultural Heritage) sites during ongoing tours for the public during the spring, summer and fall months, and its role in early non-plantation slavery in the region. In addition, students and other groups may schedule a visit to the sites by contacting the BRTC Office of Development. Also, various instructors have taken their classes to tour the sites as part of their course study. Now visitors can take a self-guided tour due to the instillation of interpretive panels. One new feature of the REACH sites is the creation of a customized scavenger hunt.

\* Project REACH held a Homecoming event at the historic sites in Dalton. More than 30 people attended the event and participated in the demonstrations. Many descendants of Reuben Rice and/or William Looney attended the special event.

\* Individuals who donated to the Project REACH artifact cabinet campaign were invited to a special presentation and showing of the cabinets. Attendees were the first to view the exhibits. The cabinets house some of the hundreds of artifacts retrieved from the historical sites. The artifact exhibits are now open to the public and are located in the REACH archive room in the BRTC library.

### **Recruitment and Retention strategies:**

The recruitment budget is \$23,000.00 for recruitment of all new students. BRTC's admissions counselor promotes BRTC by attending high school college planning programs, conducting high school visits, and providing campus tours to prospective students. A contact report is submitted on a weekly basis to the Director of Admissions.

Retention strategies and policies have been developed as part of the institutional retention plan. This plan initially includes a new student online orientation, student early-alert system, and advisor-student contact strategy. All students have a BRTC student email account and advisors are encouraged to communicate with their advisees a minimum of three times per semester. An enhanced Student Success plan focusing on retention priorities and assessments will be implemented for the 2019-2020 Academic Year.

**Status report:** According to data from the Registrar's Office for the academic year 2018-2019, 6.21% of the total student body was members of minority groups. The numbers below show the ethnic breakdown of students followed by a breakdown of BRTC employees:

**Students:**

<b>Asian</b>	<b>4</b>
<b>Hawaiian</b>	<b>2</b>
<b>African American</b>	<b>65</b>
<b>Hispanic</b>	<b>43</b>
<b>American Indian/Alaskan Native</b>	<b>17</b>
<b>Unknown</b>	<b>29</b>

**Employees (full-time):**

<b>Asian</b>	<b>0</b>
<b>Hawaiian</b>	<b>0</b>
<b>African American</b>	<b>1</b>
<b>Hispanic</b>	<b>0</b>
<b>American Indian/Alaskan Native</b>	<b>0</b>
<b>Unknown</b>	<b>0</b>

**Employees (adjunct):**

<b>Asian</b>	<b>0</b>
<b>Hawaiian</b>	<b>0</b>
<b>African American</b>	<b>2</b>
<b>Hispanic</b>	<b>1</b>
<b>American Indian/Alaskan Native</b>	<b>0</b>
<b>Unknown</b>	<b>0</b>

**Minority Recruitment and Retention Annual Report**  
**College of the Ouachitas**  
**December 6, 2016**

**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 contain images of current minority students.
  - b. The campus website will contain pictures of individuals from minority groups.
  - c. Campus publications will contain pictures of individuals from minority groups.
  
3. Minority prospecting
  - a. Interviews will include qualified minority applicants for college positions; if not interviewed, a justification will be provided.
  - b. All position advertisements will include the designation "AA/EOE" to help indicate our commitment to diversity.
  - c. Identify and bring to campus minority high school students to familiarize them with the campus and to provide them with a better understanding of college life.
  - d. Reach minority middle school students through campus outreach programs.
  - e. Partnerships with local minority churches will provide opportunities to meet with minority nontraditional aged people (where they are) to prepare them as well as their children and grandchildren for college.
  - f. Attend regional minority youth church conferences to recruit minority students and to build a relationship with this organization (second year attending the annual Baptist youth conference).
  - g. Developed a partnership with the Malvern Martin Luther King Committee. This partnership provides a community voice in the selection process for selecting the College President's Martin Luther King scholarship.
  - h. Make presentations at community Black History events.
  
4. Scholarship awards
  - a. Attract qualified minority students using incentive scholarships.
  - b. TRiO Student Support Services provides minority scholarship information to all TRiO students.
  - c. The President awards one Martin Luther King Jr. Scholarship award each academic year. (Second year this scholarship has been in place)
  
5. Campus sensitivity

- a. Observance of Martin Luther King Jr. holiday – no classes held.
  - b. Increased awareness through campus organizations.
  - c. Annually observe Black History month.
  - d. Embracing Diversity exhibit is on display during Black History month every other year.
6. Faculty and staff outreach
- a. Faculty and staff will support and track minority students in their adjustment to college life.

### **Indicators**

1. The Office of Admissions will report increased travel to high minority locations.
2. Campus literature and campus website will show an increased representation of individuals from minority populations.
3. The Office of Admissions will have employed minority students to assist the office and conduct campus tours.
4. The ACT EOS will be used to increase the minority student prospect pool and qualified minority applicants for college jobs will be interviewed.
5. The Office of Admissions will be able to document scholarships awarded to minority students.
6. Observance of the Martin Luther King Jr. holiday will be documented and minority student groups will have been provided a forum for their meetings.
7. Faculty and staff mentors will report working with minority students in their adjustment to college.
8. Success Coaches will provide financial literacy workshops at local minority churches.
9. Staff will serve on minority church and community committees to increase visibility of the College in minority communities.

Timeline – These efforts are continuing.

### **Budget**

Specific funds have not been allocated for minority recruitment and retention efforts.

### **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.

**Number and percent of minority students currently attending the institution**

<b>College of the Ouachitas</b>						
<b>2015-2016 Enrollment by Race/Ethnicity</b>						
<b>Enrollment Headcount</b>	<b>Summer III 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Summer I &amp; II 2016</b>	<b>2015-16 Unduplicated</b>	<b>Change from 2014-15</b>
African American	11	151	130	82	224	-28
Hispanic	3	59	55	20	79	11
2 or >	2	53	44	14	65	12
Other Minorities	0	13	8	4	16	-6
<b>Minority Total</b>	<b>16</b>	<b>276</b>	<b>237</b>	<b>120</b>	<b>384</b>	<b>-11</b>
Caucasian	24	1072	980	275	1373	-91
<b>Total Enrollment</b>	<b>40</b>	<b>1348</b>	<b>1217</b>	<b>395</b>	<b>1757</b>	<b>-102</b>
<b>Enrollment Percent</b>	<b>Summer III 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Summer I &amp; II 2015</b>	<b>2015-16 Unduplicated</b>	<b>Change from 2014-15</b>
African American	27.5%	11.2%	10.7%	20.8%	12.7%	-0.8%
Hispanic	7.5%	4.4%	4.5%	5.1%	4.5%	0.8%
2 or >	5.0%	3.9%	3.6%	3.5%	3.7%	0.8%
Other Minorities	0.0%	1.0%	0.7%	1.0%	0.9%	-0.3%
<b>Minority Total</b>	<b>40.0%</b>	<b>20.5%</b>	<b>19.5%</b>	<b>30.4%</b>	<b>21.9%</b>	<b>0.6%</b>
Caucasian	60.0%	79.5%	80.5%	69.6%	78.1%	-0.6%
<b>Change from 2014-15</b>	<b>17.6%</b>	<b>-6.6%</b>	<b>-9.1%</b>	<b>13.2%</b>	<b>-5.5%</b>	<b>-5.5%</b>

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

College of the Ouachitas employs twenty (20) minority employees (two part-time and eighteen full-time minority employees). The positions are as follows:

- Vice President of Student Affairs
- TRiO Grant Administrator
- TRiO Education Counselor
- Career Pathways Grant Administrator
- Career Pathways Educational Counselor
- Interim Director for Student Success
- Working Student Success Network Grant Manager
- Working Student Success Network Success Coach
- Registrar Assistant
- Nursing Instructor
- Nursing Administrative Assistant (2)
- Fiscal Support Specialist

- Adult Education Administrative Specialist II (Hot Spring County)
- Adult Education Administrative Specialist II (Clark County)
- Cosmetology Instructor
- Part-Time Cosmetology Instructor
- Adjunct Psychology Instructor
- Institutional Services staff
- Maintenance Assistant

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

College of the Ouachitas currently employs two African American full-time faculty members.

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

College of the Ouachitas currently employs six minority adjunct faculty.

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

College of the Ouachitas hired six minority positions in the past year:

- Registrar's Assistant
- Institutional Services staff
- Maintenance Assistant
- Administrative Assistant
- Fiscal Support Specialist
- Nursing Instructor



## **MINORITY RETENTION PLAN**

**ANNUAL**

**REPORT**

**Academic Year**

**July 1, 2018 through June 30, 2019**

*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:** Layla Stallings, Data Analyst/ Perkins Coordinator

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.



## *2019 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:

Clubs and Organizations  
Campus Activities  
Motivational Workshops  
Orientation  
EACC Ambassadors  
Career Pathways

Certificates of Appreciation  
Honors Program  
Minority Male Assistance Program (MMAP)  
Field Trips  
Work-Study Job Placement

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.

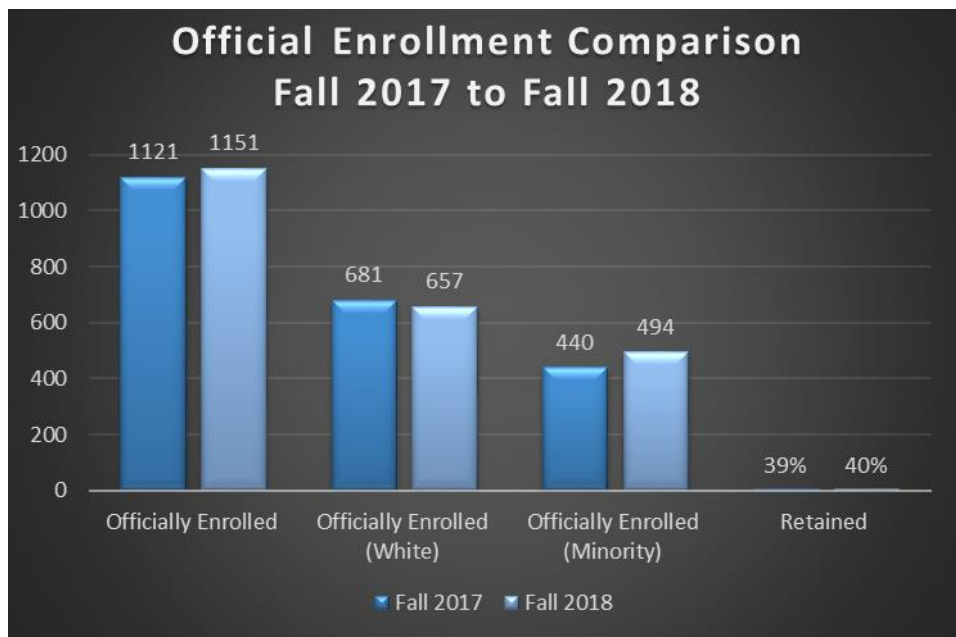
Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.

**EAST ARKANSAS COMMUNITY COLLEGE  
MINORITY RETENTION PLAN PROGRESS REPORT  
JULY 2018-JUNE 2019**

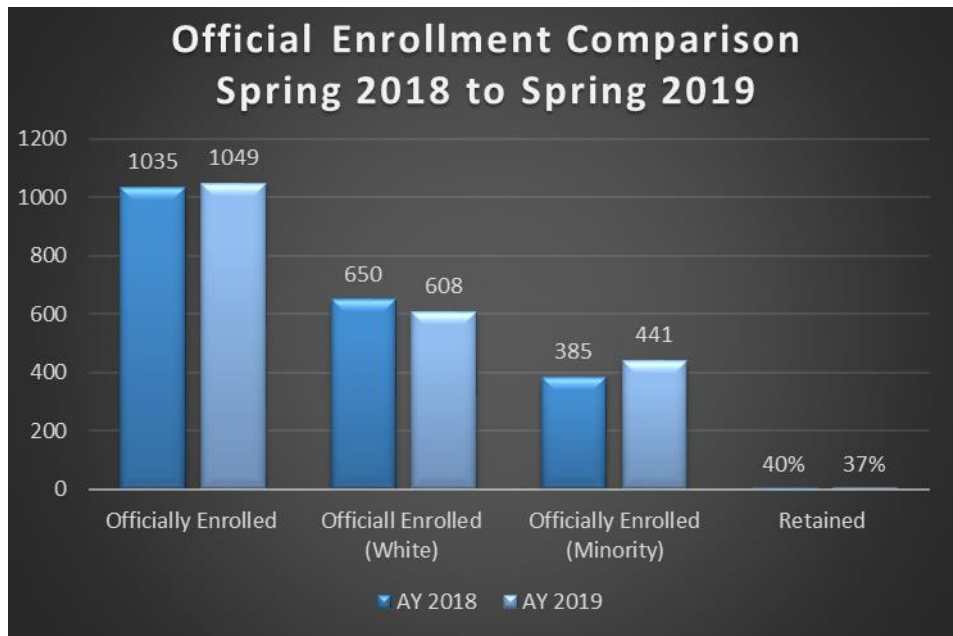
*ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN*

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 2018 semester was one thousand one hundred fifty-one students. The total number of minority students was four hundred ninety-four, or forty percent of our enrollment. Compared to Fall 2017, enrollment increased 1%. The official enrollment for the Fall 2017 semester was one thousand one hundred twenty-one students. The total number of minority students was four hundred forty, or thirty-nine percent of our enrollment.



The official enrollment for the Spring 2019 semester was one thousand forty-nine students. The total number of minority students was six hundred and eight, or forty percent of our enrollment. Compared to spring 2018, enrollment increased 3%. The official enrollment for the Spring 2018 semester was one thousand thirty-five students. The total number of minority students was three hundred eighty-five, or thirty-seven percent of our enrollment.



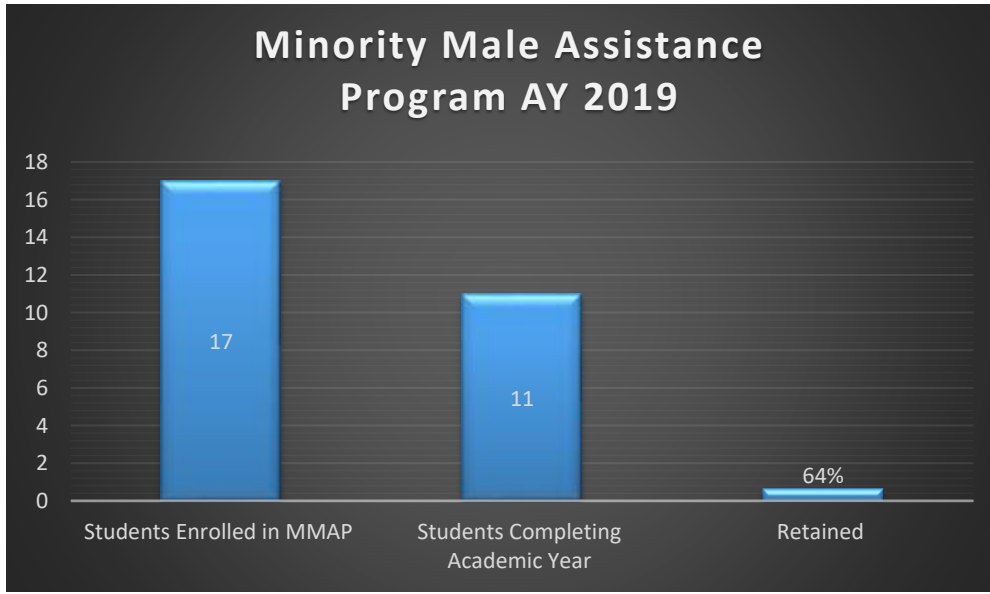
Source: EACC Registrar's Office

**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 2018-2019 academic school year, seventeen minority male students were enrolled in the Minority Male Assistance Program. Seventeen (17) students started the program and 11 completed with a retention rate of 64%.



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

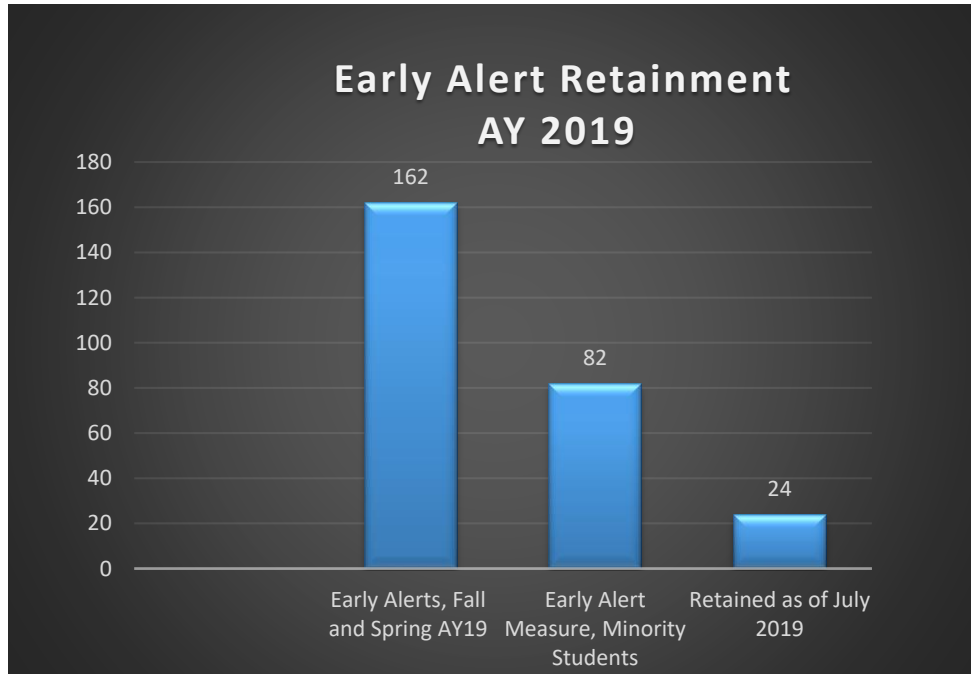
*Success Indicator: Attendance and participation in academic, cultural, and service activities.*

Status: The program began in August of 2017 and continued throughout the academic year. Impromptu meetings were held with members in both an individual and group setting. Ten members traveled to Memphis, TN for a tour of the national Civil Rights Museum. Nine members attended the Men of Color Conference at Arkansas State University Mid-South in West Memphis, AR. Ten members traveled to Memphis, TN for the Africa in April festivities.

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

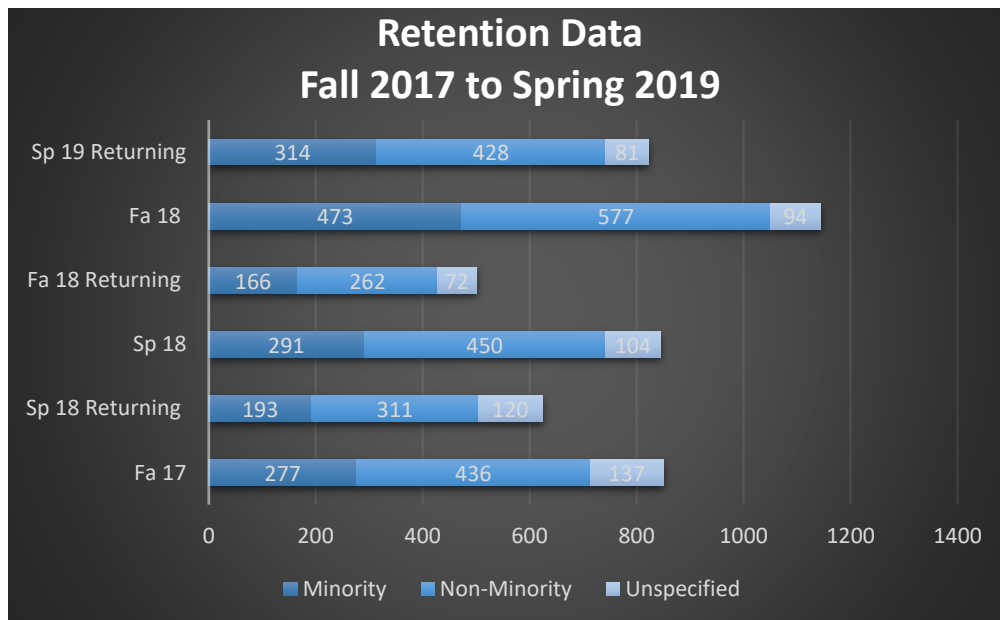
*Success Indicator 50% of minority students receiving an early alert will be retained to subsequent summer or fall semesters.*

Status: In the fall and spring semesters of Academic Year (AY) 2019, there were 162 students who received early alerts for failing and/or excessive absences. Of the hundred and sixty-two students, eighty-two were minorities. As of July 2019, 24 of the 82 minority students reenrolled for summer and/or fall classes. The 50% success indicator will be accessed on August 30, 2019, when Fall registration closes.



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

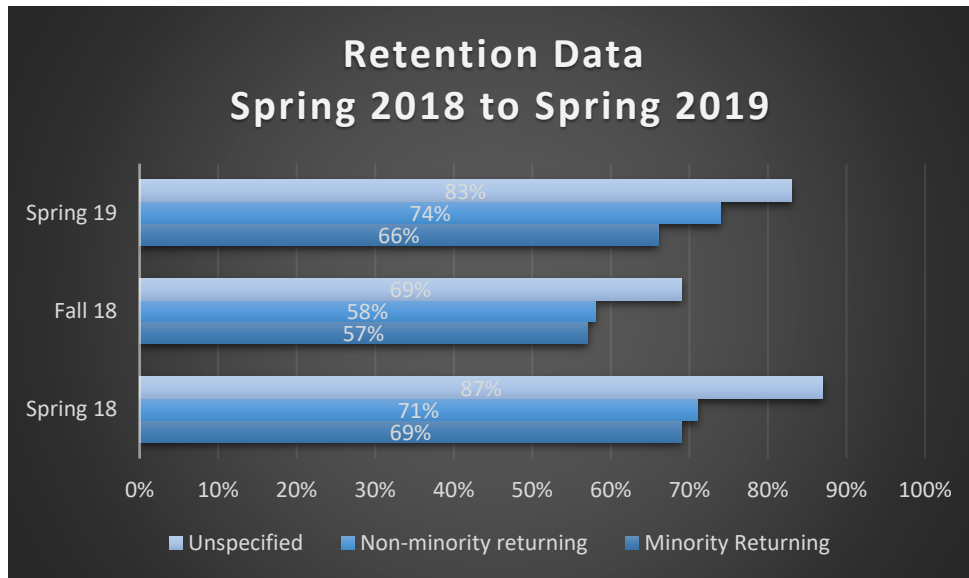
*Success Indicator: At least 45% of the minority students advised will be retained from semester to semester.*



Data provided in the chart is referenced from Jenzabar Advisor List with Active Students



Status: The data referenced in above charts illustrates the retention data starting with fall of 2017 and continuing with each subsequent semester. The snapshot illustrate how minority students compare, with non-minority and unspecified students.



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

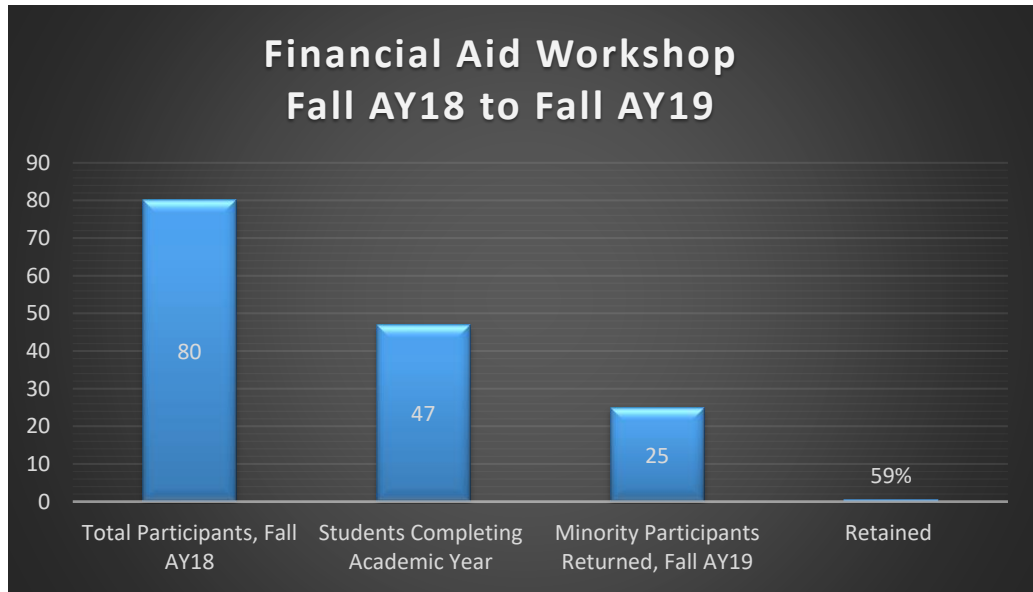
Data suggests that over a three-semester span, the retention rates for minorities who receives academic advising exceeds the 45% threshold set forth by our success indicator. When compared to other demographics of the same time span, minorities’ percentages are similar to those of the non-minority students. Data also suggests that the unspecified percentages are trending above both the minority and non-minority percentages. However, it the population of this group is relatively smaller than its two counterparts.

**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 2017 (AY18) semester, EACC provided seven (7) financial aid workshops. Eighty students attended and forty-seven of those in attendance were minorities. Twenty-five of the minority students who attended financial aid workshops returned for classes in the fall 2018 (AY19) semester for a retention rate of fifty-nine percent (59%).

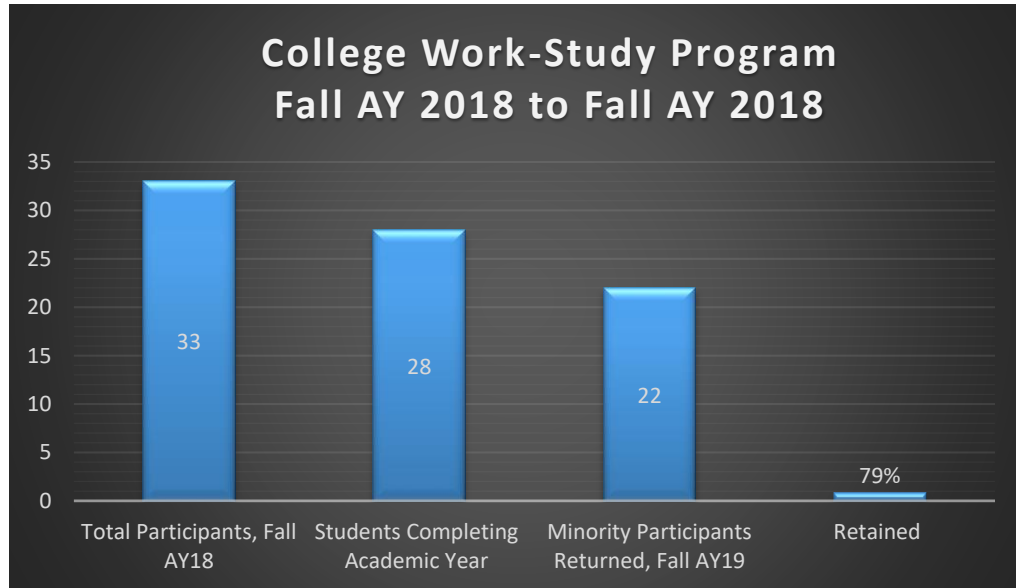


\*Note: Retention rate does not include those who have graduated or successfully transferred to a four-year institution.

#### B. COLLEGE WORK-STUDY PROGRAM

***Success Indicator: At least 72% of minority participants will be retained from fall to fall semesters.***

Status: During the fall 2017 semester, thirty-three (33) students participated in the Work-Study program and twenty-eight (28) of these students were minorities. Of those twenty-eight (28) minority students, twenty-two (22) returned for classes in the fall 2018 semester for a total retention rate of seventy-nine (79%).



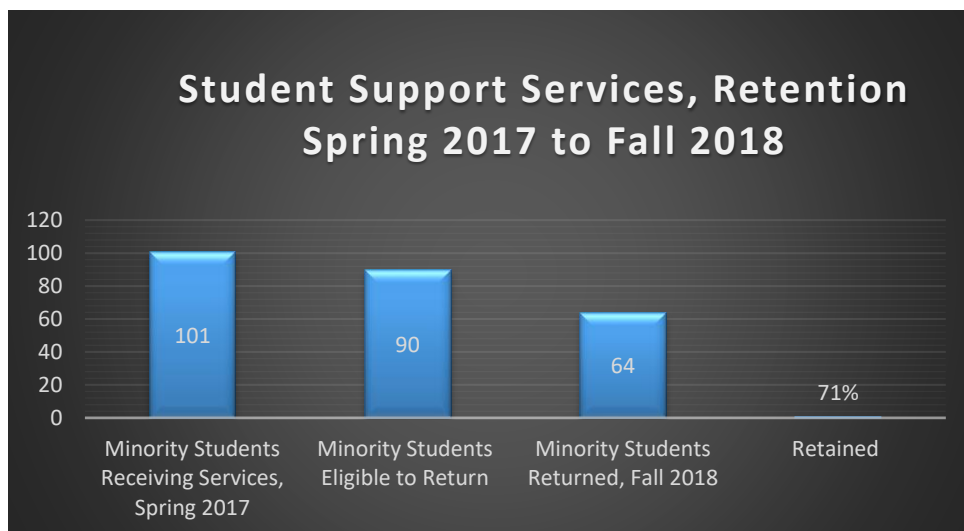
**Objective V: To retain minority participants in the Student Support Services Program.**

**A. TO PROVIDE SUPPORTIVE SERVICES**

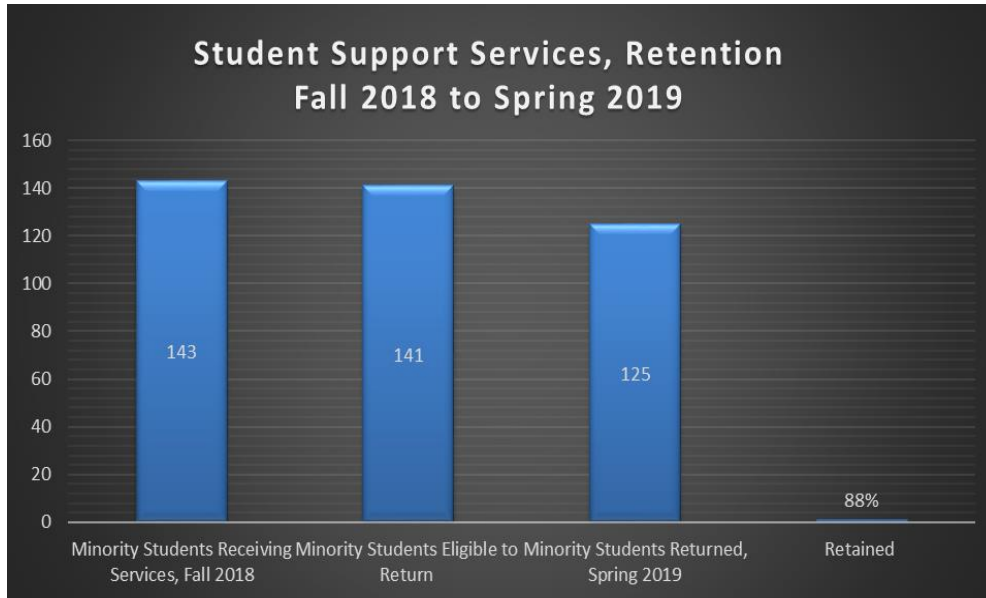
*Success Indicators: At least 70% of minority students in the Student Support Services Program will be retained from spring to fall and 60% will be retained from fall to spring.*

**Status**

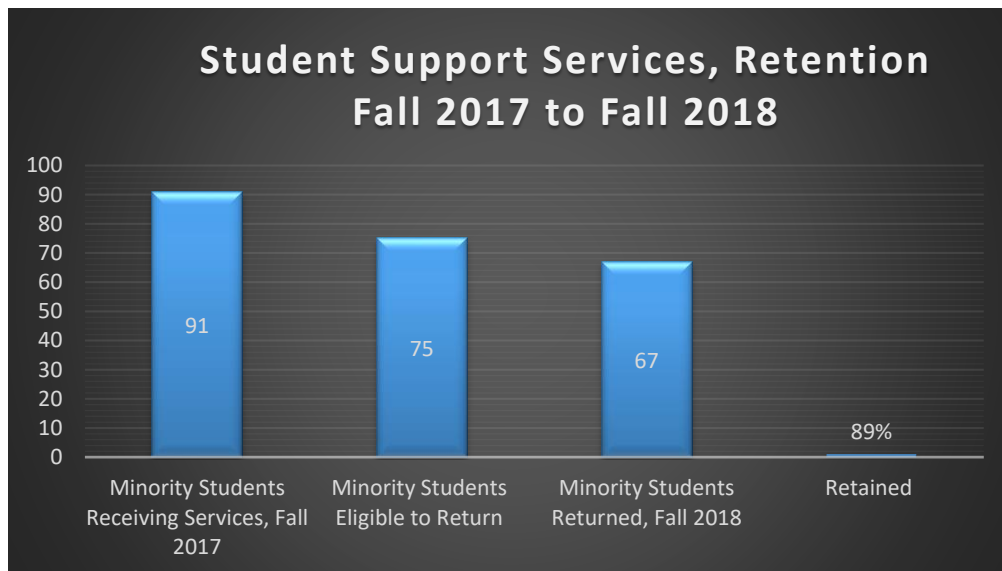
One hundred and one minority students received Student Support Services during the 2017 spring semester. Eleven of these students graduated in May-August, 2017, leaving 90 eligible to return to EACC. In the fall of 2018, sixty-four of the ninety re-enrolled for a retention rate of seventy-one percent.



One hundred forty three minority students received services through Student Support Services during the 2018 fall semester. Two of these students graduated in December 2018, leaving one hundred forty one eligible to return. In spring 2019, one hundred twenty five of those one hundred forty one eligible to return re-enrolled for a retention rate of eighty-eight percent.



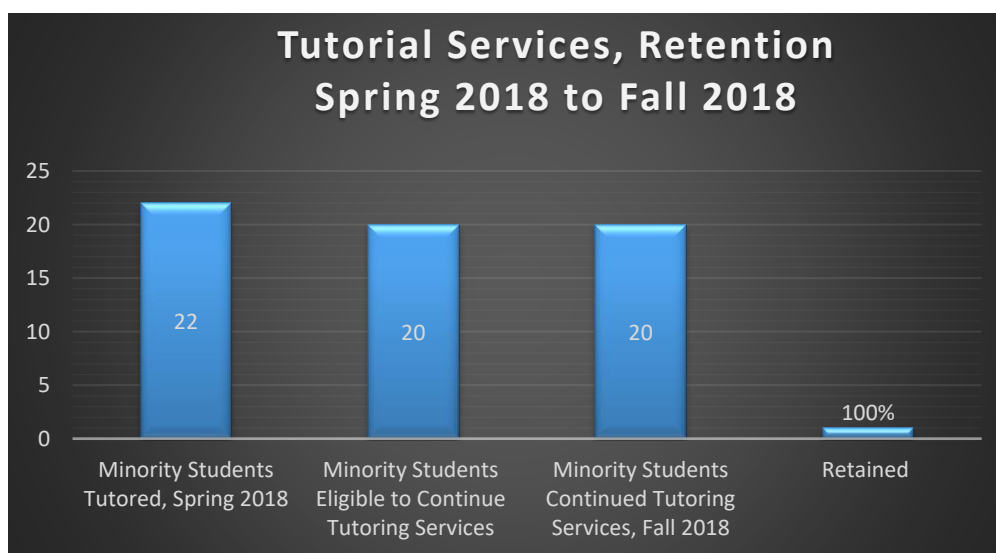
Ninety-one minority students received services through Student Support Services during the 2017 fall semester. Fifteen of these students graduated in December 2017 thru May 2018, leaving seventy-five eligible to return. In Fall 2018, sixty-seven of those seventy-five eligible to return re-enrolled for a retention rate of eighty-nine 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-two minority students were tutored during the spring 2018 semester. Eighteen of these students received a passing grade in the subject area in which they received tutoring. Two of these students graduated or did not re-enroll leaving twenty students eligible to receive tutoring services. In the fall of 2018, twenty continued to receive tutoring services. One hundred percent were retained in the tutoring program.



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

**Status:** For the fiscal year 2018-2019, five (5) minority employees was hired. Two were hired into Director's staff positions, one (1) into coordinator, and two (2) into classified. They are all currently employed. Thirty (30) employees terminated/retired during the 2018-2019 fiscal year; 43% were minorities, (8 termination and 5 retiree).

### **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. At least seventy-five percent (75%) of the applicants viewed our website or listed an employee as their source for learning about job openings at EACC.

***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. A minority was the recipient of the Outstanding Staff member in 2019.

**Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2018-2019 academic year.**

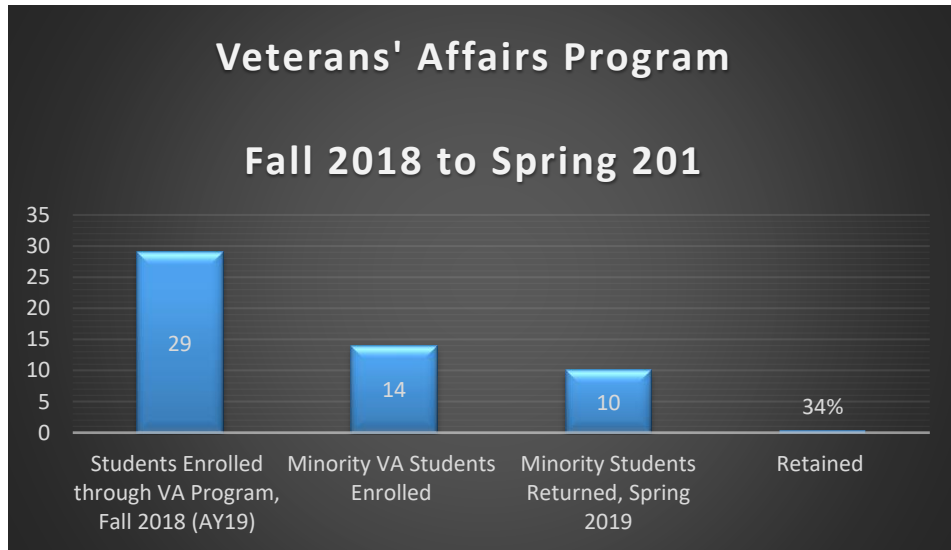
<b>Number</b>	<b>Position Title</b>
3	Administrative Specialist I
3	Administrative Specialist II
1	Assistant Registrar
1	Director of Enrollment Management
1	Career Coaches
1	Director of Student Support Services/counselor
0	Career Pathways Counselor
1	Counselors
1	Financial Aid Officer
1	Director of Physical Plant
5	Faculty
5	Institutional Services Assistants
1	Lab Supervisor
1	Library Support Assistant
1	Literacy Council Coordinator
1	Maintenance Assistants
1	Director of Human Resources
1	Transfer Specialist
0	Vice President for Student Affairs
1	Off Campus/Special Projects
0	Activity Director/Distance Education Specialist
1	Coordinator of Wynne Center
1	Computer Support Coordinator
1	Payroll Services Specialist
1	Maintenance Specialist
1	WORK Coordinator
1	Maintenance Supervisor
1	Student Support Services
1	Director of Advising Counseling
1	Director of Nursing
<b>39</b>	<b>TOTAL</b>

*27% of the positions at East Arkansas Community College are held by minority 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.*

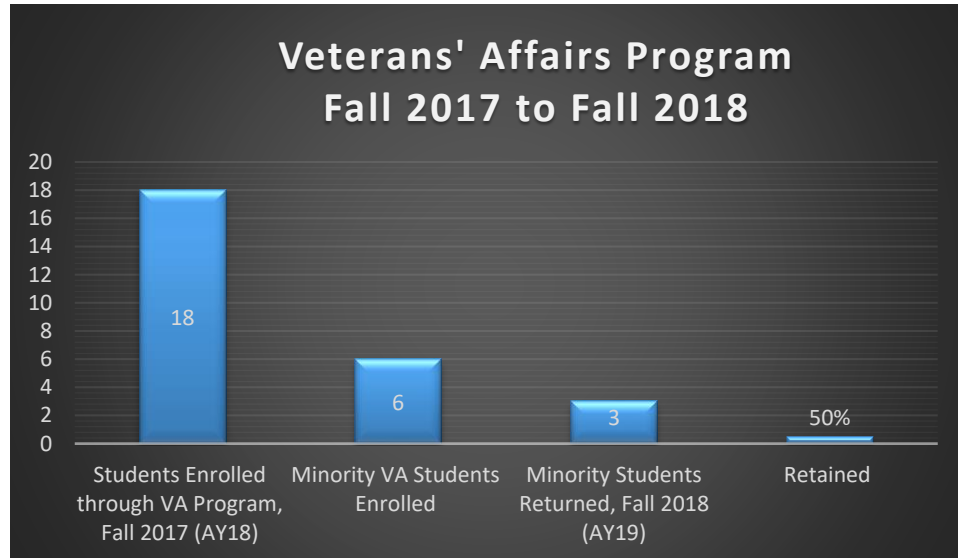
**Status:** Fall 2018, there were twenty-nine students enrolled receiving Veterans’ benefits. Of those, fourteen individuals were minority students (48%). Of the twenty-nine students enrolled Fall 2018, ten minority students were retained to Spring 2019 for a retention rate of 34%.



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

**Status:** During the Fall 2017 semester, there were eighteen students enrolled receiving Veterans’ benefits. Of those, six were minority students (33%). Of the six minority students enrolled in Fall 2017, three returned for the Fall 2018 term. Thus, 50% (3 of 6) of minority students receiving Veterans benefits were retained.



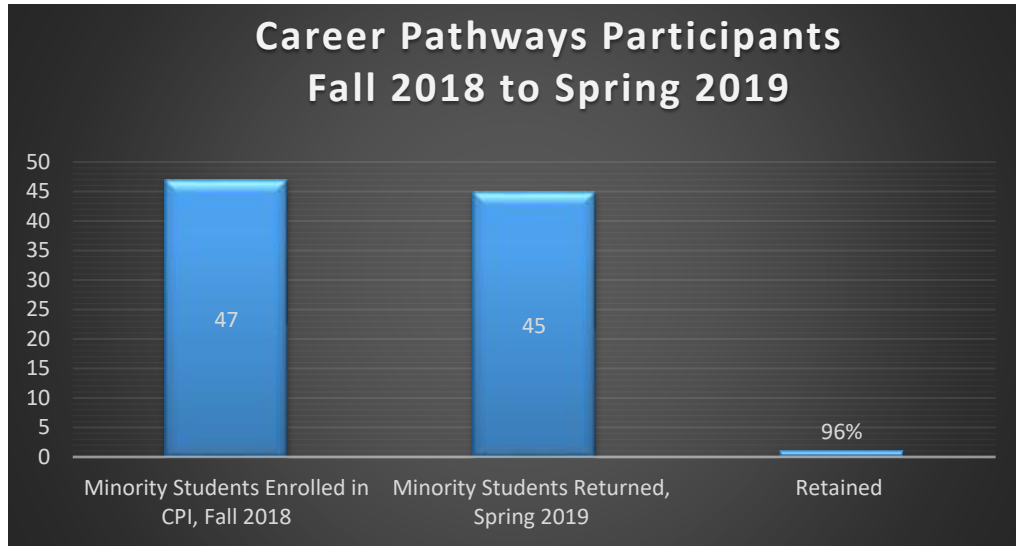


**Objective VIII. To retain minority participants in the Career Pathways Initiative.**

- A. To provide supportive services in the following areas: Academic Advising; Career Planning; and Mentoring Sessions.

**Success Indicator:** *To retain 75% of Career Pathways minority students from fall to spring semesters.*

**Status:** During Fall 2018, forty-seven degree-seeking minority students were enrolled in the Career Pathways Initiative. Of those 45 (96%) were retained from Fall 2018 to Fall 2019. 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 required to take a career assessment, which assists in the development of specific career goals for each minority student.



- B. To provide assistance in tuition, fees, textbooks, transportation (gas vouchers), and childcare.

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

**Status:** During the Fall 2018 semester, forty-seven minority students were enrolled in Career Pathways and subsequently received one of more of the services delivered by the program, including but not limited to tuition assistance, course-related fees, transportation, child care services and book loan. Thus, 96% of CPI minority participants were retained from Fall 2018 to Fall 2019.

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Henderson State University  
2018 - 2019  
Minority Recruitment and Retention  
Annual Report

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Dr. Lewis A. Shepherd, Jr.  
Executive Director, Center for Economic Development and Community Engagement  
Henderson State University  
June 12, 2019

## Introduction

According to a report from the Henry J. Kaiser Foundation in 2016, people of color (African Americans or people of African descent, Asian Americans, and Asian American descent, Hispanic Americans, Native Americans) comprised approximately 39% of the United States (U.S.) population. Non-Hispanic whites are projected to become a minority by 2042, according to a 2015 report from the Center for American Progress.

There are 52 million Hispanics in the U.S., making it the largest minority group in the country. According to the Center for American Progress, this number is to exceed 100 million by 2050.

Given these demographic changes, more and more students, especially those from underrepresented backgrounds, will need to be college educated if we are to maintain and advance our labor force.

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 2018-2019 academic year at Henderson State University was 1,326. This number represents approximately 29% of the HSU student body.

<b>Minority Students 2018-19</b>	
<b>Ethnicity</b>	<b>Headcount</b>
African American	858
American Indian	20
Asian American	31
Hawaiian	6
Hispanic	197
International	53
2 or More Races	161
<b>TOTAL</b>	<b>1326</b>

## Minority Staff and Faculty

During the 2018-2019 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:

Adjunct Faculty	7
Administrative Analyst	2
Administrative Specialist I	3
Administrative Specialist II	4
Administrative Specialist III	3
Admission Counselor	2
Area Coordinator/Senior Cord. for Community Stand.	1
Assistant Athletic Director	1
Assistant Coach	6
Assistant Director	1
Assistant Director of Sorority & Fraternity Life	1
Assistant Librarian	1
Assistant Professor	16
Assistant Registrar	1
Assistant Vice President	1
Associate Librarian	1
Associate Professor	7
Associate Vice President	1
Business Consultant SBTDC	1
College and Career Coach	1
College Dean	1
College Readiness Coach	1
Coordinator of Intramural Sports	2
Department Chairperson	3
Developer for ITS	1
Director of Out-of-State Recruitment Initiatives	1
Director of Testing Center	1
Director of the Writing Center	1
Education Specialist/Counselor	5
Executive Dir of Ctr for Eco Dev and Comm Engageme	1
Fiscal Support Specialist	3
Head Coach	1
Innkeeper Assistant	3

Instructor	2
Library Technician	2
Multimedia Specialist/Coordinator	1
President	1
Professor	10
Public Safety Officer	2
Purchasing Specialist	1
Resident Hall Specialist	1
Spirit Coordinator	1
Student Services Counselor	2
Veterans Upward Bound Academic Coord	1
Vice Provost, Dean of Grad School	1
<hr/>	
	110

### 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	6
American Indian	1
Asian American	7
Hispanic	5
2 or More Races	9
International	11
<b>TOTAL</b>	<b>39</b>

## Minority Adjuncts

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

Minority Adjuncts	
Ethnicity	Headcount
African American	2
Hispanic	1
2 or More Races	1
International	3
<b>TOTAL</b>	<b>7</b>

## Full-Time Faculty & Staff by Minority Group

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

All Minority Faculty & Staff	
Ethnicity	Headcount
African American	56
American Indian	1
Asian American	9
Hispanic	13
Hawaiian	2
2 or More Races	15
International	14
<b>TOTAL</b>	<b>110</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:

Minority - New Employees	
Ethnicity	Headcount
African American	11
Asian American	4
Hispanic	3
Hawaiian	2
2 or More Races	2
International	4
<b>TOTAL</b>	<b>26</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 and External Affairs 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.

The Office of Diversity will provide cultural competency skills for academic advisors and faculty members; (2) Provide strong academic preparation and support programs – Summer Institute; (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.



## Action 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.
5. Be recognized as a leader in diversity, equity and inclusion

- Develop our own Diversity Excellence Award similar to the one at Arkansas State University which recognizes “individual faculty members, faculty groups, academic departments or academic units that demonstrate the highest commitment to enhancing excellence through diversity.” Our award could include staff and student groups.
- Be the recipient of the CUPA-HR “Inclusion Cultivates Excellence Award.”

## **Results for 2018-2019**

The following activities were conducted during the 2018-2019 academic year. They are an on-going collection of events that assisted in augmenting the strategic goals and objectives established for minority affairs at Henderson.

- Black Alumni Banquet (October 2018) – recognized the Outstanding Black Alumni for the year.
- Maurice Horton Awards Ceremony (May 2019) – organized by the Black Alumni Chapter, this event recognized all African American graduates with medallions and certificates.
- Ladies League – mentoring program for African American female students.
- Gentlemen’s League – mentoring program for African American male students.
- Diversity Scholarships – award four scholarships in the amount of \$5,000 for minority students. Must maintain a 3.0 grade point average and carry a minimum of 15 academic hours each semester.
- The Summer Institute for perspective high school students was held in July 2018 with 23 participants.
- Established and awarded a Diversity Service Award to the faculty or staff member whose work displays the ideals of service, caring, and modeling. This year’s recipient is Ms. Beverly Quillin, who has served Henderson State University for several years.
- African American Males in Student Support Services had 25 participants. There were 12 workshops that were led by faculty, staff, and alumni.

Multicultural Events held by Student Engagement Center (SEC) and Student Activities Board (SAB)

- Hispanic Heritage Month Kickoff (September 2018)
- Loteria Spanish Bingo (September 2018)
- Abrazos Movie and Discussion (October 2018)

- Hispanic Heritage Month Closing (October 2018)
- Native American Heritage Month Table (November 2018)
- Selma Movie Night (January 2019)
- MLK Day Community Banquet (January 2019)
- Black History Month Kickoff (February 2019)
- “Who Am I” Black History Month Trivia (February 2019)
- The Hate U Give Movie and Discussion (February 2019)
- Black Men of Excellence (February 2019)
- Motown Karaoke (February 2019)
- The Hate U Give Book Discussion (February 2019)
- Take the Mic (Women’s Edition) (March 2019)
- Rosie Riveter Photo Booth (March 2019)
- International Women’s Day (March 2019)
- I Am In Control Day (March 2019)
- Hidden Figures Movie and Discussion (March 2019)
- Women’s History Month Closing (March 2019)
- Title IX Take Back the Night (April 2019)
- Marjoun and the Flying Headscarf Movie and Discussion (April 2019)
- Cinco de Mayo Celebration (May 2019)

Budget

The Office of Diversity operates within the following budget:

<b>Account</b>	<b>Amount</b>
Travel	\$2,000.00
Supplies and Services	\$4,200.00
<b>Total</b>	<b>\$6,200.00</b>

\*Additional funds are secured through private grants and foundations.

# NATIONAL PARK COLLEGE ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT



2018 - 2019



## **Institutional goals and objectives related to the recruitment and retention of minority students:**

### **Goals**

The National Park College diversity initiative, in its 2015-2020 strategic plan, outlines the goals of celebrating diversity among students, staff, faculty, and supporting constituents, as well as, identifying and eliminating institutional barriers to cultural diversity. The college's Diversity and Inclusion Council is currently crafting the college's first Diversity and Inclusion Plan.

### **Objectives**

NPC's student minority population surpasses the minority population of Garland County. One of the college's 2019-2020 High Priority Objectives (HPO) is to improve the completion rates of underserved students. Underserved students are defined as those who are minority (Black or Hispanic), enrolled in at least one developmental education course, and are eligible to receive Title IV funds. This demographic has historically had a lower than average completion rate, which has trended up from 19% in 2017-18 to 20% in 2018-2019. The 2019-2020 HPO is to raise the completion rate of this group to 22%.

## **Campus activities that foster a respectful and welcoming culture for all**

The Cultural Diversity Awareness Club (CDAC), Student Life, and the Office of Diversity and Inclusion launched a "We Belong" Guest Speaker Series last academic year to provide the campus with a better knowledge of and appreciation for diverse cultures and heritages. Minnijean Brown Trickey of the Little Rock Nine, along with her daughter, Spirit Tawfiq, spoke on campus in September. The landmark event drew over 300 NPC students, area high school students, and members of the community to campus to learn about the Civil Rights Movement and Minnijean Brown Trickey's experience as a student at Central High in Little Rock.

The campus celebrated Black History Month in February by hosting Linda Franklin and Elmer Beard, officers of the local chapter of the National Association for the Advancement of Colored People, to share their stories of being longtime leaders in our community. Mr. Beard was also asked to discuss his book *The Challengers*.

The Cultural Diversity Awareness Club, Student Life, and the Office of Diversity and Inclusion also celebrated International Women's Day on campus in March. This celebration commemorated the movement for women's rights and included a *Walk a Mile in Her Shoes*® event. *Walk a Mile in Her Shoes*® takes place on college and university campuses around the country through the months of March and April annually to bring awareness to serious women's issues, such as sexualized violence. Likewise, it promotes the achievements of the many women who have paved the way for female students, faculty, and staff members. Guest speakers were Monica Montgomery, program director of the new domestic violence shelter at Ouachita Family Services, and Susan Millerd, NPC's Intervention Specialist.

Additionally, tables were set up to provide information about community resources available for victims of sexualized and domestic violence.

The CDAC partnered with the Hot Springs Village chapter of the American Association of University Women to hold an Equal Pay Day awareness event on April 2<sup>nd</sup>. The April 2 date symbolizes how far into the year women must work to earn what men earned in the previous year (meaning women worked all of 2018 and through April 2 to earn a man's 2018 wage). The NPC Library had an Equal Pay Day display as well.

## **Campus resources that aid in student persistence and completion**

### **Student Services**

The college administers federally funded programs providing academic and support services for minority students, first generation students, low-income students, non-traditional 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, books, and childcare vouchers), and career advising. The goals of this program include student success, but also career and workforce placement.

### **Enrollment Services Center**

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 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. The program offers Adult Basic Education (ABE), General Adult Education (GAE), English as a Second Language (ESL), W.A.G.E. program, 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 under privileged group of Garland County residents. Out of 1,361 students served, 37% consists of minority students.

## **Financial Aid specifically for minority students**

The majority of the scholarships awarded by National Park College are open for all students to apply. However, scholarships that are available specifically to minority students include the Hovey Henderson Institutional Scholarship, AAUW Scholarship, and the Junius M. & Peggy J. Stevenson Scholarship. In all, \$12,250 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 2015-2020 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**

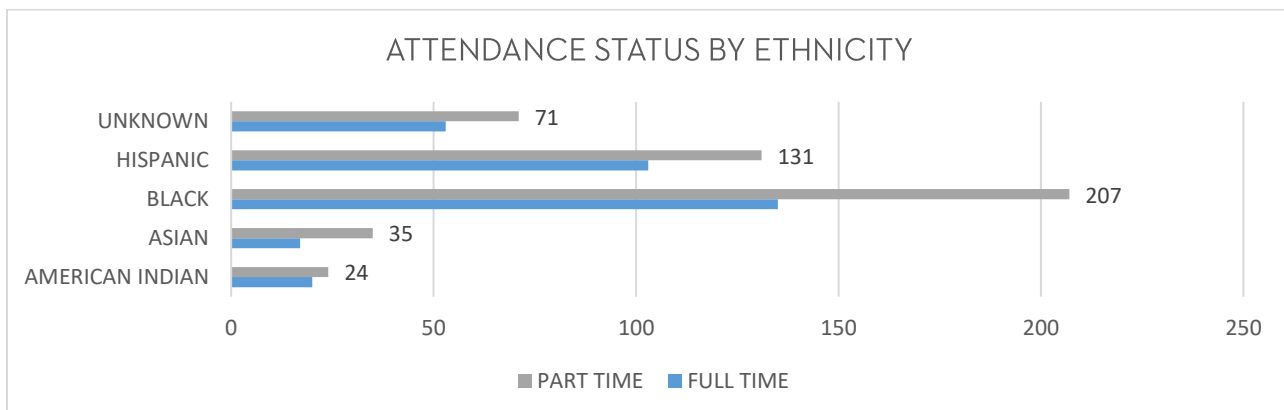
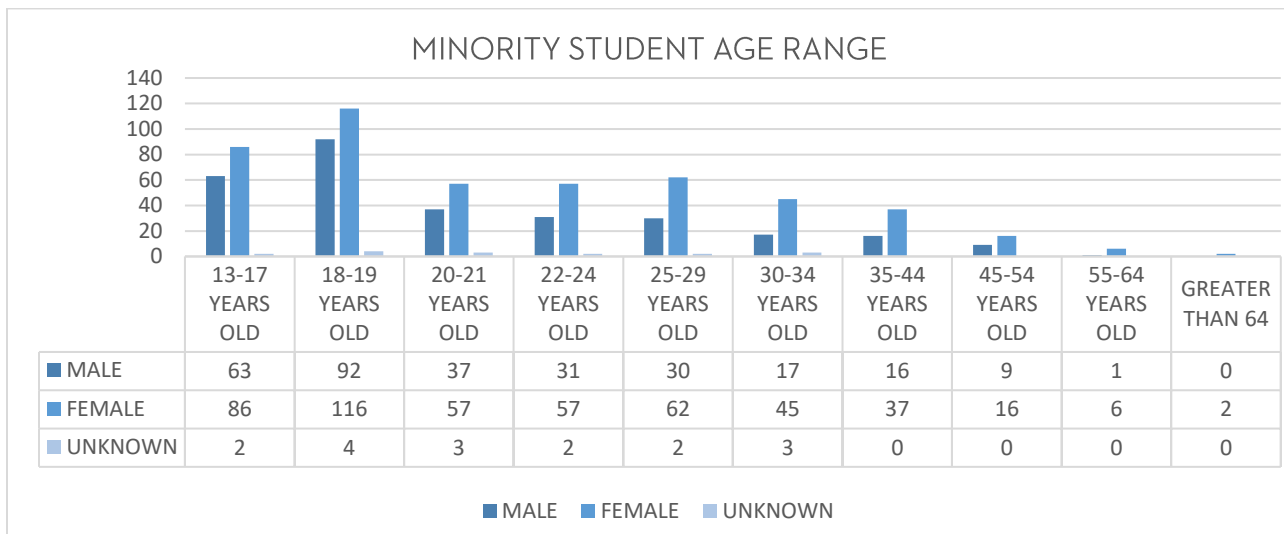
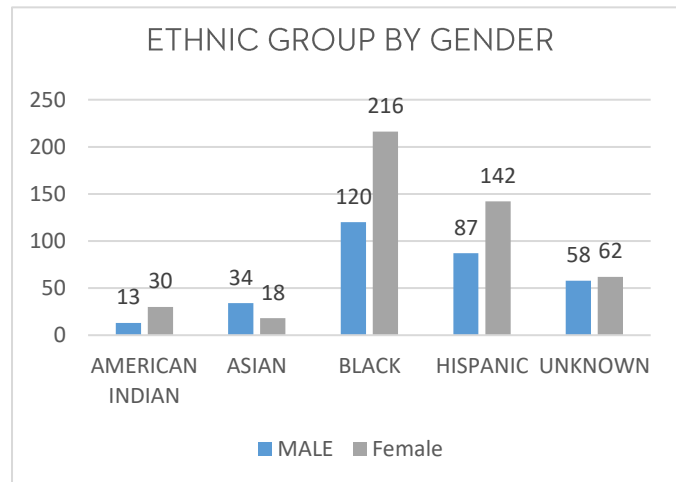
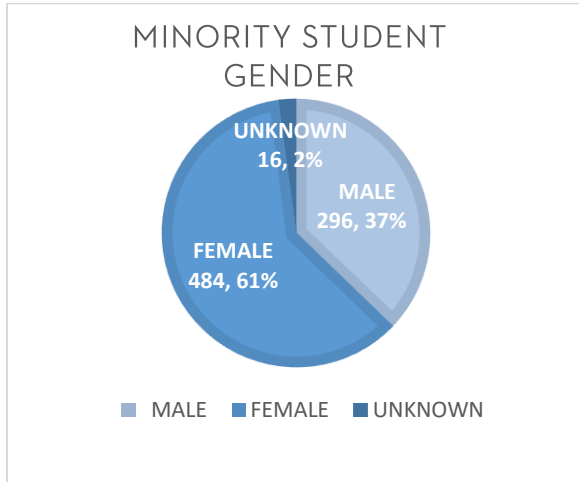
National Park College is an Equal Opportunity/Affirmative Action institution and is committed to providing equal opportunities through employment practices. The college advertises faculty vacancies in local area newspapers, statewide newspapers, national publications, targeted educational web sites, 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.

Five years ago, the college implemented a Quality Pay initiative to increase the pay of faculty and staff and to ensure pay equity across the campus. As a result of the college's Quality Pay Initiative, there was no pay gap between male and female faculty members for the third year in a row.

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.

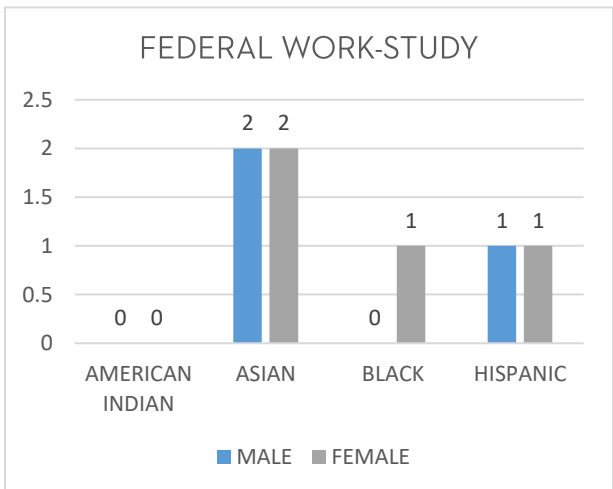
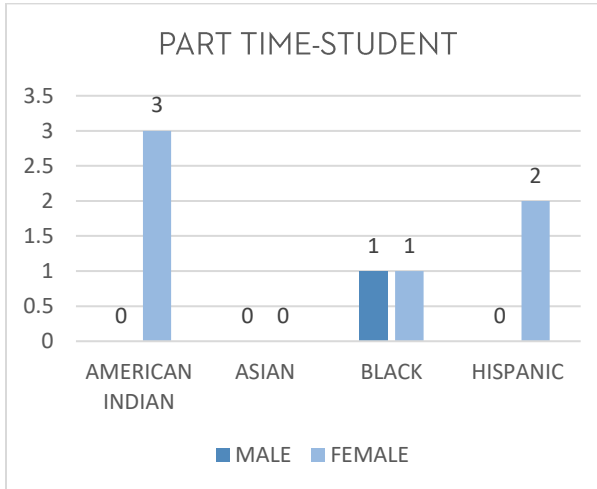
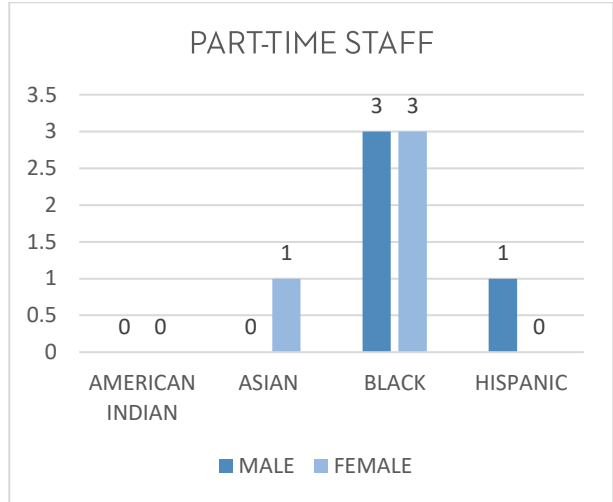
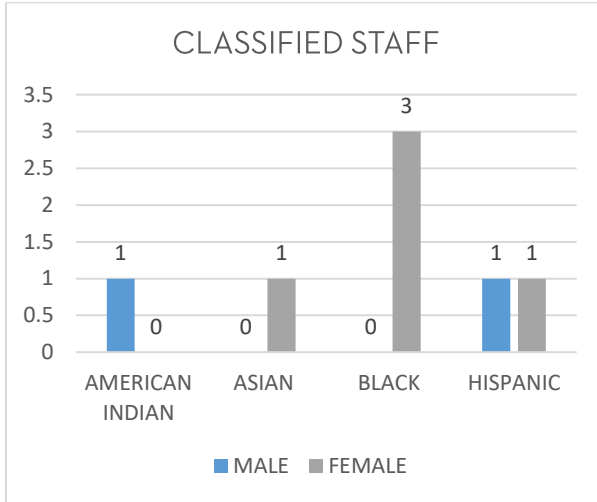
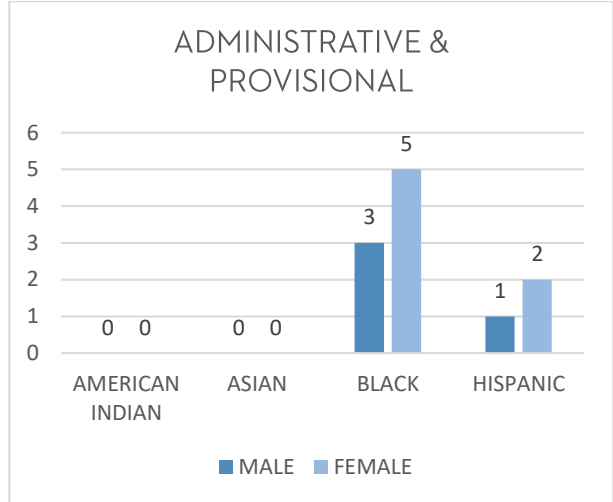
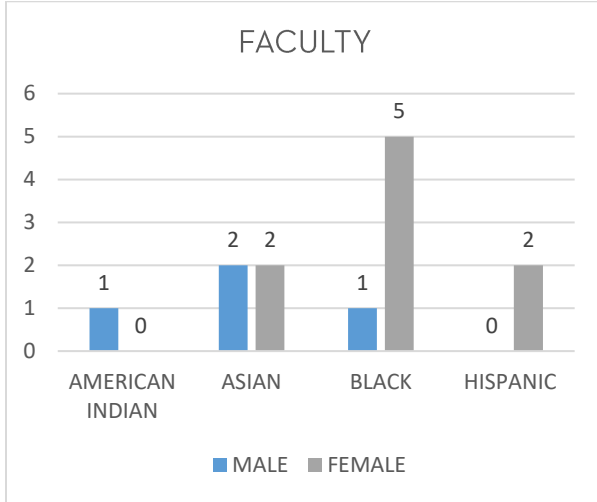
For instance, NPC assists international faculty members with their immigration status because the college values the cultural expertise and diversity that these faculty offer students.

## MINORITY STUDENT DEMOGRAPHICS





## MINORITY FACULTY/STAFF DEMOGRAPHICS





**Minority  
Recruitment and  
Retention Report**



**North Arkansas College**

**2018-19**

# Minority Recruitment and Retention Report 2018-19



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 a number of ways that are described below.

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

**Student Demographics**  
 Fall Enrollment Counts and Percentages  
 by Race/Ethnicity

	Fall 2016	Fall 2017	Fall 2018
Nonresident alien	2	1	4
White	1668	1577	1523
Race and ethnicity unknown		23	17
Minority	216	220	268

<b>Grand Total</b>	<b>1886</b>	<b>1821</b>	<b>1812</b>
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Fall Enrollment Percentage by Race/Ethnicity with Minority Categories  
Aggregated

	Fall 2016	Fall 2017	Fall 2018
Nonresident alien	0.1%	0.1%	0.2%
White	88.4%	86.6%	84.1%
Race and ethnicity unknown	0.0%	1.3%	0.9%
Minority	11.5%	12.1%	14.8%

An **increase**  
 from Fall 2016  
 to Fall 2018 in  
 all minority  
 groups by 3.3%

**Student Demographics**  
**Fall Enrollment Counts and Percentages**  
**by Race/Ethnicity**

	Fall 2016	Fall 2017	Fall 2018
Nonresident alien	2	1	4
Hispanic/Latino	117	123	141
American Indian or Alaska Native	8	8	9
Asian	6	10	19
Black or African American	12	16	9
Native Hawaiian or Other Pacific Islander	3	4	4
White	1668	1577	1523
Two or more races	70	59	86
Race and ethnicity unknown		23	17
<b>Grand Total</b>	<b>1886</b>	<b>1821</b>	<b>1812</b>

An increase from Fall 2016 and Fall 2017 to Fall 2018 in all ethnic groups with the exception of African American and Native Hawaiian which remained the same.

Fall Enrollment Percentages by Race/Ethnicity

	Fall 2016	Fall 2017	Fall 2018
Nonresident alien	0.1%	0.1%	0.2%
Hispanic/Latino	6.2%	6.8%	7.8%
American Indian or Alaska Native	0.4%	0.4%	0.5%
Asian	0.3%	0.5%	1.0%
Black or African American	0.6%	0.9%	0.5%
Native Hawaiian or Other Pacific Islander	0.2%	0.2%	0.2%
White	88.4%	86.6%	84.1%
Two or more races	3.7%	3.2%	4.7%
Race and ethnicity unknown		1.3%	0.9%

Increase in international students by .1%

The number of international student population increased by .1% from Fall 2017 and Fall 2018.

- 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.

	Employees during FY 2018-19	Current Employees - June 2019	New Employees for FY 2018-19
Administrative Assistant	1		
Administrative Specialist III	1	1	
Chief Academic Officer	1	1	
Computer Support Technician	1		
Faculty	5	4	
Operations Coordinator-Berryville	1	1	1
Project Program Manager	1	1	
Project Program Specialist	1	1	
Prov Social Svcs Worker	1	1	
Statistician	1	1	
<b>Full-time Total</b>	<b>14</b>	<b>14</b>	<b>1</b>
Extra Help	4	4	1
Adjunct Faculty	2	1	
<b>Part-time Total</b>	<b>6</b>	<b>5</b>	<b>1</b>

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

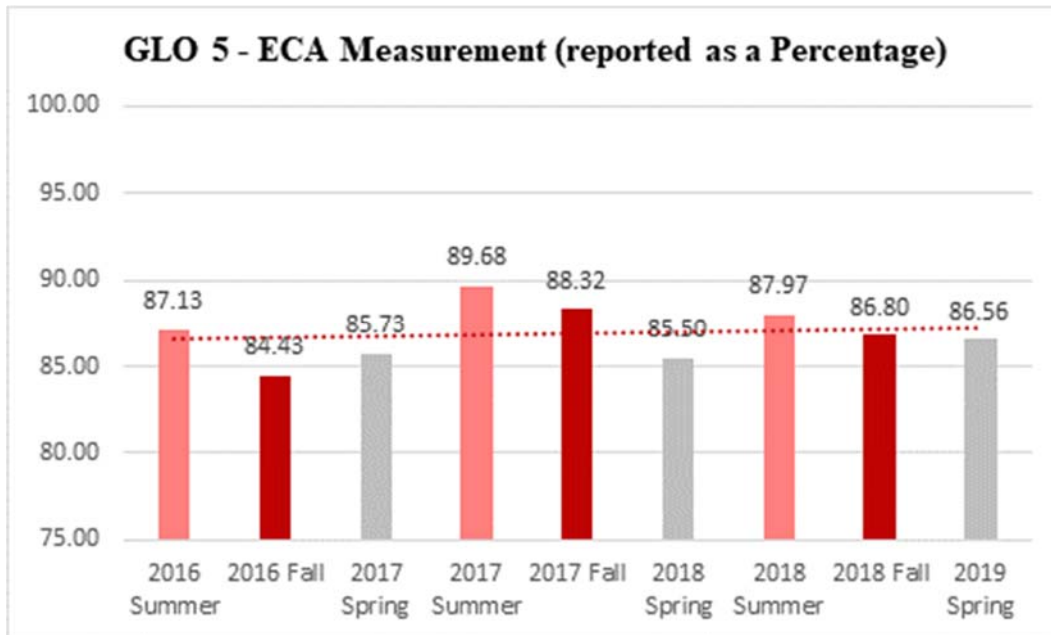
<b>Full-time Faculty</b>	Employees during FY 2018-19	Current Employees - June 2019	New Employees for FY 2018-19
Hispanic or Latino	2	2	0
Two or more races	3	2	0

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

Northark’s current Strategic Plan, entitled “Northark’s Vision 2020”, Strategic Objective 2.3 states “Enhance Diverse experiences/Enhance experience with diversity.” Some action steps are included below that address this objective.

- 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 in which students received instruction in art history and painting, cultural anthropology, and history while in Italy.
- Civil Conversations: a six-event series from leaders in diversity issues such as: AIDS activism, a leader in the Civil Rights Movement, a Holocaust Survivor and human rights activist, a retired Marine Staff Sergeant who shared his story of coming out as a gay man in the military, sustainable lifestyle in an intentional community, and wildlife conservation to save our natural world for future generations.
- 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.**



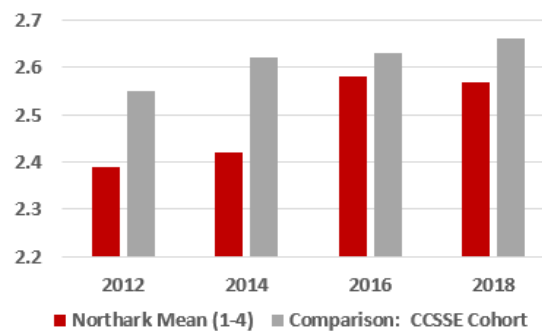
*Fall 2015 to 2018 – Increase of 4.2%; Spring 2018 to 2019 - Increase of 1%; Summer 2016 to 2018 – Increase of .84%*

**Results from 2018 administration of CCSSE: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.**

CCSSE: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

2.3 Enhance experience with diversity							
Strategic Plan Year	Baseline		2017	2018	2019	2020	Target
Measurement Timeframe – Spring -> August*	2012	2014	2016	2018	2020	2020	
Northark –CCSSE Item 9c: Mean (1-4)	2.39	2.42	2.58	2.57			Above highest comparison
Comparison: CCSSE Cohort	2.55	2.62	2.63	2.66			

**Increase** from 2012 to 2018 at .18%. Flat from 2016 to 2018.



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

### Graduation and Persistence Rates

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

	Cohort Year			
	2011	2012	2013	2014
All Students (Total)	23%	23%	29%	33%
Male	25%	23%	25%	30%
Female	20%	24%	34%	36%
White	22%	24%	31%	33%
Minority	26%	7%	15%	33%
Pell Grant receiptent			27%	34%

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

	Cohort Year			
	2011	2012	2013	2014
All Students (Total)	60%	53%	59%	57%
Male	59%	52%	54%	56%
Female	62%	54%	65%	59%
White	60%	53%	62%	56%
Minority	65%	54%	35%	65%
Pell Grant receiptent			73%	54%

*Increase in graduation rate for Cohort 2013 to 2014 by 18% in minority population. Increase in persistence rate for Cohort 2014 to 2014 by 30%.*

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

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 during FY' 18-19 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. In an effort 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.

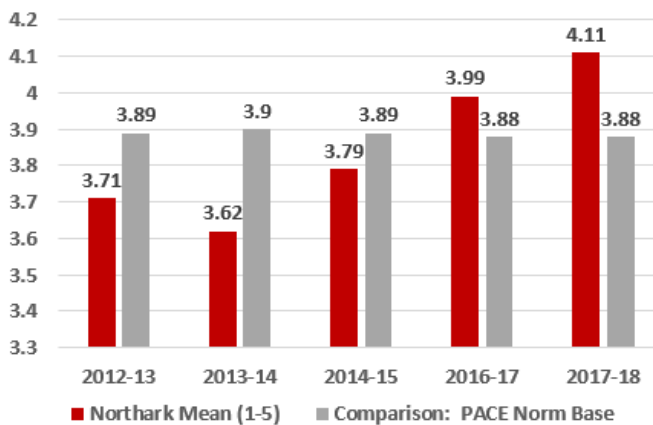
**Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.**

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 the institution effectively promotes diversity in the workplace.” Survey results over the last 3 years indicates gradual improvement, and shows attainment of the strategic objective in fall 2018. PACE question #5 in 2018 showed an increase from 2012 to 2018 at 11%. There was a 3% increase from 2017 to 2018.

**PACE: The institution effectively promote diversity in the workplace?**

Strategic Plan Year	Baseline			2017	2018	2019	2020	Target
Measurement Timeframe – Fall -> January*	12-13	13-14	14-15	16-17	17-18	18-19	19-20	
Northark – PACE Item 5: Mean (1-5)	3.71	3.62	3.79	3.99	4.11			Above highest comparison
Comparison: PACE Norm Base	3.89	3.9	3.89	3.88	3.88			

**Increase from 2012 to 2018 at 11%  
3% increase from 2017 to 2018.**





In addition, the College uses:

- Skype/Technology access to advising and other student services from Carroll County Center – track the number of Skype sessions
- 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.**

- Provide Skype training to advisors and Carroll County Center staff (Fall/Spring); use current technology and hardware; track the number of Skype sessions/survey participants for satisfaction
- Spring 2019 – invited more Carroll County employers to the annual job fair
- **Budgets** for diverse experiences are included in the departmental budgets, general instruction budget, HR budget, and grant funds for the Civil Conversation series. The College intends to continue funding these activities while assuming the costs associated with Civil Conversations from grant dollars to Education and General funds.
- 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. CCSSE is used to monitor progress for students' perception of learning in diverse experiences, and PACE is used to assess and analyze employees' perception of whether the institution effectively promotes diversity in the workplace. Enrollments are monitored for student minority population and for international student population.
- The **timeline** for monitoring progress occur 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 2018-2019**

**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. NWACC's minority student enrollment has been uneven in the 2018-2019 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 2019 semester was 2,508 individuals, a slight decrease when compared to the 2,544 total minority students enrolled in the spring of 2018. Hispanic students, our largest minority population, comprised 15.6% of our total student population in the spring of 2018, with a significant increase in Hispanic enrollment occurring in Spring 2019. The Spring 2019 Hispanic student enrollment was up 32.5% over the previous semester. The total minority student population has remained steady over the past year, reaching 34.1% of our total student population Spring 2019. Our second largest increase occurred in the Native American/Pacific Islander student population, with a 20.7% increase from Spring 2018 to Spring 2019. The "unknown" category showed the largest amount of decrease.

**Table 1 – See page #4 Below**

# Spring Headcount Comparison

		Spring 2018		Spring 2019		
		Number	Percent	Number	Percent	Percent Change
<b>Total Headcount</b>		<b>7,079</b>		<b>7,351</b>		3.8%
<b>SSCH</b>		<b>58,387</b>		<b>58,777</b>		0.7%
<b>FTE</b>		<b>3,892</b>		<b>3,918</b>		0.7%
	Full-Time	2,059	29.1%	2,048	27.9%	-0.5%
	Part-Time	5,020	70.9%	5,303	72.1%	5.6%
<b>Gender</b>	Male	3,070	43.4%	3,140	42.7%	2.3%
	Female	4,009	56.6%	4,211	57.3%	5.0%
<b>Residence</b>	Benton County	3,808	53.8%	4,023	54.7%	5.6%
	Washington County	2,536	35.8%	2,675	36.4%	5.5%
	Other In-State	331	4.7%	294	4.0%	-11.2%
	Out-of-State	404	5.7%	359	4.9%	-11.1%
<b>Tuition Status</b>	In-District	3,103	43.8%	3,252	44.2%	4.8%
	Out-of-District	3,382	47.8%	3,527	48.0%	4.3%
	Out-of-State	436	6.2%	433	5.9%	-0.7%
	Contiguous County	36	0.5%	52	0.7%	44.4%
	International	122	1.7%	87	1.2%	-28.7%
<b>Ethnic Category</b>	Hispanic or Latino	1,105	15.6%	1,464	19.9%	32.5%
	Non-Hispanic Race:					
	Am Indian/Alaskan Native	153	2.2%	133	1.8%	-13.1%
	Asian	204	2.9%	231	3.1%	13.2%
	Black or African American	169	2.4%	183	2.5%	8.3%
	Native Hawaiian/Pacific Islander	29	0.4%	35	0.5%	20.7%
	White	4,535	64.1%	4,843	65.9%	6.8%
	2 or more races	266	3.8%	239	3.3%	-10.2%
	Unknown	495	7.0%	120	1.6%	-75.8%
	Non-Resident Alien	123	1.7%	103	1.4%	-16.3%

Retention\*

Fall 14 returning Spring 15	67.7%
Fall 15 returning Spring 16	67.4%
Fall 16 returning Spring 17	69.4%
Fall 17 returning Spring 18	68.1%
Fall 18 returning Spring 19	67.0%

\*does not include high school students

In examining data in Table 2, from Fall 2018/Spring 2019, NWACC has maintained a fairly steady retention rate overall for minority student populations. The Hispanic student retention was down only 2%, but given the intense increase of nearly 33% Hispanic student enrollment from Spring 2018 to Spring 2019, this retention decrease should be expected. Retention rates for Black/African students showed the greatest decrease at nearly 10%. During the past academic year, the overall retention rate from fall to spring was 67%, which is down only 1% from last year.

Table 2

Fall to Spring Retention by Race																				
	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 2014 to Spring 2015</b>																				
Returned	913	71%	74	74%	144	72%	101	63%	13	52%	3,066	67%	171	65%	80	68%	85	70%	4,647	68%
Did Not Return	376	29%	26	26%	57	28%	59	37%	12	48%	1,518	33%	92	35%	38	32%	36	30%	2,214	32%
Total / Percent of Total	1,289	19%	100	1%	201	3%	160	2%	25	0%	4,584	67%	263	4%	118	2%	121	2%	6,861	
<b>Fall 2015 to Spring 2016</b>																				
Returned	782	71%	85	64%	125	71%	100	61%	19	76%	2,695	66%	122	68%	231	73%	95	65%	4,254	67%
Did Not Return	319	29%	47	36%	50	29%	65	39%	6	24%	1,378	34%	58	32%	87	27%	51	35%	2,061	33%
Total / Percent of Total	1,101	17%	132	2%	175	3%	165	3%	25	0%	4,073	64%	180	3%	318	5%	146	2%	6,315	
<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	

## 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 eighth year, is an educational empowerment program for area high school students. 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 of the current program mentors and the majority of the students identify as Hispanic. In the 2018-2019 academic year, LIFE mentors were 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. Most of these students will be first-generation college students if they choose to attend. All current mentors are first-generation college students. The volunteer mentors spend between thirty-five and fifty hours each in schools during the spring semester to present information about college, to recruit students to NWACC and the LIFE summer program, and to mentor them. In the spring 2019 semester, LIFE Mentors spoke to over 1,500 high school students and approximately 500 middle and elementary school students. In addition to their regular duties, LIFE mentors volunteer with NWACC's Enrollment Support team to assist students and parents complete their FAFSA applications, college admission applications, and help to interpret for parents at high school FAFSA and College nights. LIFE mentors also volunteer as interpreters for parent-teacher conferences at area elementary and middle schools.

In addition to their time visiting high schools, the mentors spend a total of approximately 290 hours altogether preparing for and carrying out the LIFE Summer Program. This year, the program went from three days to four in order to serve more students. The four-day summer experience takes place on the NWACC Bentonville campus to help the high school students understand how postsecondary study can be a part of their lives. LIFE invites community members to speak to students about overcoming struggles, how to problem solve, network, apply for scholarships, and to learn about college. The program is open to 9<sup>th</sup>-12 graders. The summer 2019 program had 224 participants, up 29 from 2018.

Eighty-six percent of the 103 graduated seniors that attended the 2019 LIFE Summer Program are enrolled at NWACC for the fall 2019 semester.

### **2019 Summer Program**

<b>Ethnicity</b>	<b>Applied</b>	<b>Attended</b>
Native Hawaiian or Other Pacific Islander	9	0
Asian	1	2
Hispanic	330	213
Black or African American	2	1
White	20	9
<b>Total</b>	<b>362</b>	<b>225</b>



## Adult Education Program

The Adult Education Program at NorthWest Arkansas Community College, which is funded with \$950,000 in state fund and \$283,143.24 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 third year at the main campus. Graduating students receive a scholarship for a three-hour course at the main campus upon completion of their program.

Minority Group	2018-19		
American Indian/Alaskan Native	9	Pacific Islander	8
Asian	136	Two or more races	35
African American	37	<b>Minority Total</b>	<b>1169</b>
Hispanic	944	White	403
		<b>Grand Total</b>	<b>1572</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 136 new hires for faculty and staff in 2018-19. Of those, three were American Indian/Alaskan Native, five were Asian or Pacific Islander, six were Black/African American, Non-Hispanic, and three were Hispanic/Latino/Chicano. Twenty-two new employees declined to identify their race or ethnicity. Three employees identified as "Other." The remaining ninety-four new hire employees are White, Non-Hispanic.

The data below reflects the racial and/or ethnic identities of 89 minority employees among a total of 906 employees as of May 2019. Please note that 72 employees declined to identify their race or ethnicity.

### Minority Employees

American Indian/Alaskan Native (12)	Number	Hispanic/Latino/Chicano (35)	Number
Computer Support Spec	1	Academic Advisor	2
Faculty Part-Time	6	Administrative Analyst	1
Projects/Programs Admin	1	Assistant Registrar	1
Special Instructor	2	Director of Academic Advising	1
Administrative Spec I	2	Faculty Full-Time	2
		Faculty Part-Time	7
<b>Asian or Pacific Islander (16)</b>	<b>Number</b>	Human Resources Specialist	1
Academic Advisor	1	Maintenance Assistant	4
Assistant Librarian	1	Projects/Programs Admin	2
Fiscal Support Supervisor	1	Prov. Academic Advisor	1
Faculty Full-Time	3	Prov. Admin Spec. III	2
Faculty Part-Time	7	Admin. Spec. II	2
Systems Coord Analyst	1	Prov. Project/Prog Admin	1
Academic Lab Assistant	1	Registrar	1
Administrative Spec. III	1	Skilled Tradesman	1
		Special Instructor	1

Admin Spec I	3
Administrative Spec. III	1
Student Services Rep	1

**Black/African Amer, Non-Hispanic (23) Number**

Public Safety Officer	1
Assistant Librarian	1
Chief Student Affairs Officer	1
Faculty Full-Time	3
Faculty Part-Time	11
Instructor Program Coord	1
Prov. Administrative Spec. I	1
Academic Lab Assistant	1
Administrative Specialist I	2
Counselor	1

**Full-Time Faculty by Minority Group**

Minority Group	Number
Asian or pacific Islander	3
Black/African Amer, Non-Hispanic	3
Hispanic/Latino/Chicano	2
<b>Grand Total</b>	<b>8</b>

**Adjunct Faculty by Minority Group**

Minority Group	Number
American Indian/Alaskan Native	6
Asian or pacific Islander	7
Black/African Amer, Non-Hispanic	11
Hispanic/Latino/Chicano	7
<b>Grand Total</b>	<b>31</b>

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

Minority Group	Number
American Indian/Alaskan Native	3
Asian or pacific Islander	5
Black/African American, Non-Hispanic	6
Hispanic/Latino/Chicano	3
<b>Grand Total</b>	<b>17</b>

The total number of minority employees at NWACC increased from 2018 to 2019. The number of full-time faculty increased by one, and the number of adjunct faculty who identify as racial or ethnic minorities increased by seven.

# **NORTHWEST TECHNICAL INSTITUTE**

*(no report submitted)*

Minority Recruitment & Retention Report  
and  
Ozarka College Five Year Plan  
(2014-2019)



Minority Recruitment and Retention Annual Report  
 Ozarka College  
 June 2019

Minority demographics for Ozarka College for 2018-2019 include the following:

**Student Population**

American Indian/Alaskan Native	10	0.64%
Asian	6	0.38%
Black/African American	21	1.34%
Hispanic/Latino	21	1.34%
Pacific Islander/Hawaiian Native	2	0.13%
<b>Total Minority</b>	<b>60</b>	<b>3.84%</b>

**Full-Time Faculty**

Minority	0	0.00%
<b>Total Minority</b>	<b>0</b>	<b>0.00%</b>

**Adjunct Faculty**

Minority	0	0.00%
<b>Total Minority</b>	<b>0</b>	<b>0.00%</b>

**Full-Time Faculty and Staff**

American Indian/Alaskan Native	1	0.99%
<b>Total Minority</b>	<b>1</b>	<b>0.99%</b>

The Ozarka College minority demographics show a decrease of approximately 1.1 percent for its student indicator from the previous reporting year. American Indian/Alaskan Native and Hispanic student population decreases drove the overall decrease in minority student numbers. All demographic populations declined during the past year except Asian which gained 2 students over the previous reporting period. The 2018-2019 minority student population decreased to 60 students from the 2017-2018 minority student population of 79 students. For this reporting period, the College employed two more full-time faculty members and three fewer adjunct faculty members as compared to the previous reporting period. The data also indicate that the number of minority full-time instructors used by the College remained unchanged over the previous year. The faculty of Ozarka College remained at 100% white during this reporting period.

The student service area percentage goal of 3.5 percent was slightly exceeded with a 3.84 percent student minority for 2018-2019. This percentage is approximately a one percent decrease compared to 4.96 percent in 2017-2018 and to the 4.85 percent listed in the 2016-

## Minority Recruitment and Retention Annual Report Ozarka College June 2019

2017 report. This decrease was driven by the declining Hispanic/Latino, Black/African American and American Indian/Alaskan Native student populations that are attending Ozarka College campuses. Overall, the College lost 19 minority students during this reporting period compared to the previous reporting period.

The 0.99 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 job changes of Ozarka staff, the College had only one minority staff member during this reporting period. There were no minority faculty members for the 2018-2019 academic year. The College used job posting sites with larger service areas to encourage minority employment applications with no significant changes noted. The College will continue to advertise in these more diversely monitored job posting sites to encourage qualified minority applications over the next reporting period for future positions. The 3.5 percent service area minority population data used as a goal 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 2018-2019 the minority population in the Ozarka College service area of Fulton, IZard, Sharp and Stone counties in Northcentral Arkansas was 3.64 percent an increase of 0.14 percent over the baseline goal but still a 1.36 percent decrease compared to 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 decrease in minority student enrollment may be attributed to the political climate resulting in uncertainty in undocumented students enrolling in coursework at the College. However, 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, Climpto350, HigherEdJobs, and newspapers in more urban population centers in the Mid-South, the American Culinary Federation and other specialty venues to gain greater national exposure. As a result of this endeavor, a Chef from Louisiana and a flight instructor working in Mountain Home, Arkansas were hired. This increased advertising effort did not enable 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. More recently, during the 2012-2013 academic year, the Committee

## Minority Recruitment and Retention Annual Report Ozarka College June 2019

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. In the 2016-2017 academic year, the Ozarka College Culinary Arts program incorporated different cultural/ethnic foods as menu items available in the Culinary Café on the Melbourne campus as a component of the International Day events.

With the rebuilding of the Ozarka College Culinary program over the past two academic years, the integration of culinary prepared ethnic foods was not utilized as greatly during the International Day events. However, the College believes that this is a worthwhile endeavor and will continue it as a strategy in making Ozarka College more culturally and ethnically aware and diverse.

The Philippines were highlighted at International Day during the 2018-2019 academic year with Philippine foods being prepared by the local Philippine communities and shared with the College communities at three of the Ozarka College campuses.

### **Minority Enrollment at Ozarka College**

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College minority student enrollment showed a decrease of 1.01 percentage points for this reporting period (4.85 percent to 3.84 percent) for its student indicator compared to the AY 2017-2018 report. 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 remained constant during the 2018-2019 academic year. The College retained only 1 minority of the 102 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

2014 -2019

(Revised: June 2019)

## **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 3.6 percent. Student minority enrollment was 3.84 percent for the 2018-19 academic year, a decrease of 1.01 percent over the previous year. Complicating the recruiting efforts done by the College is the fact that the College has only recently obtained a limited number of residence units and they are only at the Melbourne campus. There are also very limited rental properties near the various college campuses that would encourage students from beyond our service area to attend the College. We believe that the College acquisition of these residence units may help with minority student enrollment. The lack of adequate housing for rental continues to pose 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 members. The Ozarka College service area has a minority population of approximately 3.6 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 3.6 percent, the goal is to reach or surpass a student percentage of 3.6 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 adequate amounts of 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 but the short time frame to advertise the housing availability did not help the College recruit minority students during the reporting period.



# Five-Year Minority Recruitment and Retention Plan

2014 -2019

(Revised: June 2019)

However, with more advertising time in the future the College expects to be able to better recruit minority students into select programs such as Aviation, Culinary, and Welding. The partnership with the local education cooperative 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

2014 -2019

(Revised: June 2019)

## **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 percentage goals of 3.5 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 3.64 percent, achieving a student minority percentage above the local population percentages demonstrates active recruitment. The current faculty/staff minority percentage of 0.99 is just slightly less than the established 1 percent goal.

Indicators of our success are as follows:

1. A student minority population at or greater than the local population, which is 3.6 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

2014 -2019

(Revised: June 2019)

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.

**Southern Arkansas University Tech**

**Minority Recruitment and Retention Annual Report**

**June 30, 2019**

## Southern Arkansas University Tech Minority Recruitment and Retention Annual Report -- 2019

### Number of minority students who currently attend the institution.

In the fall 2018 semester there were 425 minority students attending SAU Tech. The total fall 2018 headcount was 1082. The table details the fall 2018 enrollment by race/ethnicity categories. (*Plan Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*)

	Headcount Enrollment									
	Fall 2018		Fall 2017		Fall 2016		Fall 2015		Fall 2014	
American Indian/Alaska Native	1	0.09%	3	0.30%	5	0.64%	6	0.36%	8	0.51%
Asian/Pacific Islander	4	0.37%	4	0.40%	3	0.38%	10	0.61%	7	0.45%
Black (Non-Hispanic)	371	34.29%	344	34.06%	258	33.08%	599	36.30%	532	34.12%
Hispanic	49	4.53%	30	2.97%	22	2.82%	56	3.40%	36	2.31%
Native Hawaiian/Other Pacific Islander	0	0.00%	0	0.00%	1	0.13%	0	0.00%	0	0.00%
Unknown & Non-Resident Alien	19	1.76%	6	0.59%	11	1.41%	4	0.24%	8	0.51%
White	566	52.31%	573	56.73%	463	59.36%	930	56.36%	933	59.85%
Two or More Races	72	6.65%	50	4.95%	17	2.18%	45	2.73%	35	2.25%
<b>Total</b>	<b>1082</b>	<b>100.00%</b>	<b>1010</b>	<b>100.00%</b>	<b>780</b>	<b>100.00%</b>	<b>1650</b>	<b>100.00%</b>	<b>1559</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 2018 semester.

<b>Southern Arkansas University Tech Faculty/Staff Fall 2018</b>										
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	<b>TOTAL</b>
Full-Time Faculty	0	2	0	0	0	0	32	0	0	<b>34</b>
Librarians	0	0	0	0	0	0	1	0	0	<b>1</b>
Library Technicians	0	0	0	0	0	0	1	0	0	<b>1</b>
Student & Academic Affairs & Other Educational Services	0	6	0	0	0	0	8	1	0	<b>15</b>
Management	0	7	0	0	0	0	8	0	0	<b>15</b>
Business & Finance Ops	0	0	0	0	0	0	3	0	0	<b>3</b>
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	0	<b>5</b>
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	0	<b>4</b>
Service	0	5	0	0	1	0	6	0		<b>12</b>
Office & Administrative Support	0	8	0	0	0	0	7	0	0	<b>15</b>
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	0	<b>5</b>
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	0	<b>1</b>
<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.

<b>Southern Arkansas University Tech Faculty/Staff Fall 2017</b>									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	<b>TOTAL</b>
Full-Time Faculty	0	0	0	0	0	0	35	0	<b>35</b>
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 s	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>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.

<b>Southern Arkansas University Tech Faculty/Staff Fall 2016</b>									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	<b>TOTAL</b>
Full-Time Faculty	0	0	0	0	0	0	29	0	<b>29</b>
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 s	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>80</b>	<b>0</b>	<b>109</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories



The table shows full-time faculty and staff employed at SAU Tech as of the fall 2015 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2015									
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	28	0	<b>28</b>
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	3	0	0	0	0	7	0	<b>10</b>
Management	0	9	0	0	0	0	11	0	<b>20</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 s	0	0	0	0	0	0	3	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>30</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>79</b>	<b>0</b>	<b>110</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 2014 semester.

<b>Southern Arkansas University Tech Faculty/Staff Fall 2014</b>									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	<b>TOTAL</b>
Full-Time Faculty	0	1	0	0	0	0	32	0	<b>33</b>
Librarians	0	0	0	0	0	0	1	0	<b>1</b>
Library Technicians	0	1	0	0	0	0	1	0	<b>2</b>
Student & Academic Affairs & Other Educational Services	0	3	0	0	0	0	7	0	<b>10</b>
Management	0	10	0	0	0	0	12	0	<b>22</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 s	0	0	0	0	0	0	4	0	<b>4</b>
Service	0	3	0	0	1	0	8	0	<b>12</b>
Office & Administrative Support	0	10	0	0	0	0	11	0	<b>21</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>33</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>88</b>	<b>0</b>	<b>122</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.**

In the fall 2018 semester, there were **two (2)** full-time minority faculty. The fall 2018 total full-time faculty was **34**. 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 2018		Fall 2017		Fall 2016		Fall 2015		Fall 2014	
Non-Resident Alien	0	0%	0	0%	0	0%	0	0%	0	0%
Black Non-Hispanic	2	6%	0	0%	0	0%	0	0%	1	3%
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	0	0%	0	0%	0	0%	0	0%	0	0%
White, Non-Hispanic	32	94%	35	100%	29	100%	28	100%	32	97%
Unknown	0	0%	0	0%	0	0%	0	0	0	0%
Total	34	100.00%	35	100.00%	29	100%	28	100%	33	100%

Source: IPEDS Human Resources Survey Component

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

In the fall 2018 semester, there were **7** minority adjuncts or part-time minority faculty. The fall 2018 total part-time or adjunct faculty was **31**. 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 2018		Fall 2017		Fall 2016		Fall 2015		Fall 2014	
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black Non-Hispanic	6	19.4%	8	28.6	0	0.0%	1	5.6%	1	4.2%
American Indian/Alaskan Native	0	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	0.0%
Hispanic	1	3.2%	1	3.6%	1	5.6%	1	5.6%	0	0.0%
White, Non-Hispanic	24	77.4%	19	67.8%	17	94.4%	16	88.8%	23	95.8%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	31	100.00%	28	100.0%	18	100.0%	18	100.0%	24	100.0%

Source: IPEDS Human Resources Survey Component

**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/Alaska 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 staff who currently work for the institution.**

In the fall 2015 semester, there were **31** minority staff employed at SAU Tech. The fall 2015 staff employment for SAU Tech was **82**. 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 2015									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaska 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	3	0	0	0	0	7	0	<b>10</b>
Management	0	9	0	0	0	0	11	0	<b>20</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	0	0	0	0	0	3	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>30</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>51</b>	<b>0</b>	<b>82</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 2014 semester, there were **38** minority staff employed at SAU Tech. The fall 2014 staff employment for SAU Tech was **102**. 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 2014									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaska 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	1	0	0	0	0	1	0	2
Student & Academic Affairs & Other Educational Services	0	7	0	0	0	0	13	0	20
Management	0	0	0	0	0	0	3	0	3
Business & Finance Ops	0	4	0	0	0	0	1	0	5
Computer, Engineering, & Science	0	1	0	0	0	0	4	0	5
Community Service, Legal, Arts, & Media	0	5	0	0	0	0	9	0	14
Service	0	17	0	0	1	0	22	0	40
Office & Administrative Support	0	0	0	0	0	0	9	0	9
Natural Resources, Construction, & Maintenance	0	1	0	0	0	0	0	0	1
Production, Transportation, & Material Moving	0	1	0	0	0	0	1	0	2
<b>GRAND TOTAL</b>	<b>0</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>64</b>	<b>0</b>	<b>102</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	<b>TOTAL</b>
Full-Time Faculty	0	2	0	0	0	0	3	0	<b>5</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	3	0	0	0	0	4	0	<b>7</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	0	0	0	0	0	0	0	<b>0</b>
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	<b>0</b>
Service	0	1	0	0	0	0	0	0	<b>1</b>
Office & Administrative Support	0	1	0	0	0	0	1	0	<b>2</b>
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	<b>0</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>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	<b>TOTAL</b>
Full-Time Faculty	0	0	0	0	0	0	6	0	<b>6</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	1	0	0	0	0	4	0	<b>5</b>
Management	0	0	0	0	0	0	2	0	<b>2</b>
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	<b>0</b>
Computer, Engineering, & Science	0	0	0	0	0	0	1	0	<b>1</b>
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	1	0	<b>1</b>
Service	0	3	0	0	0	0	2	0	<b>5</b>
Office & Administrative Support	0	0	0	0	0	0	1	0	<b>1</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>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.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2015-October 31, 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	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

**Number and position title of minority faculty and staff who began working at the institution in the past year.** Between July 1, 2015 and October 31, 2015 there were **two (2)** minority faculty and staff who began working at the institution, which represents **22.2%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2015-October 31, 2015									
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	2	0	2
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	1	0	0	0	0	2	0	3
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	2	0	3
Office & Administrative Support	0	0	0	0	0	0	1	0	1
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>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</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 July 1, 2014 and October 31, 2014 there was **one (1)** minority faculty and staff who began working at the institution, which represents **16.7%** of the total new hires. The table details faculty and staff positions by minority group.

<b>Southern Arkansas University Tech Faculty/Staff New Hires July 1, 2014-October 31, 2014</b>									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	<b>TOTAL</b>
Full-Time Faculty	0	0	0	0	0	0	5	0	<b>5</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	0	0	<b>0</b>
Management	0	0	0	0	0	0	0	0	<b>0</b>
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	<b>0</b>
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	<b>0</b>
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	<b>0</b>
Service	0	1	0	0	0	0	0	0	<b>1</b>
Office & Administrative Support	0	0	0	0	0	0	0	0	<b>0</b>
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	<b>0</b>
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	<b>0</b>
<b>GRAND TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>6</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

## Affirmative Action Report

July - September 2018

Sixteen (16) positions were advertised and eleven (11) employees were hired to fill the positions for the first quarter of the 2018-19 fiscal year. The positions were advertised through the following:

Camden News	Arkansas Press Assoc. (50 publications)
Magnolia Banner News	SAU Tech website
El Dorado Times	arkansasjobs.net AR
Democrat- Gazette	
Fordyce Advocate	

The applicants who completed the Equal Employment Data form submitted information for the following data.

One hundred forty-eight (148) applications were submitted for review. Thirty (30) candidates were interviewed for the positions.

Candidates who received an interview were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	1	8	6	<b>15</b>
Black	5	1	7	<b>13</b>
American Indian	1	0	1	<b>2</b>
Male	3	3	1	<b>7</b>
Female	4	6	13	<b>23</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 were hired were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	0	4	0	<b>4</b>
Black	2	1	3	<b>6</b>
American Indian	0	0	1	<b>1</b>
Male	0	1	0	<b>1</b>
Female	2	4	4	<b>10</b>

\*NOTE: Four (4) classified positions and one (1) faculty position had not been filled at the end of the first quarter.

Olivia Clack, Director  
Human Resources

# Affirmative Action Report

October - December 2018

Eight (8) positions were advertised and four (4) employees were hired to fill the positions for the second quarter of the 2018-19 fiscal year. The positions were advertised through the following:

- |                      |                     |
|----------------------|---------------------|
| Camden News          | Inside Higher Ed    |
| Magnolia Banner News | SAU Tech website    |
| El Dorado Times      | arkansasjobs.net AR |
| Democrat- Gazette    |                     |
| Fordyce Advocate     |                     |

The applicants who completed the Equal Employment Data form submitted information for the following data.

Fifty-two (52) applications were submitted for review. Thirteen (13) candidates were interviewed for the positions.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	0	0	8	<b>8</b>
Black	0	0	5	<b>5</b>
American Indian	0	0	0	<b>0</b>
Male	0	0	3	<b>3</b>
Female	0	0	10	<b>10</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 were hired were:

	Administrator	Faculty	Classified	Total
White	0	0	3	<b>3</b>
Black	0	0	1	<b>1</b>
American Indian	0	0	0	<b>0</b>
Male	0	0	1	<b>1</b>
Female	0	0	3	<b>3</b>

\*NOTE: Four (4) faculty positions had not been filled at the end of the second quarter.

Olivia Clack, Director  
Human Resources



# Affirmative Action Report

January – March 2019

Nine (9) positions were advertised and two (2) employees were hired to fill the positions for the third quarter of the 2018-19 fiscal year. The positions were advertised through the following:

Camden News	Arkansas Press Assoc. (50 publications)
Magnolia Banner News	SAU Tech website
El Dorado Times	Employment Security Division
AR Democrat- Gazette	arkansasjobs.net
Fordyce Advocate	

The applicants who completed the Equal Employment Data form submitted information for the following data.

Eleven (11) applications were submitted for review. Seven (7) candidates were interviewed for the positions.

Candidates who received an interview were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	0	2	5	7
Black	0	0	2	2
Asian	0	0	2	2
Male	0	2	1	3
Female	0	0	8	8

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 were hired were:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	0	1	0	1
Black	0	0	1	1
Male	0	1	0	1
Female	0	0	1	1

\*NOTE: Three (3) classified positions and four (4) faculty positions had not been filled at the end of the third quarter.

Olivia Clack, Director Human Resources

## Affirmative Action Report

April 1 – June 30, 2019

Twenty-one (21) positions were advertised and six (6) employees were hired to fill the positions for the fourth quarter of the 2018-19 fiscal year. The positions were advertised through the following:

Camden News	Arkansas Press Assoc. (50 publications)
Magnolia Banner News	SAU Tech website
El Dorado Times	Employment Security Division
AR Democrat- Gazette	arkansasjobs.net
Fordyce Advocate	

The applicants who completed the Equal Employment Data form submitted information for the following data.

Forty-two (42) applications were submitted and reviewed for the filled positions.

Fourteen (14) candidates interviewed for the filled positions.

Candidates who received an interview are:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	0	4	2	<b>6</b>
Black	3	4	0	<b>7</b>
Asian	0	1	0	<b>1</b>
Male	1	4	2	<b>7</b>
Female	2	5	0	<b>7</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 are:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	0	1	1	<b>2</b>
Black	1	2	0	<b>3</b>
Asian	0	1	0	<b>1</b>
Male	0	3	1	<b>4</b>
Female	1	1	0	<b>2</b>

\*NOTE: The positions not filled at the end of the fourth quarter are: three (3) classified positions, two (2) administrative positions, and ten (10) faculty positions.

Olivia Clack, Director Human Resources

**Progress 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 **28.97%** for the total completions for 2018-2019. This is a increase by 3.46% of minority completions than last year. Also, minorities represent 39.27% total headcount enrollment for 2018-2019.

In the fall semester 2018, the full time faculty consisted of 5.88% minorities, adjunct or part time faculty consisted of 22.58% minorities, and the staff consisted of 41.55% minorities.

*Plan Indicator to Determine Success # 4 – Comparison of completion rates each spring.*

Race	Graduated Student File by Race/Ethnicity									
	2018-2019		2017-2018		2016-2017		2015-2016		2014-2015	
American Indian/Alaska Native	2	0.28%	6	0.96%	9	1.25%	9	1.73%	10	1.03%
Asian/Pacific Islander	5	0.70%	1	0.16%	2	0.28%	5	0.96%	4	0.41%
Black (Non-Hispanic)	150	21.10%	124	19.78%	153	21.34%	116	22.26%	306	31.39%
Hispanic	28	3.94%	11	1.75%	18	2.51%	9	1.73%	17	1.74%
Native Hawaiian	0	0.00%	1	0.16%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	19	2.67%	17	2.71%	24	3.35%	0	0.00%	0	0.00%
Non-resident Alien	2	0.28%	3	0.48%	2	0.28%	0	0.00%	4	0.41%
Unknown	0	0.00%	3	0.48%	3	0.42%	2	0.38%	5	0.51%
White	505	71.03%	461	73.52%	506	70.57%	380	72.94%	629	64.51%
Total Graduates	711	100.00%	627	100.00%	717	100.00%	521	100.00%	975	100.00%

**NOTE: Academic Year 2018-2019 Graduated Student numbers are based on a file extraction from the Graduate File in our SIS platform as of June 24, 2019. These numbers could change since the academic year has not yet ended and there could be additional graduates from the Summer I 2019 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 2018/Fall 2017/Fall 2016/Fall 2015/Fall 2014										
Item	Spring 2019		Fall 2017		Fall 2016		Fall 2015		Fall 2014	
Size of Classes			N/A	N/A	N/A	N/A	4.32	86.40%	4.32	86.40%
Racial Harmony			N/A	N/A	N/A	N/A	4.35	87.00%	4.35	87.00%
Overall Impression	4.50	90.00%	4.19	83.72%	4.26	85.22%	4.32	86.40%	4.32	86.40%
NOTE: Ratings are based on a 5-point scale with 5 being Excellent.										

## **South Arkansas Community College Annual Report Minority Recruitment and Retention 2018-2019**

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 '14</b>	<b>Fall '15</b>	<b>Fall '16</b>	<b>Fall '17</b>	<b>Fall '18</b>	<b>1-year change</b>	<b>5-year change</b>
<b>African American Females</b>	29.3%	27.8%	23.8%	25.3%	26.4%	1.1%	-2.9%
<b>African American Males</b>	8.3%	7.8%	8.2%	7.0%	7.2%	0.1%	-1.1%
<b>Caucasian Females</b>	40.1%	38.2%	39.0%	37.9%	37.3%	-0.6%	-2.8%
<b>Caucasian Males</b>	17.6%	19.1%	20.0%	19.9%	18.3%	-1.6%	0.7%
<b>Hispanic Females</b>	2.5%	4.0%	3.3%	2.8%	3.45%	0.6%	0.9%
<b>Hispanic Males</b>	1.1%	1.6%	2.2%	1.4%	2.2%	0.8%	1.1%
<b>Other Females</b>	0.6%	0.3%	0.8%	3.9%	3.3%	-0.7%	2.6%
<b>Other Males</b>	0.5%	0.1%	0.3%	1.5%	1.8%	0.2%	1.2%
	<b>1,695</b>	<b>1,560</b>	<b>1,535</b>	<b>1,481</b>	<b>1,472</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 and eldoark.com; the *Arkansas Democrat-Gazette*; the *Chronicle of Higher Education*, a national publication; the *Hispanic Outlook*; and *Diversity* magazine. The academic or department head also may recommend various publications and/or websites for advertisements.

The College has implemented numerous administrative procedures to support its diversity in employment. The College has detailed procedures using committees to fill all benefits-eligible vacancies; these procedures specify the composition of the committee membership to assure diversity. The Human Resources Director 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, 2018 – 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>	55	10	6	29.1%
<b>Faculty full-time</b>	52	4	2	11.5%
<b>Faculty part-time</b>	43	2	2	9.3%
<b>Classified full-time</b>	47	12	5	36.2%
<b>Totals</b>	<b>197</b>	<b>28</b>	<b>15</b>	<b>21.8%</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 (11/1/2018 census date).**

<b>Position Classification</b>	<b>Minority Female</b>	<b>Minority Male</b>
<b>Professional Staff</b>	4	3
<b>Faculty full-time</b>	0	0
<b>Classified Staff full-time</b>	3	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. International Students**

SouthArk received approval through the Department of Homeland Security to accept international students. The Director of Enrollment Services completed required certification training to become the Designated School Official (PDSO) for Student and Exchange Visitor Information System (SEVIS). The college can issue the Form I-20 Certificate for Eligibility for Nonimmigrant Student Status in order to enroll nonimmigrant students in an F (academic) and/or M (vocational) visa classification. During the 2018-19 academic year, we had fewer than 10 international students on campus.

**2. 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. Additionally, the financial aid office has employed a bilingual student worker who serves as a Hispanic interpreter for Financial Aid nights and the public at large. 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 2016-17, 2,107 students (unduplicated count) were enrolled. Of those students, 1357 or 64.4% had some type of financial aid. A total of 583 (42.9%) of financial aid awardees were ethnic minorities. In 2017-18, 2,039 students (unduplicated count) were enrolled. Of those students, 1357 or 64.4% had some type of financial aid. A total of 583 (42.9%) of financial aid awardees were ethnic minorities.

**3. Special Student Populations**

**a. The Carl Perkins Program**

One of the core indicators for the Carl Perkins grant is non-traditional participation, to which the Carl Perkins Advisor identifies and recruits prospective students, encouraging them to consider non-traditional careers based in 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. The Carl Perkins Advisor has the ability to recruit students into non-traditional career paths.

**Commented [DM1]:** Tim Johnson is retrieving specific data; e.g. males in nursing and women in paramedic.

**Non-Traditional Program Participants – Table 4**

<b>2018 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>69</b>	<b>803</b>	<b>8.6%</b>
Male	58	85	68.2%%
Female	24	560	4.3%



<b>Arts &amp; Sciences</b>	<b>39</b>	<b>93</b>	<b>41.9%</b>
Male	0	31	0.0%
Female	39	62	62.9%
<b>Career Technical</b>	<b>12</b>	<b>77</b>	<b>15.6%</b>
Male	0	55	0.0%
Female	12	12	100.0%
<b>Grand Total</b>	<b>120</b>	<b>822</b>	<b>14.6%</b>

**b. Counseling and Disability Services**

This department is dedicated to working with the student population who has documented disabilities for the purpose of facilitating student success. In the 2018-2019 academic year, fewer than 10% of 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 63 program participants for the Upward Bound project.

**Upward Bound Participants March 2018 – Table 5**

Male	Female	African American	Asian	Caucasian	Hispanic
19.0%	81.0%	98.4%	0.0%	1.6%	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, 139 students are enrolled. The average age is 30, and the student age range is 18-55. The ethnicity of the students is as follows: 58.3% African American, 38.1% Caucasian, and 3.6% Hispanic.

**4. Minority Recruitment Activities**

**a. Career Coaches – Union, Bradley, and Chicot Counties**

South Arkansas Community College has participated in the Arkansas College and Career Coach Program (formally known as Arkansas Works) through the Arkansas

Department of Career Education since 2010, with career coaches stationed in school districts in Bradley and Chicot counties. In 2018, SouthArk expanded its reach into Union County. Five career coaches have served six school districts throughout three counties and in 2018-19 reached approximately 3,200 students. 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 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**

<sup>1</sup> LAKESIDE SCHOOL DISTRICT		<sup>1</sup> DERMOTT SCHOOL DISTRICT	
African-American/Black	74.1%	African-American/Black	95.1%
Hispanic	11.8%	Hispanic	1.4%
Asian/Pacific Islander	0%	Asian/Pacific Islander	0%
American Indian	0%	American Indian	0%
<sup>1</sup> WARREN SCHOOL DISTRICT		<sup>1</sup> EL DORADO SCHOOL DISTRICT	
African-American/Black	31.4%	African-American/Black	47.9%
Hispanic	21.6%	Hispanic	9.4%
Asian/Pacific Islander	0%	Asian/Pacific Islander	1.3%
American Indian	0.9%	American Indian	0%
<sup>1</sup> SMACKOVER SCHOOL DISTRICT		<sup>2</sup> STRONG-HUTTIG SCHOOL DISTRICT	
African-American/Black	20.0%	African-American/Black	66.9%
Hispanic	3.1%	Hispanic	7.7%
Asian/Pacific Islander	0.11%	Asian/Pacific Islander	0%
American Indian	0.8%	American Indian	0%
<i>Source: <sup>1</sup>myschoolinfo.arkansas.gov (18-19); <sup>2</sup>myschoolinfo.arkansas.gov (17-18, 18-19 data unavailable); extracted 6/27/19</i>			

**b. Black History Month Activities**

The 9th Annual African-American Family and Friends Day was held February 16, 2019, on SouthArk’s campus. This event attracted over 100 individuals from the local community. This year’s theme was Laughter, Love, and Good Times with a unique take on an escape room and scavenger hunt for all ages, including various facts on black history. SouthArk hosted the Annual African American Read-In on February 11, 2019, and the Blanchard Music Group on February 12, 2019.

**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. In addition, the college instituted SouthArk on Tour, which specifically targeted African

American Churches. During the 2017-18 academic year, SouthArk faculty and staff visited 16 different churches and had contact with 409 individuals.

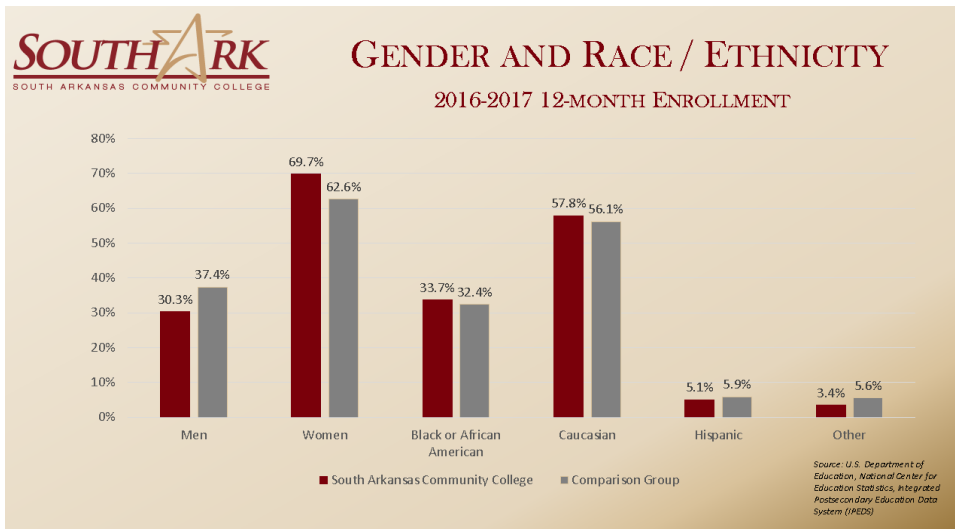
A new student organization, BOSS (Brotherhood of Scholarship and Service), was created in fall 2019, with the purpose of promoting the inclusion and success of male students of color. The pillars of this student club include: service, scholarship, engagement, mentorship, and character.

**Commented [MKS2]:** Not a new Strategy, unless re are reimplimenting - Any new strategies we are wanting to impliment this year?

**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 7). 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 Comparison – 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, 2019 - June 30, 2020).

**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, the Union County College and Career Coach/Transfer advisor, the Director of Student Advising Coaches, the Director of Marketing and Public Relations, and the Director of Enrollment Services (responsible for Student Activities) 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.



**MINORITY  
RECRUITMENT AND RETENTION REPORT  
2019**

**Submitted by  
Prof. Gina Teel  
Vice President of Academic Affairs**

**June 2019**

1. **Number of minority students, by minority group, who currently attend the institution.** There were 741 minority students out of 1,118 enrolled in Southeast Arkansas College during the 2019 spring semester.

Term	Ethnicity	# Enrolled
2019SP	American Indian Or Alaskan Nat	2
	Asian Or Pacific Islander	9
	Black (non-Hispanic Origin)	644
	Hispanic	97
	Other	12
	White	354
	<b>TOTAL</b>	<b>1,118</b>

Term	Enrollment(Unduplicated)
2019SP	1,118
<b>Credit Headcount</b>	
FT Enrollment	39%
PT Enrollment	61%
Occupational/Technical Education	41%
General Education	59%
Male	32%
Female	68%
Average Age	26
White	31.66%
African American	57.60%
Hispanic/Latino	8.68%
Other	2.06%

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

### ADMINISTRATION-1

Gender	Ethnic	Position/Title
M	Two or more	College President
F	03	Vice President for Academic Affairs

### PROFESSIONAL- 20

Gender	Ethnic	Position Class
F	02	Registrar
F	02	Education Career Counselor
F	02	Director, Admissions, Records & Enrollment
F	02	Student Recruitment Coordinator
M	02	Distance Education Coordinator
F	02	Career Coach
F	02	Career Coach
F	02	Career Coach
M	02	Career Coach
M	02	Career Coach
M	02	Business/Community Coordinator
F	02	Early Childhood Development Coordinator
M	02	Assistant, Financial Aid Director
F	02	Assistant, Institutional Research Director
F	02	Counselor, Student Affairs
F	02	Student Success Advisor, Nursing
F	02	Library Director

F	03	Retention & Advising Specialist
F	02	Career Coach- Adult Ed
F	02	Adult Education Director

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

### **FULL TIME FACULTY-20**

<b>Gender</b>	<b>Ethnic</b>	<b>Position/Title</b>
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/Nursing and Allied Health
F	02	Faculty/General Studies
F	02	Faculty/General Studies
F	02	Faculty/General Studies
F	02	Faculty/General Studies
F	02	Faculty/General Studies
F	02	Faculty/General Studies
F	02	Faculty/General Studies
F	03	Faculty/General Studies
M	01	Faculty/Technical Studies
M	02	Faculty/Technical Studies
M	02	Faculty/Technical Studies



### STAFF-33

Gender	Ethnic	Position Type
F	02	Accountant Payroll- Business Office
F	02	Accountant-Business Office
F	02	Administrative Specialist III-Ad Ed
F	02	Administrative Specialist II Ad Ed
F	02	Administrative Specialist II-NAH
F	02	Administrative Specialist I-Fin Aid
F	02	Administrative Specialist I-Admissions
F	02	Administrative Specialist I-Admissions
F	02	Administrative Specialist I-Admissions
F	02	Administrative Specialist II-TRiO
F	02	Human Resource Specialist-Business Office
F	02	Fiscal Support Analyst-Business Office
M	02	Fiscal Support -Business Office
F	02	Purchasing Specialist-Business Office
F	02	Cashier I-Business Office
F	2 or more	Cashier I-Business Office
M	02	Network Support Analyst-IT Dept.
M	02	Shipping and Receiving Clerk
F	02	Institutional Services Assistant
F	02	Institutional Services Assistant
F	02	Institutional Services Assistant
F	02	Institutional Services Assistant
M	02	Institutional Services Assistant
M	02	Institutional Services Assistant
M	02	Institutional Services Assistant

M	02	Institutional Services Assistant
M	02	Institutional Services Assistant
M	02	Maintenance Specialist
M	02	Education Counselor- TRiO
F	02	Human Resource Specialist
M	02	Financial Aid Counselor
M	02	Library Support Assistant
F	02	Library Technician

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

**ADJUNCT INSTRUCTORS- 35**

<b>GENDER</b>	<b>Black</b>	<b>Am. Indian</b>	<b>Asian</b>	<b>Hispanic</b>	<b>2 or more Races</b>
Male	10	0	0	0	1
Female	23	0	1	0	0

## Full-Time Employees

TOTAL NUMBER OF EMPLOYEES IN FISCAL YEAR 2017-2018:						215	
(July 1, 2017 - June 30, 2018)							
Nonclassified Administrative Employees:							
White Male:	7	Black Male:	4	Other Male:	1	Total Male:	12
White Female:	13	Black Female:	16	Other Female:	1	Total Female:	30
Nonclassified Health Care Employees:							
White Male:	0	Black Male:	0	Other Male:	0	Total Male:	0
White Female:	0	Black Female:	0	Other Female:	0	Total Female:	0
Classified Employees:							
White Male:	11	Black Male:	12	Other Male:	1	Total Male:	24
White Female:	16	Black Female:	21	Other Female:	1	Total Female:	38
Faculty:							
White Male:	26	Black Male:	10	Other Male:	2	Total Male:	38
White Female:	30	Black Female:	41	Other Female:	2	Total Female:	73
Total White Male:	44	Total Black Male:	26	Total Other Male:	4	Total Male:	74
Total White Female:	59	Total Black Female:	78	Total Other Female:	4	Total Female:	141
Total White:	103	Total Black:	104	Total Other:	8	Total Employees:	215
				Total Minority:	112		

FORM 15-6

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

There were twelve (12) full-time minority faculty and staff members employed by Southeast Arkansas College between July 1, 2017, and June 30, 2018.

### POSITITON/TITLE-13

F	02	Faculty Practical Nursing
F	02	Faculty Practical Nursing
F	02	Career Coach
M	2 or more	College President
F	02	Admin Specialist-Nursing
F	02	Financial Aid Specialist

F	02	Purchasing Specialist
F	02	Cashier-Business Office
F	O2	Institutional Specialist Assistant
F	02	Administrative Specialist-Admissions
M	02	Institutional Specialist Assistant
M	02	Financial Aid Officer
F	02	Assistant Director Institutional Research

**Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Include any new strategies or activities that have been added for the upcoming year and the indicators/bench marks that will be used to determine success in meeting any new objectives. Include your timeline, budget, and methods used to assess and monitor progress.**

It is the policy of Southeast Arkansas College (SEARK College) not to discriminate against any individual on the basis of race, color, sex, religion, national origin, age or disability in making decisions regarding employment, student admission or other functions, operations or activities.

The College complies with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 (ADA). This document is Southeast Arkansas College's Affirmative Action Plan.

Southeast Arkansas College has made significant progress in recruiting minority students and faculty. As indicated in this report, our student body is made up of an ever-increasing minority population. Through efforts to emphasize and celebrate various cultures through art exhibits, student activity events, lecturers, 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.

As a result, the percentage of minority students has increased significantly since 1997. The statistics show that the minority population at SEARK College is greater than the percentage of minority populations in our six-county service area. The campus is located in Jefferson County.

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 on the formation of our great democracy. 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.

As with students, we have made great strides in hiring and advancing minorities in faculty positions, especially in leadership areas. This year's numbers reflect an increase in the number of new hires who are minorities.

The President's Cabinet, which represents the administrative leadership of the College, consists of two minorities. The College President is a multi-race male and the Vice President for Academic Affairs is Native American female. There are also ten African-American females and three males who are employed. There was a total of 104 African-Americans employed by the College this past fiscal year. We have implemented new targeted marketing campaigns and have developed a program to be rolled out this fall targeting African-American males for mentoring and other retention measure.



Southern Arkansas University  
Minority Recruitment and Retention Annual Report  
2018-2019

Southern Arkansas University  
100 East University  
Magnolia, Arkansas 71753

**MINORITY RETENTION PLAN**  
**2018-2019**

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**  
**2018-2019 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***

- Action 3.1      Ensure that colleges and departments give appropriate attention to diversity throughout the process to recruit, hire, retain, and support faculty, staff, and administration.
- Action 3.2      Provide professional development and cultural enrichment opportunities that promote the understanding of diversity issues and cultural competence.
- Action 3.3      Recruit, retain, and graduate a diverse student body.
- Action 3.4      Serve as a leader in the region in promoting diversity and inclusion.

### **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.

**Total Minority Students (Summer II 2018 – Summer I 2019)**

<b>Race</b>	<b>Number</b>
Black/African American	1,203
American Indian/Alaska Native	36
Hispanic/Latino	162
Asian	63
Non-Resident Alien	383
Nat Hawaiian/Pacific Islander	8
Multi-Racial	15
Unknown	44

**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%

**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%

### Total Minority Faculty and Staff as of October 2018

<b>Faculty/Staff Title</b>	<b>Number</b>
Administrative Specialist I	4
Administrative Specialist II	7
Administrative Support Super	1
Admissions Counselor	1
Advisor	1
Assistant Basketball Coach	1
Assistant Dean of Students	1
Assistant Football Coach	1
Assistant Professor	14
Assistant Registrar	1
Assistant Track Coach	1
Associate Dean of Students	1
Associate Professor	8
Associate Registrar	1
Bookstore Manager	1
Budget Specialist	1
Counselor	1
Director of Disability Services	1
Director of Student Aid	1
Fiscal Support Analyst	1
Human Resource Specialist	1
Information Systems Analyst	1
Instructor	24
Internal Auditor	1
Maintenance Assistant	4
Nurse Practitioner	1
Professional Academic Advisor	1
Professor	4
Project/Program Administrator	0
Public Safety Officer	1
Research Coordinator	1
Skilled Tradesman	1
Student Accounts Officer	1
Vice-President for Finance	1
<b>Total:</b>	<b>91</b>

### **Full-Time Minority Faculty as of October 2018**

Black/African American	12
American Indian/Alaska Native	0
Hispanic/Latino	1
Asian	14
Non-Resident Alien	1
Nat Hawaiian/Pacific Islander	0
Multi-Racial	0
Unknown	0

### **Adjunct Faculty as of October 2018**

Black/African American	7
American Indian/Alaska Native	0
Hispanic/Latino	3
Asian	8
Non-Resident Alien	0
Nat Hawaiian/Pacific Islander	0
Multi-Racial	0
Unknown	7

### **New Minority Hires**

**2018-2019**

Administrative Specialist I	2
Public Safety Officer	1
Assistant Professor	1
Assistant Basketball Coach	1
Maintenance Assistant	4
Nurse Practitioner	1
Assistant Football Coach	1
Instructor	1
Total:	12

# 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 2018/2019 ACTIVITIES AND EVENTS

### AUGUST 2018

- Diversity Awareness Session for Mulerider Round-Up
- Project Pal Day of Orientation- Rooftop Social
- Informal Greek Step Show for freshmen students
- National Pan-Hellenic Council meeting (NPHC)

### SEPTEMBER 2018

- Black Students Association meeting
- Sexual Assault Awareness Week activities
- NPHC meeting
- Black Students Association meeting
- NPHC meeting
- Facilitated True Colors Seminar
- Black Students Association meeting
- Sister-To-Sister meeting
- Brother-To-Brother
- Gay Straight Alliance (GSA) meeting

### OCTOBER 2018

- NPHC meeting
- Sister-To Sister meeting
- BSA meeting
- GSA meeting
- Facilitated True Colors Seminar
- Black Alumni Reception
- Homecoming Greek Show and After-party
- NPHC meeting
- BSA meeting
- Brother-To-Brother meeting
- Attended Arkansas Black Male Initiative Consortium
- Met with and mentored male juveniles from Arkansas Youth Services

### **NOVEMBER 2018**

- Brother-To-Brother meeting
- NPHC meeting
- Sister-To-Sister meeting
- BSA meeting
- Brother-To-Brother meeting
- NPHC meeting
- BSA meeting
- GSA meeting
- NPHC meeting
- Facilitated True Colors Seminar
- Met with Arkansas Youth Services
- Facilitated an educational leadership day with Today's Youth Tomorrow's Leaders

### **DECEMBER 2018**

- BSA meeting
- NPHC meeting
- GSA meeting

### **JANUARY 2019**

- Columbia County NAACP Annual Freedom Fund Banquet
- Dr. Martin Luther King, Jr. March and Program -featuring Cory Childs
- Brother-To-Brother meeting
- Sister-To-Sister meeting
- Black Student Association Winter Ball
- Sister-To-Sister
- GSA meeting

### **FEBRUARY 2019**

- NPHC meeting
- BSA meeting
- Sister-To-Sister meeting
- BSA Panel Discussion
- NPHC meeting
- BSA meeting
- Brother-To-Brother meeting
- Sister-To-Sister
- GSA meeting
- Facilitated True Colors Seminar

### **MARCH 2019**

- NPHC meeting
- BSA meeting
- GSA meeting
- Sister-To-Sister meeting
- Brother-To-Brother meeting
- True Colors Seminar

### **APRIL 2019**

- Selection and announcement of the Diversity Staff Excellence Award
- Sister-To-Sister meeting
- Selection and announcement of Mary Armwood Faculty Diversity Excellence Award
- NPHC meeting
- Selection and announcement of Wilbur B. Moss Student Organization Diversity Excellence Award
- Genesis Ministry Choir Spring Concert
- Brother-To-Brother meeting
- GSA meeting
- Co-Sponsored The Arkansas Colorful Women Female Leadership Conference
- NPHC meeting

**MAY 2019**

- Speaker for University of Memphis Social Work Graduation Ceremony



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

Three

Physical sciences instructor  
Maintenance/Groundskeeper  
Executive Assistant

- Number of minority full-time faculty, by minority group, who currently work for the institution.  
One, Asian
- Number of minority adjunct faculty, by minority group, who currently work for the institution.  
One, Native American
- Number and position title of minority faculty and staff who began working at the institution in the past year.  
One, Executive Assistant
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.  
Faculty and staff are continually recruited through various media outlets including national searches in higher education publications. Students are actively being recruited by admissions, athletics, and departmental staff. Area high schools

have a small minority population but efforts are continually being made to increase the percentage of minority students.

- 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.

The College's expansion into athletics has allowed the staff of the college to recruit beyond the local area for students. Our academic programs are suited to local workforce needs and baccalaureate transfer. The local population has historically been predominately Caucasian, limiting the opportunities to enroll minorities from the area. With the advent of athletics, students from other areas are interested in enrolling and completing degrees. This widening of interest allows recruiters and admissions staff to visit areas outside the usual service area. Minority students are more prevalent in other areas. The College is hoping to increase minority enrollment by 20% by the end of 2020.

- Include your timeline, budget, and methods used to assess and monitor progress. The 2018-2019 is the benchmark base year. The budget allocates funds for athletic coaches in soccer (2019-2020) and baseball/softball (2020-2021). Further funds are being allocated through private donation to make playing field improvements. Method of assessment toward goal attainment: Using the benchmark base year, did minority student enrollment increase during 2019-2020?

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



**University of Arkansas Cossatot**

**Minority Recruitment and Retention**

**Annual Report, July 2019**

Submitted to: Arkansas Department of Higher Education

By: 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. This coming year, we are still directing much of our recruiting towards the Latino population but strongly targeting a large percentage of the local population – African American. We did increase African American enrollment from 17/18 to 18/19 and are hopeful new initiatives will continue increase our number of African American students. We continue advertising in several local publications that target African American and Latino populations. We have also added a Center for Students Success, which focuses on recruitment and detainment of minority and high-risk populations. Our Director of Institutional Research is working closing with Student Services and retirement 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:**

	<b>Asian</b>	<b>African American</b>	<b>American Indian/Alaskan Native</b>	<b>Hispanic/Latino</b>	<b>Hawaiian/Pacific Islander</b>
Fall 17/Spring 18	.55%	11.18%	4.27%	27.09%	.55%
Fall 18/Spring 19	.28%	12.18%	4.24%	27.45%	.60%

### II. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

UA Cossatot gained 3 full-time minorities this year and lost one. 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:**

	<b>2018 Reporting</b>		<b>2019 Reporting</b>	
<b>American Indian</b>	<ul style="list-style-type: none"> <li>• Division Chair of Allied Health</li> <li>• Director of Human Resources</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>• Division Chair of Allied Health</li> <li>• Director of Human Resources</li> </ul>	<b>2</b>
<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> <li>• Institutional Officer Supervisor</li> <li>• Administrative Specialist I</li> <li>• (2) Academic Advisor</li> <li>• Administrative Specialist III</li> <li>• Institutional Services Assistant</li> </ul>	<b>10</b>	<ul style="list-style-type: none"> <li>• History Instructor</li> <li>• (2) AR Works Career Coaches</li> <li>• Financial Aid Specialist</li> <li>• Institutional Officer Supervisor</li> <li>• Administrative Specialist I</li> <li>• (2) Academic Advisor</li> </ul>	<b>11</b>

			<ul style="list-style-type: none"> <li>• Administrative Specialist III</li> <li>• Marketing Coordinator</li> <li>• Project/Program Specialist</li> </ul>	
<b>Asian</b>	<ul style="list-style-type: none"> <li>• Life Sciences Instructor</li> </ul>	<b>1</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>• Truck Driving Instructor</li> <li>• Cashier</li> </ul>	<b>6</b>
		<b>19</b>		<b>19</b>

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

- From 2018 we lost the single Asian instructor, be retained the Hispanic and African American.

<b>Hispanic</b>	<b>African American</b>	<b>TOTAL:</b>
1	1	2

**Number of minority, part time adjunct faculty who currently work for the institution:**

- We lost a Hispanic, American Indian, and African American instructor moving our total from five during the 17/18 reporting to two for the 18/19 reporting period.

<b>Hispanic</b>	<b>African American</b>	<b>American Indian</b>	<b>TOTAL:</b>
1	2	2	2

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

<b>Hispanic</b>	Administrative Specialist I Marketing Coordinator Project/Program Specialist	<b>3</b>
<b>African American</b>	Cashier	<b>1</b>
		<b>TOTAL: 4</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, which reached this year at 12.18%.
- Native American: Our target is 4% Native American enrollment, which we have attained for at least two years now.

#### **STAFF:**

- While we added four minority positions in we hope to improve our numbers to better mirror the demographics of our communities. .

### **Timeline, Budget Assessment**

#### **TIMELINE:**

- The timeline in judging success of the above efforts ran from July 1, 2018 through June 30, 2019.

#### **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. Until that time, the same targets will be the focus with an adjustment of targets occurring during the new strategic planning phase.

**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:** September 6, 2019

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0 %
Asian Pacific Islander	0	0	0	0 %
Black/Not Hispanic	43	21	64	35.0 %
Hispanic	0	1	1	.5 %
White/Not Hispanic	81	36	117	64.5 %
Total	124	58	182	100 %



**AFFIRMATIVE ACTION REPORT FORM**  
(Act 1226 of 2001)

Act 1226 of 2001 requires each agency, institution, constitutional officer, board or commission to develop and implement a **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... a report to the Legislative Council on June 30th of each year regarding its efforts to achieve its equal employment hiring program.® Colleges and universities already preparing similar reports required by ACA 6-63-103 may submit that document® ... in lieu of the report required under this act.®**

Please complete the form below and return it to the Legislative Council on the required date of June 30<sup>th</sup> , as an attachment to your *Monthly Employment Report* for that period.

**AGENCY NAME AND PAYROLL NUMBER: Phillips Community College/UA - 190**

**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 EMPLOYMENT OPPORTUNITY HIRING PROGRAM:**

Phillips Community College of the University of Arkansas continues to adhere to the equal opportunity and affirmative action policy and procedures as established by its Board of Trustees and Board of Visitors and as outlined in the college's policy manual.

Currently, of the 182 full-time employees at the three PCC/UA campuses, approximately 34.5 percent are African-American, 65 percent Caucasian, and .5 percent Hispanic.

**Dr. G. Keith Pinchback**  
Chancellor

**7/18/2019**  
Date

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

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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

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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 College Personnel Office 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 his/her duties related to EO/AA activities.

### Dissemination of Policy

#### Internal

The EO/AA Policy statement is included in the PCCUA Policy Manual, Employee Handbook, and the College Catalog. All staff members have access to these publications.

The EO/AA 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 EO/AA 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 EO/AA 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 EO/AA clause appears in appropriate college publications.

A statement of PCCUA's commitment to EO/AA 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 College's Personnel Office is designated as responsible for implementing the affirmative action plan for the College and for maintaining the EO/AA program in the areas of faculty, administrative, professional, and classified staff.

#### Staff Responsibilities

The Phillips Community College's Personnel Office 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 EO/AA program policies are being followed by (a) insuring that the respective deans, division chairpersons, and other administrative

- staff understand their 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 EO/AA program efforts and results as well as other criteria; and  
(c) conducting regular discussions with the respective deans, division chairpersons, 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 EO/AA 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 EO/AA 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, 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 Number: 200.03

Subject: Equal Opportunity/Affirmative Action Compliance

Applicable Board Policy: 200

Date Adopted: 12/12

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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.

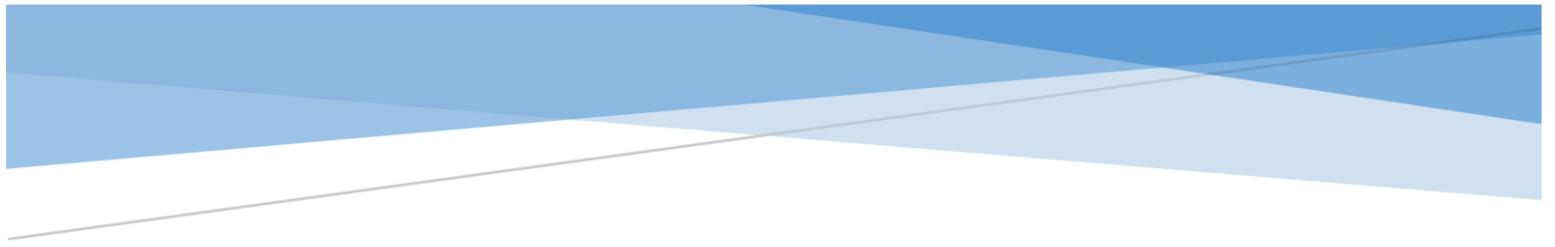
Americans with Disabilities Act of 1990 (ADA) prohibits employers from discriminating against qualified individuals with disabilities in hiring, promotions, discharge, compensation, training and other conditions and benefits of employment.

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.



PHILLIPS COMMUNITY COLLEGE OF THE  
UNIVERSITY OF ARKANSAS

MINORITY RECRUITMENT AND RETENTION  
ANNUAL REPORT  
06/30/2019

Submitted by: Deborah King, Ed.D.

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

Phillips Community College of the University of Arkansas (PCCUA) has been recertified as an Achieving the Dream Leader College. This requires evidence of three consecutive years of academic improvement with our student performance outcomes. Faculty have worked hard to reduce success barriers faced by first generation students and students of color and we provide employability skills, food pantries, career closets, and for those who qualify, we provide child care assistance, and transportation vouchers.

PCCUA has a high minority student enrollment but serves a bi-racial not multicultural student population. Approximately 48% (830) of the students are African-American and about 48% (834) of the student population is white. Slightly more than 2.4% of the student enrollment (42) are classified as other minority, Only 1% (19) are identified as unknown and less than 1% (16) are identified as belonging to two or more races. About 61% of the total Fall enrollment was female and 39% were male. The spring enrollment was about 60% female and 30% male (See Table 1: Minority Student Enrollment).

**Table 1: Minority Student Enrollment**

Student Ethnicity	Fall 2018			Spring 2019			Undup. Fall and Spring Total
	Male	Female	Total	Male	Female	Total	
<b>Race/Ethnicity</b>							
<b>Asian</b>	2	2	4	4	1	5	6
<b>Black</b>	264	439	703	230	359	589	830
<b>Hawaiian/Pacific Islander</b>	0	0	0	1	0	1	1
<b>Hispanic</b>	12	17	29	11	17	28	31
<b>Am Indian</b>	1	3	4	1	3	4	4
<b>White</b>	302	446	748	255	376	631	834
<b>Two or more races</b>	8	6	14	7	5	12	16
<b>UK</b>	9	9	18	5	8	13	19
<b>Total</b>	598	922	1520	514	769	1283	1741

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

PCCUA has a history of retaining qualified minority faculty and staff. However, replacing strong minority professional staff as those leaders retire has been challenging. Recruiting quality minority faculty for college positions has required active planning and engagement. But even with that effort, many younger minority applicants want to locate near urban areas. It is even more difficult to hire minority faculty in disciplines like nursing, science, and math. Faculty in the Division of Allied Health receive \$8,000 added to the base salary, established on the PCCUA Salary Placement Schedule, in order to compete with salaries in the allied health fields. New math and science faculty have been given that same benefit. The PCCUA faculty salaries are slightly lower than other colleges and lower than the public schools. All three campuses are located in communities that have declining populations. Although PCCUA has worked to identify and advance, minority faculty and professional staff, we have not always been successful in accomplishing this outcome. Once a person receives a higher degree, that employee tends to look for positions with better pay or desire to move near more dynamic communities. Therefore, identifying minority employees who are good candidates to advance toward leadership positions is a high priority for the PCCUA diversity efforts. (See Table 2: Minority Faculty and Staff by Race and Gender).

**Table 2: Minority Faculty and Staff by Race and Gender**

<b>Year</b>	<b>Minority Faculty</b>	<b>Total Faculty</b>	<b>Minority Staff</b>	<b>Total Staff</b>	<b>Total</b>
<b>2011-2012</b>	12	73	60	154	227
<b>2012-2013</b>	12	73	56	149	222
<b>2013-2014</b>	11	70	64	145	215
<b>2014-2015</b>	10	68	58	148	216
<b>2015-2016</b>	8	58	55	139	197
<b>2016-2017</b>	9	59	68	140	199
<b>2017-2018</b>	9	60	57	133	193
<b>2018-2019</b>	8	59	55	126	185
Note: Numbers reflect declining enrollment resulting in reduced faculty and staff.					

**III. Number of Minority, by Minority Group, of Full Time Faculty Who Currently Work for the Institution**

PCCUA has eight minority faculty, roughly 13.5% (8/59). Forty-four percent of the staff are minority (55/126). The total minority work population is 34% (63/185). (See Table 3: Full Time Faculty and Staff by Minority Status).

**Table 3: Full Time Faculty and Staff by Minority Status**

Year	Minority Faculty	Minority Staff
2014-15	10	58
2015-16	8	55
2016-17	9	68
2017-18	9	57
2018-19	8	55

**IV. Number of Minority Adjunct Faculty and Staff Who Began Working at the Institution in the Past Year.**

PCCUA has very few adjunct faculty. The PCCUA faculty usually want to teach an extra course and it is difficult to find adjunct faculty from the rural communities served by PCCUA. No new minority adjunct faculty were hired this year.

**Table 4: Adjunct Faculty and Staff Working in the 2018-19 Academic Year**

Adjunct	Male	Female
African-American	1	3
White	7	20

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

Thirteen new employees were hired during the 2018-19 academic year. Seven of these new employees were white and six were African-American. Additionally, nine were female and four were male.

**Table 5: New Minority Faculty and Staff by Gender and Position**

Position	Ethnicity		Gender	
	African-American	White	Male	Female
Faculty-instructor	0	3	0	3
Clinical Instructor	0	0	0	0
Professional Staff	1	2	1	2
Classified Staff	5	2	3	4
<b>Total</b>	6	7	4	9

Note: There are no other ethnic groups represented for the new hire population.

**Minority Instructors (PCCUA Uses No Ranks or Titles)**

None

**Minority Professional Staff Position Titles**

Gear Up Community Outreach Coordinator

**Minority Classified Staff Position Titles**

4 Custodial Workers

Library Tech

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

Goals and Objectives

PCCUA has five goals related to minority recruitment, retention, and program completion of students, faculty, and staff.

1: PCCUA has improved the retention of students with a specific emphasis on minority retention. The College has mandatory orientation for all new and returning students. The orientation is designed to introduce students to college expectations and the multiple resources available to students to increase success opportunities. The returning student orientation focuses on program completions needs, transfer, career and employability information. The investment made at student entry increases students likelihood of understanding about “belonging” in college. Faculty professional development has focused on an effort to increase understanding of students and diversity perspectives, the College has begun a series of Culturally Responsive Teaching activities. Overall, institutional enrollment trends reflect declining enrollment and the number of minority faculty and staff has declined much like the non-minority faculty and staff. (See Table 6: Enrollment by Headcount and FTE).

2: PCCUA has improved retention and completion. However, it must increase minority recruitment. The College has implemented a vast number of support strategies. College data indicates that there is no one strategy which helps all students but having much multiple supports available increases the opportunity for students to select a service which is needed. It also improves the students learning and living environment.

3: PCCUA must continue to increase the number of minorities among the faculty, staff, and students. Hiring African-American faculty and professional staff is challenging but the College is committed to making this happen. In that effort, the Executive Council, added two minority representative to this decision making team. The practice of rehiring an African-American with another African American, when possible, and searching specifically for more minority faculty is important to our student population and to the operation of the College. PCCUA actively recruits qualified African-American applicants for new positions.

4: PCCUA continues to review recruitment and retention efforts. However, the emphasis this year must be on recruitment. It has been difficult to reach nontraditional populations. We do know that population is not well served. The College is in the process of working with the public schools and the College Adult Education program to promote more non-traditional entry into PCCUA.

5: PCCUA seeks qualified applicants for review to increase the opportunities of appointing a minority to the PCCUA Board of Visitors when a position becomes available. The PCCUA Board of Visitors (BOV) recently appointed an African-American male as Vice Chair to the Board. The twelve member BOV has four African-American members. In addition, five of the BOV members are female. The college uses every avenue available to seek qualified minority applicants to the BOV. Providing opportunities for leadership development within the organization is most helpful. The BOV supports the College's effort for the professional development of the faculty and staff in an desire to identify future leaders and make sure that those leaders acquire skills needed to advance.



**Table 6: Enrollment by Headcount and FTE**

<b>Year</b>	<b>Headcount (unduplicated)</b>	<b>FTE</b>
<b>2014-15</b>	2281	1971
<b>2015-16</b>	2136	1884
<b>2016-17</b>	2220	1979
<b>2017-18</b>	2146	1880
<b>2018-19</b>	1930	1830
<b>Term</b>		
<b>Fall 2015</b>	1661	913
<b>Fall 2016</b>	1747	981
<b>Fall 2017</b>	1636	912
<b>Fall 2018</b>	1520	891

**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.**

The PCCUA mandatory orientation for all new and returning students has been reorganized. This is a new strategy which PCCUA is connecting to degree completion. We have also implemented Start to Finish in an effort to encourage full time enrollment and certificate and degree completion. Additionally, PCCUA has become more vocationally oriented. The College has implemented several new programs such as truck driving, expanded welding offerings, construction technology, cyber security and the training is short term and all offer opportunities for jobs which are high demand and high wage. The emphasis of students registering for college is on training and education experiences which lead to employment. As previously mentioned, students are interested in short programs which prepare them for high paying salaries.

**VIII. Include your timeline, budget, and methods used to assess and monitor progress. Timeline for Work**

Strategy/Activity	Date	Designated Area	Implementation	General Estimated Costs
<b>Focused Advising</b>				
Advising, placement, mentoring	Ongoing	Developmental Education Faculty	As students register, advising ongoing	\$ 81,050.00
<b>Academic Intervention</b>				
Require early assessment of student learning by faculty (third week). Implement PREP for Next Gen Accuplacer for students not ready for college level course work. Require faculty to inform students of their academic status by the third week of classes. Ensure that faculty refers students for tutoring if the student is not succeeding or assuming the responsibility for student tutoring.	In Progress	Deans/Chairs, VC for Instruction, VC for Student Services, Advisors, Faculty	Ongoing	\$ 15,000.00
<b>Increase Research Capacity</b>				
Continue to train faculty for data analysis to increase research capacity.	Ongoing	Deans, VC for Instruction, faculty. DIR	Ongoing	\$ 10,000.00
<b>Mandatory Orientation</b>				
Orientation, training, supplies	8/15-16/12	Orientation and Student Success Team	Each fall, all new and returning students	\$ 25,000.00
<b>Faculty Engagement</b>				
Purdue IMPACT Strategies (4 to be implemented)	8/29 Training Will train 25 faculty	Faculty	Fall and Spring 2019-20	\$ 22,000.00
<b>Culturally Responsive Teaching (CRT)/Training</b>				

Training, discussions, other activities	10/12 Spring TBA	Discussion Facilitators All employees		\$ 10,000.00
<b>Food Pantry and Career Closet</b>				
Food Pantry and Career Closet supplies are supported by grants	8/19	All Employees	Student Success and Food Pantry Committees	\$ 25,000.00
<b>Existing Strategies</b>				
Individual Career Plan (ICP); Career Coaching, Virtual Career Canter, Intentional Advising, Tutoring Learning- Labs, Orientation, Food Pantry, Career Closets	Ongoing	All Campuses	Advisors, DIR, SSS, Food Pantry Committee	\$ 19,600.00
<b>Materials and Supplies</b>				
CCSSEE and CCFESSE and other survey related work sessions (Fall 2020). The administration of this done every other year.	Fall 2019	All Campuses	Student Success and Institutional Effectiveness Center	\$ 10,000.00
<b>Estimated Total Cost</b>				\$217,650.00

The Vice Chancellor for Instruction and the Vice Chancellor for Student Services work closely together to assess the Minority Recruitment and Retention Plan. The Faculty Senate is also actively involved with reviewing if the recruitment and retention of minority faculty and students is effective. This year the Chancellor established a Diversity Committee and this group will be examining the minority recruitment and retention goals and measure progress toward accomplishing those goals. In addition, the Diversity Committee will lead faculty discussions and trainings to support student engagement in diversity topics and activities. Further, four PCCUA initiatives focus on student success a very important part of retention efforts. The leaders involved with Career Pathways, Achieving the

Dream, and Carl Perkins are attentive to the minority student recruitment and retention goals, and the recruitment and retention of minority students.

**IX. Other Recruitment and Retention Information**

**Diversity in Leadership**

Both the University of Arkansas Board of Trustees and the PCCUA Board of Visitors has the same number of minority representatives on its Board as it had last year. This year the Chair of the Board of Visitors resigned, the Vice Chair became the Chair and an African-American male has become the Vice Chair.

**Table 7: Governing Board Minority Representation**

<b>Governing Boards</b>	<b>Total Board</b>	<b>Minority Representation</b>
U of A Board of Trustees	10	1 African-American male, 1 white female
PCCUA Board of Visitors	12	2 African-American males, 2 African-American females, 3 white females, two vacant positions

**Diversity Committee**

Chancellor Keith Pinchback established a Diversity Committee composed of seven people. This Committee has just begun work to promote diversity and develop a welcoming and inclusive climate at the College. In addition, that group has been charged with identifying ways to educate the campus and community about diversity issues in an effort to promote a more inclusive and culturally responsive environment.

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

**Department / Agency / Institution Name:** UA-Pulaski Technical College

**Contact Name:** Britni Elder

**Contact Phone:** 501-812-2724

**Contact Email:** belder@uaptc.edu

**Date of Submission:** 10/15/2019

**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 or Alaska Native</b>	2	1	3	0.48%
<b>Asian or Pacific Islander</b>	2	5	7	1.12%
<b>Black or African American</b>	96	36	132	21.19%
<b>Hispanics of any race</b>	4	6	10	1.61%
<b>Race and Ethnicity unknown</b>	7	6	14	2.25%
<b>Two or more races</b>	4	1	5	0.80%
<b>White</b>	251	201	452	72.55%
<b>Total</b>	367	256	623	100.00%

## Non-Discrimination and Equal Opportunity Provisions

UA-PTC ensures that the following laws and regulations will be carried out as they pertain to students, employees, applicants for employment, and other interested parties:

- **Title VI of the Civil Rights Act of 1964**, as amended, which prohibits discrimination on the basis of race, color, and national origin;
- **Title IX of the Education Amendments of 1972**, as amended, which prohibits discrimination on the basis of sex in education programs;
- **Section 504 of the Rehabilitation Act of 1973**, as amended, which prohibits discrimination against qualified individuals with disabilities;
- **The Age Discrimination Act of 1975**, as amended, which prohibits discrimination on the basis of age;
- **Title II of the Americans with Disabilities Act of 1990**; and  
**Uniform Services Employment & Reemployment Rights Act**

Questions regarding UA-PTC's efforts to comply with its responsibilities under these laws should contact the Director of Human Resources or the Dean of Student Affairs.

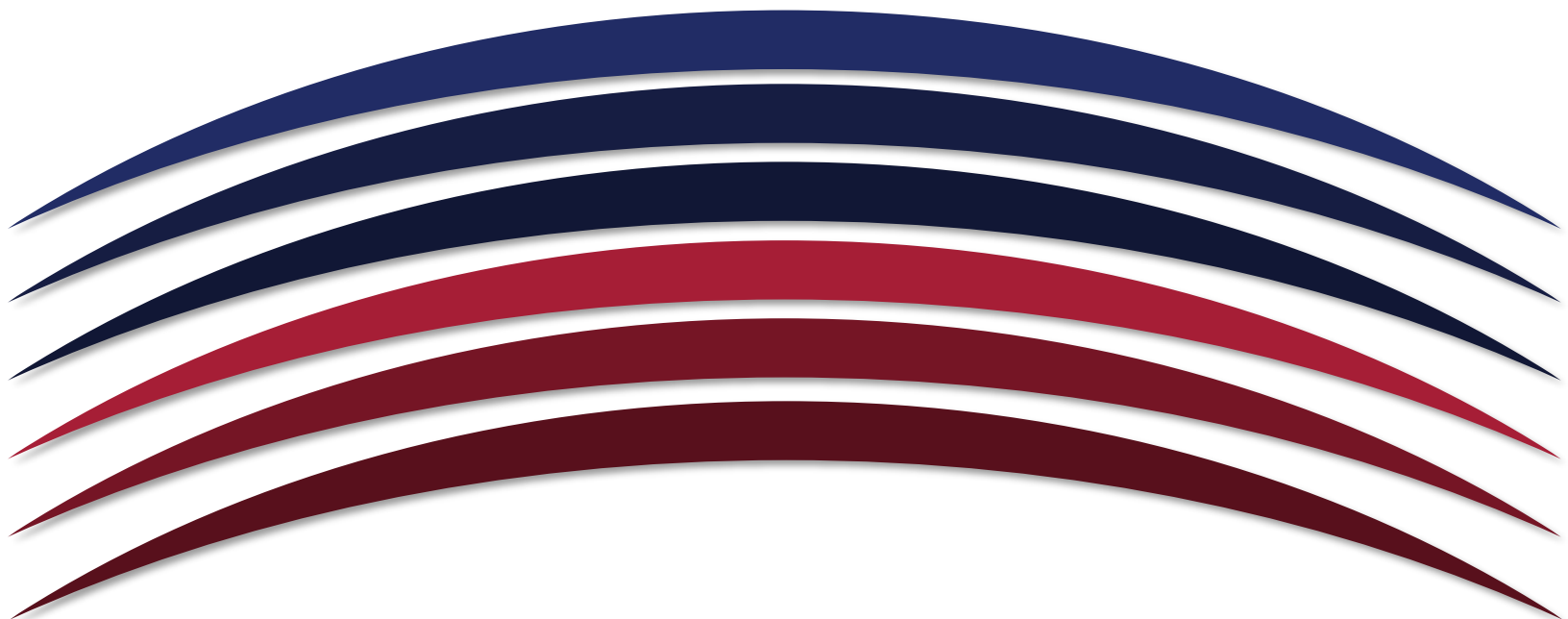


UNIVERSITY OF ARKANSAS  
PULASKI TECH

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2018-2019  
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 Provost (for faculty retention), the Director of Human Resources (for staff retention and recruitment), and the Director of Public Relations and Marketing (for all UA-PTC marketing and publications). The Office of Human Resources will prepare plan updates and annual reports on the plan's progress.

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## Minority Student Enrollment

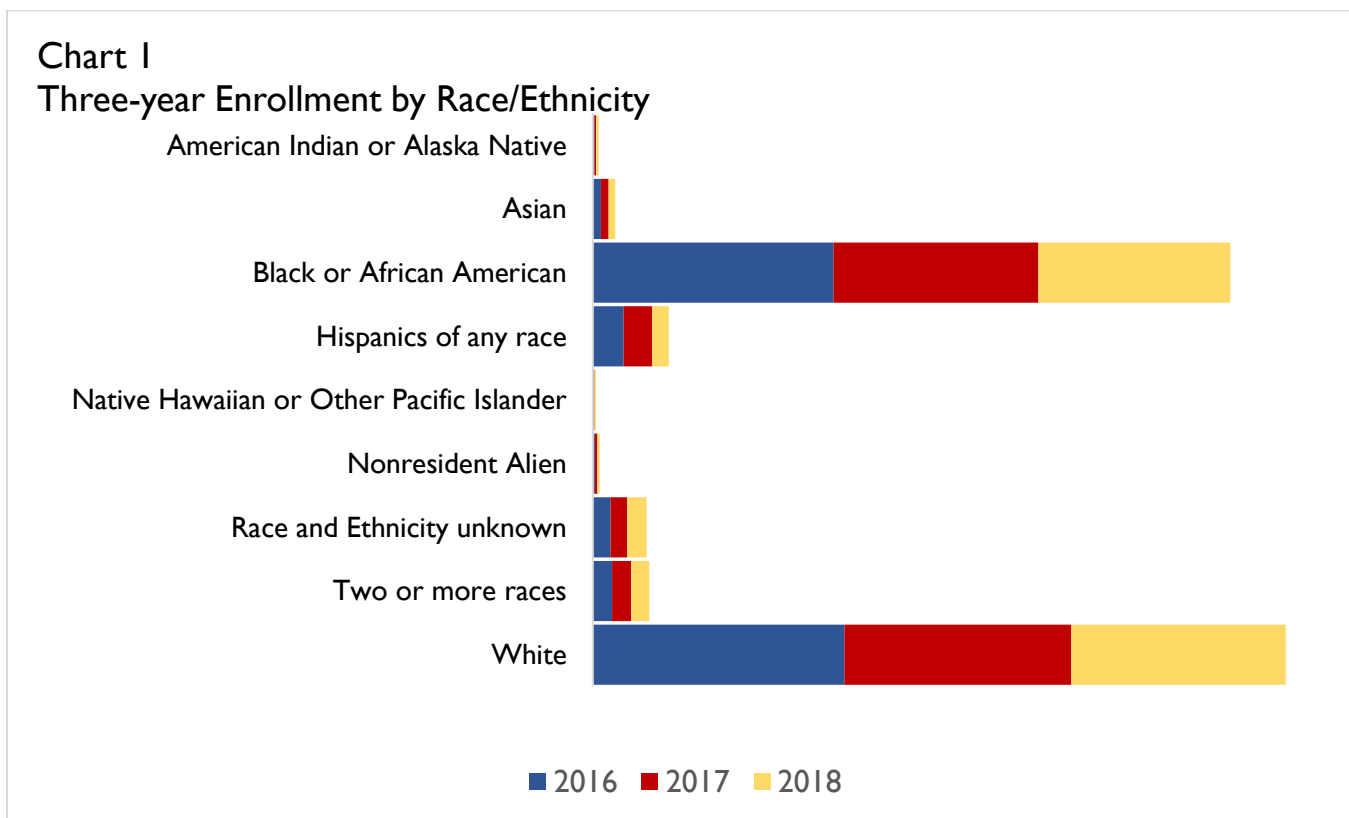
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UA-PTC experiences high volume in minority admission applications and subsequent enrollment. Black or African American students continue to comprise the largest minority racial/ethnic demographic among applications for admission and enrollment.

### Student Data Analysis

UA-PTC's student race and ethnicity enrollment numbers are comprised of an unduplicated headcount for all students who took courses during a reporting year beginning July 1 and ending June 30.

For reporting year 2018, UA-PTC experienced a .24 percent increase in enrollment for American Indian or Alaska Native students over the 2017 reporting year. Additionally, the number of Black or African American students also increased for reporting year 2018 over 2017 by .22 percent. Enrollment for three years by race/ethnicity is located at Chart I.

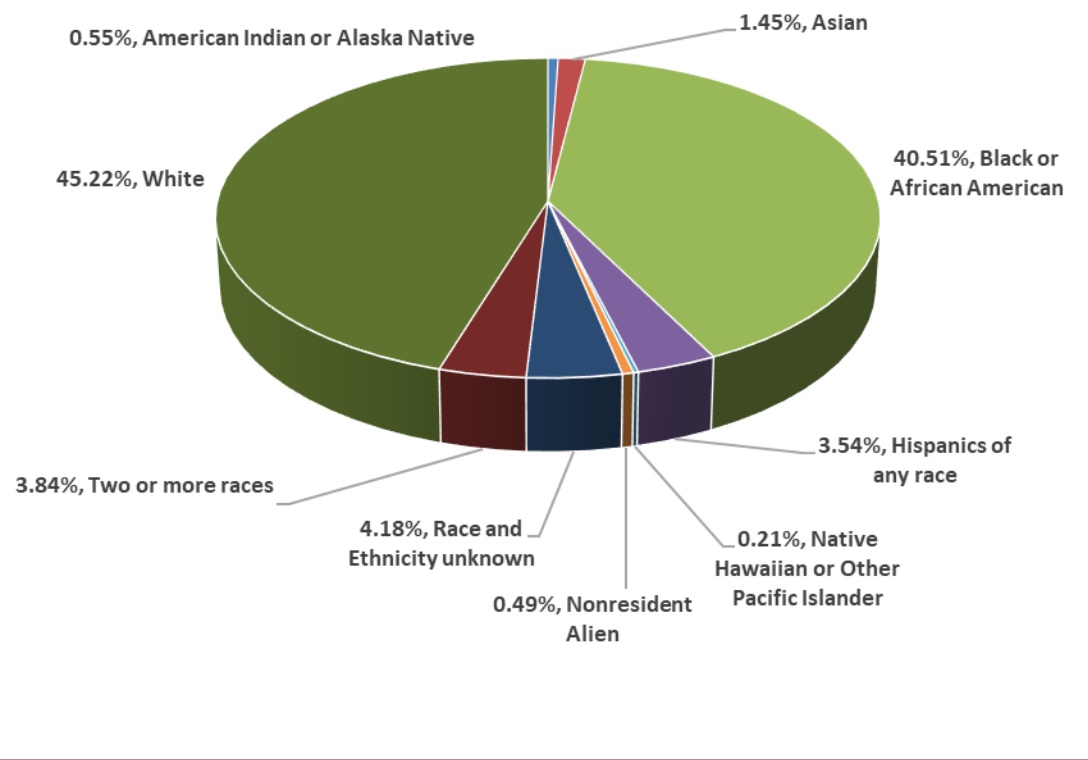


The total unduplicated enrollment for the reporting year 2018 was 7,507. This number represents a 6.7 percent decrease in enrollment from the reporting year 2017. In the 2018 reporting year, minority students made up 54.7 percent of the student body, compared to 55.3 percent the previous year. In Table 1 and Chart 2 the 2018 student population is broken out by race/ethnicity.

**Table 1  
2018 Student Enrollment**

Race and Ethnicity	Headcount	Percentage of Total Population
American Indian or Alaska Native	41	.55%
Asian	109	1.45%
Black or African American	3,041	40.51%
Hispanics of any race	266	3.54%
Native Hawaiian or Other Pacific Islander	16	0.21%
Nonresident Alien	37	0.49%
Race and Ethnicity unknown	122	1.63%
Two or more races	480	6.39%
White	3,395	45.22%

**CHART 2  
2018 STUDENT ENROLLMENT**



## 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.

*Status Report:* The College continues to market itself in many minority venues, including media markets with high Black or African-American demographics. See the budget section of this report for actual expenditures.

### **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. Admissions and enrollment staff will collaborate with other college staff and programs to enhance student recruitment and retention. As a comprehensive strategy, such professional support benefits the entire campus community as well as the growing minority student population.

*Indicators of Effectiveness:* The College will continue to monitor demographic data of applicants, students who follow through with enrollment and the general service area populations. Again, UA-PTC expects to maintain or increase minority application and enrollment at rates higher than the general population. When applicable, the College will survey to evaluate the effectiveness of such services

*Timeline:* Ongoing.

*Status Report:* Black or African American students continue to be the largest racial/ethnic group among applications for admissions and enrollment at UA-PTC.

### **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. Toward that end, UA-PTC will continue to take the following actions:

(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 now requires all first-time entering and transfer, degree seeking students to attend an advising appointment prior to enrollment.

(b) *College Studies Courses*: In previous years, College Pathways has been required of all degree-seeking students whose test scores require them to take two or more developmental (remedial) courses at UA-PTC. College Pathway is now required of all first-time entering, degree-seeking students regardless of developmental needs. Students may take the course of their choice based on their degree plan.

(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 2019-2020 goal of this program is to begin work on the identified action items of the Fall 2019 Priority One Task Force with the intention of impacting the strength of the UA-PTC First Year Experience program by Academic Year 2020. 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.

*Strategies*: UA-PTC will continue to expand and market services that support new student success. The College will also place degree-seeking students into College Pathway. 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:* The new student programs currently tracks demographics and student evaluations to monitor program effectiveness. Additional assessment methods are being developed to track all orientation participants through College Pathway and beyond.

*Status Report:* New student advisement is now required for all first time entering freshman and transfer students that are degree-seeking. As a part of the new student process, students are required to schedule an appointment with the advising department.

**Goal 4: UA-PTC will maintain student counseling and academic advising services to aid in the retention of students.**

Another important factor in minority student retention is student selection of the appropriate courses and programs in relation to their interests and educational preparation. Toward that end, UA-PTC has taken or will take the following actions:

Courses and programs in relation to their interests and educational preparation. Toward that end, UA-PTC has taken or will take the following actions:

(a) *Placement Testing:* UA-PTC has a comprehensive placement testing program that enables the College to place students in the appropriate level of courses based upon their educational preparation. In accordance with Arkansas law, all students enrolling in college-level mathematics or English will be tested for placement purposes. Students failing to achieve designated scores on the various components of the ACT or ACCUPLACER tests will be required to complete developmental education courses with a passing grade. Placement testing is offered at both main campus and the Little Rock-South site.

(b) *Developmental Education:* UA-PTC has a comprehensive developmental (remedial) education program in reading, math, and writing that is designed to assist students in preparing for success in college-level courses. Last year the college had adopted co-requisite classes to provide appropriate support for students as they complete college-level courses along with their developmental course work.

(c) *Career Services:* UA-PTC continues to offer career exploration to students through the Academic Advising 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. Employment readiness workshops are periodically offered to assist students with résumé writing, interview skills, and other aspects of the job search. Students needing assistance with job placement may also visit the Goodwill Industries Office located on the NLR Campus.

(d) *Academic Advising:* UA-PTC currently provides academic advising to all students through a newly launched case-management hybrid advising model. New students are seen by staff Academic Advisors to assist with degree planning and course selection and to provide appropriate tools and guidance to promote academic and career success. Academic advising is available to continuing/current students both through staff advisors and faculty

advisor. Current students are given a case-management advisor and encourage to develop an association to increase student academic and campus engagement and encourage program completion.

(e) *Single Parent Program*: UA-PTC has established a Single Parent Mentoring Program that benefits many minority students. The program provides UA-PTC staff and faculty members (on a volunteer basis) to serve as mentors for single parents who are enrolled at UA-PTC.

(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.

(g) *Career Pathways*: The Career Pathways Initiative at UA-PTC is a federal TANF 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. Participants have access to a computer lab for doing homework and improving computer skills. 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.

(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%).

*Strategies:* 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.

*Status Report:* With partnerships with four the local public school districts, efforts regarding increasing STEM awareness at the middle and high school level will continue. Additionally, staff and faculty trainings will be conducted to increase STEM awareness and support for students of color on campus.

### **Goal 5: UA-PTC will support the development of student life programs.**

Even though UA-PTC is a commuter 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 coordinates the Student Government Association (SGA).

*Strategies:* UA-PTC will continue to offer college-sponsored events and involve the student community in planning, leadership, and implementation.

*Indicators of Effectiveness:* While it is difficult to get exact headcounts at open campus events, participation appears to be on target with college goals. Among student organizations, including SGA, participation statistics and committee minutes are easier to assess for access and effectiveness. The College will continue to monitor such efforts and assist where applicable according to College policies.

*Timeline:* Ongoing.

*Status Report:* The Associate Dean of Students coordinated student involvement in 30 events in the academic year 2018-2019. Many of these events were co-sponsored with other departments on campus



or with the Cultural Diversity Committee. Events were held at both the Main and Little Rock South campuses.

The Associate Dean of Students Office currently lists 11 (eleven) 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 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.

*Building Cultural Connections* – Building Cultural Connection encourage 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 Public Relations and Marketing 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 provided several volunteer hours for events sponsored by the Cultural Diversity Committee, including the Martin Luther King Day celebration and Black History banquet.

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.**

Under the College's new shared governance structure, cultural diversity activities are now planned through a collaborative effort between the Cultural Diversity and Community Involvement Committee, Valuing Stakeholders Council, and the Charts Programming Advisory Board. The intended audience is for students and community stakeholders.

*Strategies:* 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 on the Charts Programming Advisory Board.

*Indicators of Effectiveness:* Participation statistics and committee meeting minutes are kept.

*Timeline:* Ongoing.

*Status Report:* The Cultural Diversity and Community Involvement Committee has 14 faculty and staff members and one student member in the academic year 2018-2019. Event descriptions and statistics are listed below:

- Take Me to the River NOLA Tour Video Viewing, Q&A and Live Event. Viewing of the film with a Q &A session with members of Take Me to The River Live was free and open to the public. All three events were held on October 22, 2018 and celebrated New Orleans culture and the cross-cultural influence of New Live Event Tickets were \$10 for students. Standing Room \$30. Reserved seats ranged from \$65 to \$110.
- Fine Arts Association hosted the Crystal Bridges Museum of American Art Day Trip on November 16, 2018. Thirty students viewed the collection, grounds, and the special exhibit by Amy Sherald, which highlights everyday African Americans who the artist meets in daily life.
- *Women of a New Tribe*, was on display in the UA-PTC Wingate Gallery from January 14, 2019 to February 23, 2019. The exhibit featured a photographic study of the physical and spiritual beauty of the black American women we see around us every day. This event was free and open to the public.
- *The Creative Mind*, was on display in the UA-PTC Charts Lobby from January 14, 2019 to April 1, 2019. This traveling exhibit celebrates the contributions of African Americans to medicine, mathematics, engineers, and all branches of science. This exhibit was free and open to the public.
- UA-PTC kicked off Black History Month with *Epiphany-The Glow: The Hopes and Dreams of a Rhymers* on February 19, 2019. The artist, Big Piph, through songs, stories, and visuals presented the audience with an opportunity to “shake up the universe”. Audience participation was encouraged. The event was free and open to the public.
- Black History Month was celebrated with *Shaun Boothe: The Unauthorized Biography Series* on February 27, 2019. The Unauthorized Biography Series is a musical project that celebrates the world’s greatest cultural icons through biographical hip hop songs. Each chapter of the series captures the legacy of a positive and influential iconic figure in a documentary-style music video. This event was free and open to the public.
- UA-PTC hosted the civil rights play, “*Turning Fifteen on the Road to Freedom*” and a civil rights panel discussion in honor of Black History Month on February 23, 2019. Panelist included Lynda Blackmon Lowery (civil rights leader and activist), Dr. Cybil Shepherd and the cast of “*Turning Fifteen on the Road to Freedom*”. This event was free and open to the public.

- UA-PTC STEM Success hosted Project Lead the Way Campers June 3 -14, 2019. This outreach program was designed to reach underrepresented students in STEM fields. The camp was open to area middle school and high school students and was free for all 38 participants.
- *Anne Frank – A Private Photo Album* and *Anne Frank: A History for Today*, was exhibited at the Wingate Gallery and the Charts Lobby May 17, 2019 to June 29, 2019. The opening night program and reception was held on May 17, 2019 and included a screening of the 28-minute film *The Short Life of Anne Frank* in the Charts Theater. Following the screening speaker Dieter “Dan” Lewis, Holocaust Survivor and United States Korean and Vietnam War Veteran spoke about World War II and his experiences during the Holocaust.

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## Minority Faculty and Staff

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UA-PTC employees on the college payroll as of November 1, 2018 totaled 575 individuals. Minority employees made up 29% of the total population (including part-time employees). The College had a 6.1 percent increase in full-time Black/African-American staff as well as a 0.13 percent increase in full-time staff that are Hispanics of any race. UA-PTC experienced a 4.6 percent decrease in full-time Black/African-American faculty but an increased full-time faculty population of Hispanics of any race by 2.07 percent. The College had an 11.5 percent increase in Black/African-American adjunct faculty over last year but experienced a .09 percent decrease in Hispanics of any race in the same job classification. New employees are defined as an employee who began between July 1, 2018 and June 30, 2019. Of the 138 full-time and part-time faculty and staff hired during the reporting period, 28.9 percent are of a minority race or ethnicity.

### Faculty and Staff Data Analysis

In accordance with the ACT 1091 of 1999 and the Arkansas Department of Higher Education (ADHE), the following data (Tables 2-7 and Chart 3) provide listings of position titles and race/ethnicity held by minority UA-PTC employees.

Table 2 Full-Time Faculty by Race/Ethnicity	
American Indian or Alaska Native	0
Asian	3
Black or African American	13
Hispanics of any race	3
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	0
Race and Ethnicity unknown	0
Two or more races	0

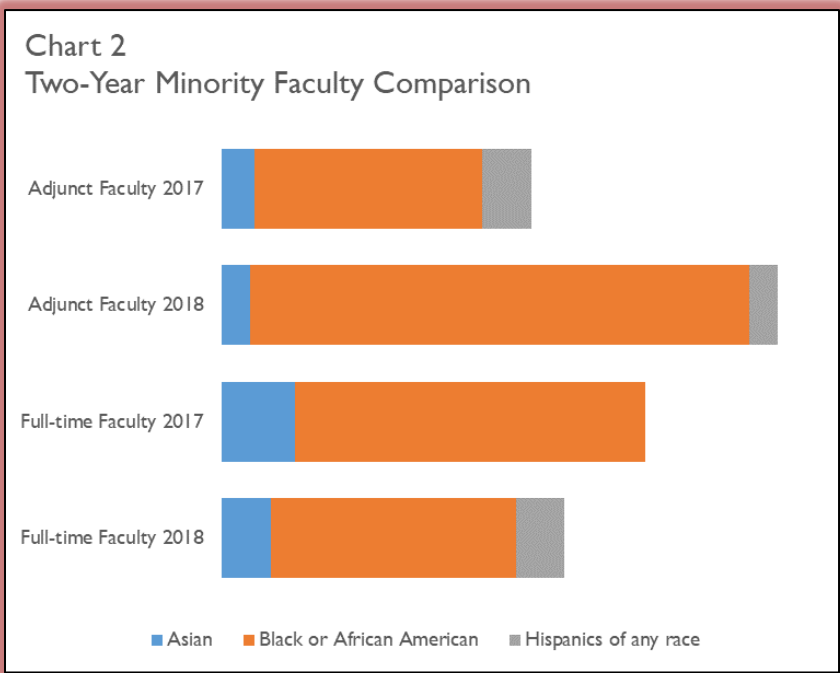
Table 3 Adjunct Faculty by Race/Ethnicity	
American Indian or Alaska Native	0
Asian	2
Black or African American	23
Hispanics of any race	2
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	0
Race and Ethnicity unknown	0
Two or more races	0

**Table 4**  
**Full-Time Staff by Race/Ethnicity**

American Indian or Alaska Native	0
Asian	0
Black or African American	65
Hispanics of any race	6
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	0
Race and Ethnicity unknown	0
Two or more races	3

**Table 5**  
**New Employees by Race/Ethnicity**

American Indian or Alaska Native	2
Asian	2
Black or African American	32
Hispanics of any race	1
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	2
Race and Ethnicity unknown	2
Two or more races	0



**Table 6: Total Minority Faculty and Staff by Position**

<b>Title</b>	<b>Number of employees</b>
Academic Advisor	5
Accounting Coordinator	1
Administrative Grants & Contracts Specialist	1
Administrative Specialist II	6
Administrative Specialist III	5
Assistant Director of VUB	1
Assistant Registrar	1
Associate Director of Advising	1
Associate Librarian	1
Career Coach Provisional	4
Catering and Event Coordinator	1
Chief Manager of Risk Management	1
Child Care Technician	1
Coordinator/Learning Assistance Center	1
Coordinator/Mailing and Shipping	1
Coordinator/ Student Recruitment	1
Counselor	3
Day Care Teacher	3
Director of Admissions	1
Director of Evening & Special Programs	1
Director of Student Accounts	1
Extra Help	2
Faculty: Full-time	19
Faculty: Part-time	26
Division Dean	3
Department Chair	1
Fiscal Support Specialist	1
Food Preparation Manager	1
Inventory Control Specialist	1
Landscape Supervisor	1
Library Technician	2
Mail & Shipping Assistant	1
Maintenance Specialist	1
Project Specialist	1
Project/Program Director	4
Project/Program Manager	8
Public Safety Officer I	2
Skilled Tradesman	2
STEM Success Coach	4
Student Services Representative	2
Testing Coordinator	1
<b>Totals</b>	<b>124</b>

**Table 7  
Minority Faculty and Staff by Position - New Hires Only**

Academic Advisor	1
Administrative Specialist II	2
Administrative Specialist III	3
Counselor	1
Culinary Camp	3
Dean Math, Natural Sciences, & Allied Health	1
Director of Admissions	1
Director of Human Resources	1
Director of Nursing Instruction	1
Early College	1
Education Specialist	1
Extra Help	6
Faculty	10
Financial Aid Advisor	1
Food Preparation Manager	1
Mail and Shipping Coordinator	1
Paraprofessional Snap E&T Coordinator	1
Recruitment Coordinator	1
Registrar	1
Skilled Tradesman	1
STEM Success Coach	1
Totals	40

Institutional Goals and Objectives for Minority Faculty Recruitment and Retention

**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.**

The Office of Human Resources at UA-PTC actively recruits full-time and part-time faculty positions in conjunction with the academic divisions of the College. The office accepts applications for employment without regard to race, color, creed, religion, sex, age, national origin, or disability of qualified handicapped individuals. The Office of Human Resources also makes arrangements to seat interview committees whose membership is made up of a diverse and neutral cross-section of the campus community.

*Strategies:* UA-PTC will continue to support a fair and professional human resources process for recruiting and hiring full-time and adjunct faculty members.

*Indicators of Effectiveness:* The College maintains demographic data on employees of UA-PTC and monitors trends in hiring.

*Timeline:* Ongoing.



*Status Report:* UA-PTC has experienced an overall faculty increase in Hispanics of any race as well as Black/African-Americans since the last report. In addition, the College has had an increase in full-time staff of the minority races Black/African-American (6.1%), Hispanics of any race (0.33%), and Two or more races (1.5%).

**Goal 2: UA-PTC will provide opportunities for professional development of its faculty.**

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.

*Strategies:* 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, 187 attended professional development activities funded by PTC’s Center for Teaching Excellence in academic year 2018-2019. This data is located at Tables 8 and 9.

<b>Table 8 FY 2018-2019 Session Participants</b>			
<b>Faculty</b>	<b>Full-time</b>	<b>Part-Time</b>	<b>Total</b>
Certificate	135	67	202
Meeting	245	69	314
Service	76	3	79
Instructor	1180	129	193
Online	119	74	793
Webinar	16	1	17
<b>Total</b>	<b>1771</b>	<b>343</b>	<b>2114</b>

329 Individual Faculty Participated  
 187 FT Faculty  
 142 PT Faculty

<b>Table 9 FY 2018-2019 Conference Participants:</b>	
Society of Nematologist (SON) Annual Meeting (Albuquerque)	1
HLC Annual Conference (Chicago)	1

### **Goal 3: UA-PTC will foster opportunities for advancement among its faculty.**

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 those who were part-time employees for UA-PTC during the reporting period of July 1, 2017 and June 30, 2018, who were then moved to full-time status during the reporting period of July 1, 2018 and June 30, 2019 total 30. Minority faculty and staff represent 2.3 percent of those who were promoted.

### **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 three 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 and Community Involvement 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.

## Institutional Goals and Objectives for Minority Staff Recruitment and Retention

The goals for minority staff recruitment and retention are similar to the faculty goals listed above.

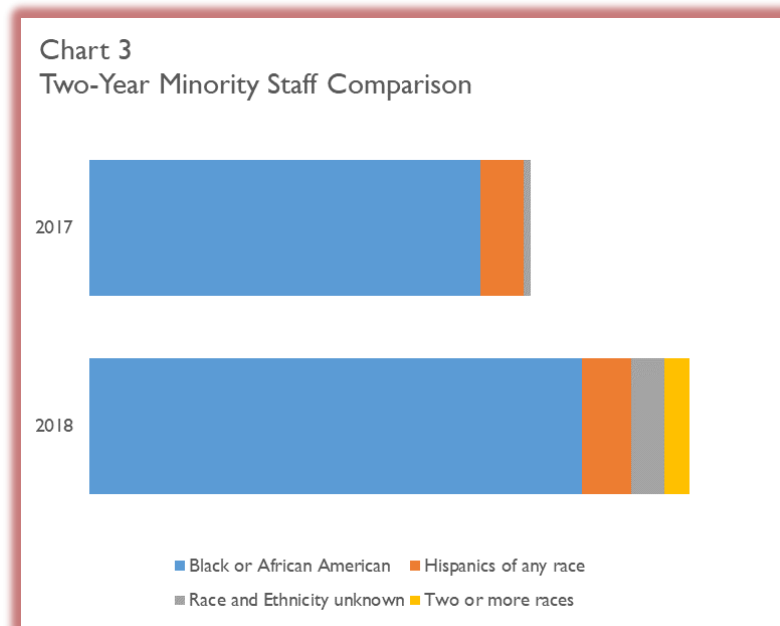
**Goal 1: UA-PTC will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance of personnel records.**

*Strategies:* UA-PTC will continue to support a fair and professional human resources process for recruiting and hiring staff.

*Indicators of Effectiveness:* The College maintains demographic data on employees of UA-PTC and monitors trends in hiring.

*Timeline:* Ongoing.

*Status Report:* The staff at UA-PTC remains the most diverse employment category on campus. The College had a 6.1 percent increase in full-time Black/African-American staff as well as a 0.13 percent increase in full-time staff that are Hispanics of any race. The increase in diversity is depicted below on Chart 3.



**Goal 2: UA-PTC will provide opportunities for professional development of its staff.**

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.

*Strategies:* 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 2018-2019, 315 staff members participated in a variety of professional development offerings by our UA-PTC Professional Development Institute. This data is detailed in Tables 10 and 11.

<b>Table 10 FY 2018-2019 Conference Participants</b>	
APC Conference and Activities	15
NACADA Region 7 Conference (San Antonio)	1
HLC Conference (Chicago)	2

<b>Table 11 FY 2018-2019 Session Participants</b>			
<b>Staff</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>
Certificate	192	35	227
Conference	16	0	16
Meeting	115	0	115
Service	12	0	12
Instructor	698	47	745
Online	279	88	367
Webinar	95	47	142
<b>Total</b>	<b>1407</b>	<b>217</b>	<b>1624</b>

315 Individual Staff Members Participated  
 253 FT Staff  
 62 PT Staff

**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 those who were part-time employees for UA-PTC during the reporting period of July 1, 2017 and June 30, 2018 and were then moved to full-time employees for UA-PTC during the reporting period of July 1, 2018 and June 30, 2019 total 30 with minority faculty and staff equaling 2.3 percent of those who were promoted.

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## **Institutional Strategy for Minority Student and Staff Recruitment**

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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 last year 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 the last reporting year, the racial composition of UA-PTC's student body was made up of students who are 54.7 percent minority race or ethnicity. In addition, the College as seen an increase in number of applications for Fall 2019.

UA-PTC's 2019 budgeting process approved an additional admissions recruiter position beginning the 2019-2020 academic year. The College continues its partnership with Goodwill Industries of Arkansas and provides them office space in the Campus Center Building to assist our current and future students with obtaining needed social services. We are also working with them on their project to open a Charter School in Little Rock, and their job placement initiatives.

The College has also formed partnerships with the Workforce Alliance for Growth in the Economy, The Church at Rock Creek, multiple Adult Education Programs and several school districts in the surrounding counties to provide educational and 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 2018, 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 budget. In the fiscal year 2018, the budgeted amount totals over \$370,000.

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**  
**Minority Recruitment & Retention 2019 Annual Report**

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 that 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 B. 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 2019)**

Below are DEI programmatic initiatives the university supported between July 1, 2018 - June 30, 2019.

Arkansas Coalition of Marshallese Inc.	\$ 1,000.00
Arkansas Support Network	\$ 500.00
NAACP	\$ 1,000.00
Arkansas Advocates for Children and Family	\$ 1,000.00
HWOA and Cinco de Mayo	\$ 4,500.00
Arkansas Black Hall of Fame	\$ 1,000.00
Arkansas Fashion Council-The Dream Fashion Soiree	\$ 1,000.00
NWA MLK Council – 2019 Banquet	\$ 500.00
The Visionairi Foundation – Art Transforming Lives Event	\$ 500.00
Arkansas Alumni Association – BAS Reunion	\$ 2,500.00
Meritos Latinos Sponsorship	\$ 1,200.00
LULAC – Apoyo Latino Gala	\$ 2,500.00
Pride Brunch Sponsorship	\$ 400.00
Compassion Fayetteville – Black History Month	\$ 500.00
Social Justice Institute Sponsorship	\$ 5,000.00
<b>TOTAL</b>	<b>\$ 23,100.00</b>



## Minority Student Enrollment

Between the fall 2018 and fall 2019, 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

ETHNICITY	FALL 2017	FALL 2018	% of Total 2018
Hispanic and any race	2225	2,318	8.3%
American Indian	275	263	0.9%
Asian	652	663	2.4%
African American	1268	1217	4.4%
Hawaiian	21	23	0.1%
Two or More Races	924	1054	3.8%
<b>TOTAL</b>	<b>5365</b>	<b>5538</b>	<b>19.9%</b>
Foreign (International)	1461	1,433	5.2%
Ethnicity Not Available	217	203	0.7%

\*(UA Office of Institutional Research)

## Minority Faculty/Staff

For FY 19, the university hired 640 employees in both faculty and staff positions. Federally defined minorities accounted for 19% of these hires. This number represents a 2.40% increase for the 2018-2019 school year. Women comprised 52.03% of the new employees while foreign nationals made up 8.0% of the new hires. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2018-2019, 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 (2018-2019)**

<b><u>Ethnicity</u></b>	<b><u>2018</u></b>	<b><u>%</u></b>	<b><u>2019</u></b>	<b><u>%</u></b>
African American	36	6.10%	45	7.00%
American Indian	4	0.70%	7	1.00%
Asian	18	3.04%	19	3.00%
Hispanic	21	3.55%	35	6.00%
Native Hawaiian	3	0.51%	0	0.00%
Two or More Races	16	2.70%	13	2.00%
Foreign	51	8.60%	52	8.00%
Unknown	0	0.00%	0	0.00%
Caucasian	443	74.8%	469	73.0%
<b>Totals</b>	<b>592</b>	<b>100.00%</b>	<b>640</b>	<b>100.00%</b>

## **Gender Totals**

Female	310	52.40%	333	52.03%
Male	282	47.60%	307	47.97%
<b>Totals</b>	<b>592</b>	<b>100.00%</b>	<b>640</b>	<b>100.00%</b>

## **Minority Faculty/Staff by Position**

<b>Position</b>	<b># of Employees</b>
Vice Chancellor	2
Vice Provost	1
Assistant Dean	2
Dean	1

Associate Dean	2
Director of Career Services	1
Director of University Police	1
Project/Program Director	20
Sr. Project/Program Director	3
Assistant Librarian	3
Assistant Professor	95
Assistant Professor – ENGR	16
Assistant Professor - WCOB	15
Associate Professor	39
Assoc Professor - WCOB	4
Assoc Professor-Law	2
Associate Professor - ENGR	7
Associate Librarian	2
Departmental Chairperson	6
Departmental Chairperson-ENGR	2
Departmental Chairperson-WCOB	3
Distinguished Professor	5
Distinguished Professor-ENGR	2
Distinguished Professor-WCOB	2
Instructor	48
Lecturer	19
Cashier	2
Professor	32

Professor – ENGR	11
Professor - WCOB	4
Professor Law	3
University Professor	3
University Professor – ENGR	2
Academic Counselor	18
Accountant II	2
Administrative Analyst	4
Assistant to The Dean	1
Computer Support Specialist	9
Coordinator of Academic Space	1
Commercial Graphic Artist	1
Development Specialist	1
Development/Advancement Dir	1
Development/Advancement Spec	2
Director of Affirmative Action	1
Asst Direc of Affirmative Action	1
Fiscal Support Analyst	4
General Counsel	1
HEI Program Coordinator	8
Master Scientific Res Tech	2
Mental Health Clinician	3
Police Captain	1
Post-Doctoral Associate	27

Post-Doctoral Fellow	51
Procurement Coordinator	1
Program Associate	26
Program Technician	13
Project/Program Manager	26
Project/Program Specialist	118
Purchasing Assistant	1
Research Assistant	13
Research Associate	28
Research Field Technician	2
Student Accounts Officer	2
Scientific Research Tech	2
Special Events Coordinator	1
Special Events Manager	1
Student Development Specialist	12
Associate for Administration	1
Administrative Specialist I	2
Administrative Specialist II	8
Administrative Specialist III	19
Admin. Supp. Supervisor	11
Advanced Practice Nurse	1
Registered Nurse	1
Admissions Analyst	1
Assoc. Director of Technology	1

Library Specialist	2
Assistant Registrar	1
Associate Registrar	1
Registrar's Assistant	1
Computer Operator	2
Computer Support Technician	8
Concessions/Advertising Mngr	1
Financial Aid Analyst	1
Fiscal Support Specialist	3
HE Public Safety Commander I	2
HE Public Safety Commander II	1
HE Public Safety Supervisor	3
HE Public Safety Officer	6
HE Public Safety Security Officer	1
Major Gift Development Officer	2
Laboratory Technician	1
Landscape Specialist	1
Buyer	1
Library Supervisor	3
Library Technician	4
Research Technologist	2
Senior Software Supp Analyst	1
Skilled Trades Foreman	2
Systems Analyst	5

Systems Specialist	2
Heavy Equipment Operator	1
Skilled Tradesman	13
Skilled Trades Helper	3
Research Scientist	2
Security Analyst	1
Software Support Specialist	1
Coordinator of Housekeeping	8
Institutional Service Asst.	40
Institutional Service Super.	2
Instructional Designer	2
Institutional Assistant	3
Institutional Bus Driver	4
Lodge Housekeeping Supervisor	1
Logistics Manager	1
Mail Services Coordinator	1
Certified Nursing Assistant	1
Maintenance Coordinator	1
Maintenance Supervisor	1
Media Facilities Coordinator	1
Medical Records Technician	1
Medical Technologist	1
Agriculture Farm Technician	1
Agriculture Lab Technician	1

Teaching Associate	1
Student Applications Spec	1
Telecommunications Specialist	1
Exec. Project/Program Director	2
Director of Bus & Econ Research	1
Apprentice Tradesman	1
Director of Outreach	2
Food Preparation Supervisor	1
Legal Support Specialist	1
Payroll Services Coordinator	1
Financial Aid Specialist	1
Senior Library Assistant	2
Archaeologist	1
Fiscal Support Supervisor	1
Assistant Swimming Coach	1
Assistant Tennis Coach	1
Assistant Coach	3
Assistant Softball Coach	1
Assistant Basketball Coach	4
Assistant Director of Athletics	1
Assistant Track Coach	3
Assistant Football Coach	1
Assistant Trainer	2
Associate Director of Athletics	2



HR Specialist	3
Associate Vice President	1
Athletic Facilities Supervisor	1
Defensive Coordinator	1
Dir of Plan & Resource Service	1
Equipment Mechanic	1
Printer	1
Special Events Worker	1
Head Strength & Cond. Coach	1
Sr. Assoc Athletic Director	1
Parking Control Officer	5
Physician-Health Center	3
Regional Audit Manager	1
Shipping and Receiving Clerk	1
Storeroom Supervisor	1
Survey Research Assistant	1
UAF Assoc Director of AR Union	1
Vehicle Facilities Coordinator	1
Warehouse Manager	1
<b>Total Minority Faculty/Staff</b>	<b>1001</b>

### **Minority Full-time Faculty**

<b>Ethnicity</b>	<b>Number</b>
African American	41
American Indian	07
Asian	122
Hispanic	50
Pacific Islander	01
Foreign	55
Two or More Races	21
<b>Total</b>	<b>297</b>

### **Minority Adjunct Faculty**

<b>Ethnicity</b>	<b>Number</b>
African American	9
American Indian	3
Asian	4
Hispanic	5
Pacific Islander	0
Foreign	5
Two or More Races	2
<b>Total</b>	<b>28</b>

### **Minority Faculty/Staff New Hires by Position**

Academic Counselor	4
Administrative Specialist II	4
Administrative Specialist III	10
Agricultural Lab Tech	1
Apprentice Tradesman	1
Assistant Coach	1
Assistant Basketball Coach	1
Assistant Track Coach	1
Assistant Professor	19
Assistant Professor-ENGR	4

Assistant Professor-WCOB	4
Associate Professor-WCOB	1
Buyer	1
Cashier	1
Certified Nursing Assistant	1
Computer Support Technician	1
Departmental Chairperson	1
Development/Advancement Spec	1
Director of Outreach	1
Exec Project/Program Director	2
Financial Aid Analyst	1
HE Public Safety Officer	1
HE Public Safety Security Officer	1
HEI Program Coordinator	1
HR Specialist	1
Institutional Assistant	1
Institutional Service Assistant	8
Instructor	7
Lecturer	8
Library Technician	2
Mental Health Clinician	2
Parking Control Officer	3
Post-Doctoral Associate	8
Post-Doctoral Fellow	23
Professor	1
Program Associate	3
Program Technician	1
Project/Program Director	5
Project/Program Manager	5
Project/Program Specialist	21
Research Assistant	1
Research Associate	6
Teaching Associate	1
<b>Total</b>	<b>171</b>

## **I. Progress Made in Meeting Institutional Goals and Objectives Related to Recruitment and Retention of Minority Students, Faculty and Staff for 2017 -2018**

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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.

The purpose of the Office for Diversity 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 fall 2017 goals that Dr. Murphy-Erby established for the Office for Diversity and Inclusion.

- (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.
  - 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 in 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 will review all 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 and an office manager will begin in August 2019.

c. The Institute received a \$200,000 grant for the Walmart NWA Giving Foundation to begin building and piloting aspects of IDEALS. The Institute is schedule for a formal launch in Fall 2019.

(3) Devise and implement a process to enhance coordination and strategic communication on our campus relative to diversity and inclusion.

a. If improved, two key areas that will enhance effectiveness and efficiency of UAF efforts relative to diversity and inclusion are 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 for a spring 18 implementation date. 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 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 billing of for its external DEI sponsorships and a reduced cost 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.

(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 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 VP 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

New Awards:

- i. Walmart NWA Giving Foundation – IDEALS Implementation Grant \$200,000 for two-years. Purpose 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 \$211,000 grant over two-years. Purpose to promote 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.

(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 partnership agreements and are in the process of getting the agreements signed with 13 minority serving institutions.

## **B. Student: Recruitment/Retention Efforts**

The Center for Multicultural and Diversity Education provides programs and resources to help with the recruitment, retention, and culturally sensitive social support of students of all identities and lived experiences. The multicultural center's Academic Enrichment Program (AEP) is a comprehensive academic support program that provides participants with dedicated staff support, peer mentoring, tutoring, academic supplies, 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 also maintains a robust partnership with the Student Success Center, including the Center for Learning and Student Success, by contributing staff as instructors and academic coaches and by serving as a tutoring facility (to offer tutoring in the evening hours and on weekends) and as a supplemental instruction location. The Multicultural Center also facilitates diversity education and programs designed to engage students, staff, and faculty in cross-cultural learning and dialogue. They sponsor and support cultural heritage month programming and other activities designed to increase awareness and inclusion to help students celebrate and share their cultural roots. They host guest lectures and panel discussions to stimulate

dialogue on social justice and civil rights issues of timely importance. They also provide facilitated Safe Zone Allies training for the support and equal treatment of the LGBTQIA community and hosts an LGBTQ mentoring program that engages staff, faculty, and students in meaningful relationships around LGBTQ and nonbinary identities and experiences. The multicultural center employs a Latinx outreach coordinator to serve prospective and current Latinx students. The multicultural center also provides many types of diversity and intercultural competence and sensitivity trainings for students and staff. A major initiative through the Center for Multicultural and Diversity education is the College Access Initiative (CAI). CAI is an academic diversity outreach program designed to improve college readiness, college access, and college attendance among Arkansas residents. Two Multicultural Center directors are certified facilitators of the Intercultural Development Inventory. The largest team within the Multicultural Center is devoted to statewide, diversity- and access-oriented college readiness outreach. The College Access Initiative (CAI) provides academic programming in public schools and communities statewide, serving students, families and educators for the shared purpose of increasing college access and college enrollment. 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. Over the past decade, units of the Multicultural Center have earned more than \$6 million in grants and gifts to provide for scholarship and retention programs targeting low-income, first-generation, and minority Arkansan students. 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. 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, Equity, and Inclusion**

- a. The primary role of the Vice Provost for Diversity, Equity, and Inclusion will be to clearly define, publicize, and implement an institutional commitment and strategic plan for diversity. In doing so, the V.P. 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 V.P. should 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 V.P. should be given the appropriate resources to help ensure a significant level of success in achieving the goals and objectives of this office.
- e. The Vice Provost for Diversity, Equity, and Inclusion should be an academic who would be tenurable within an academic unit. In addition, the V.P. should have a strong research background or equal experience in the areas of social justice, diversity, or equity.
- f. Cultivate mutually beneficial campus partnerships.
- g. Coordinate and implement a departmental search-committee development plan to combat implicit bias.

### **OUTCOME:**

The Vice Chancellor for Diversity, Equity, 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 V.P. 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 V.P. will have met with all college representatives within **3 months** of appointment.
- iii. The V.P. will establish an Advisory Committee reflective of faculty, staff, and students.
- iv. The V.P. will host inclusive focus groups that speak to the institutional diversity plan missions and goals.

## **2. ACTION: Establish accountability at every level**

- a. Each college will have a diversity, equity, and inclusion plan. 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 conduct annual 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 Office of Diversity and Inclusion initiatives at every level.

**METRICS:**

- i. College Level Diversity Plans
  - a. Each college will be responsible for the creation and execution of a diversity plan by June 30, 2018. 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 will be asked 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
  - Develop an institutional procedure for reporting bias motivated incidents and hate crimes
- b. The VC for Diversity and Inclusion, in collaboration with the Provost, will be given strategic hire funds to award to academic units for opportunity hires.

- c. Update/create and advertise inclusive policy (non-discrimination policies and inclusive benefits for various minoritized groups).
- d. Provide resources for organizing and supporting Faculty and Staff Interest/Resource Groups (IGs/RGs) based on social identities.
- e. Support and reward diversity related scholarship (additional grant money for conference attendance when disseminating scholarship too).
- f. 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
- g. Partner with NWA community for resources and opportunities (including health, such as counseling, and inclusive services).
- h. 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 students 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.
- 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 [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 V.P. 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:

- Promoted the Vice Provost for Diversity and Inclusion that has a background of scholarship and research relative to intersectionality and minoritized identities, practice experience relative to diversity and inclusion and outreach and engagement of minority populations to Vice Chancellor.
- The Provost provided the office with sufficient additional one time funding to support campus DEI efforts.
- IDEALS Institute approved and the executive director has been hired. The institute that will significantly enhance the campus' in many ways including enhanced education and training relative to racial justice and equity, enhanced research collaborations and strategies to recruit, support and retain diverse faculty, staff and students.
- The VC for D& I in collaboration with campus and others completed the three year DEI strategic plan, updated the campus DEI website, engaged classes and students in various service learning and independent study efforts, and composed a strategic communication plan.
- The Assistant VC for D & I composed a plan to engage URM students and alumni and jumpstart URM faculty/staff resource groups.

- The Office for Diversity and Inclusion supported faculty and staff members with travel and registration funds to participate in off campus learning opportunities.
- The Provost and Vice Provost for Diversity and Inclusion, in consultation with the College Deans piloted an update to the strategic hire fund to facilitate a more effective and efficient process for awarding funds to aide in hiring diverse faculty members.
- All colleges have appointed a college level faculty or staff person to serve as the primary contact for diversity and inclusion.
- Collaborated with or engaged scholars from across campus in collaborative research efforts relative to diversity and inclusion resulting in \$3,043,706 in external funding.

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# **Minority Retention Report 2018-19**

**University of Arkansas - Fort Smith**

**July 30, 2019**

**UAFS**<sup>TM</sup>

UNIVERSITY OF ARKANSAS - FORT SMITH

## **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. Long-term positive growth patterns in minority populations indicate that strategies are working.

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**

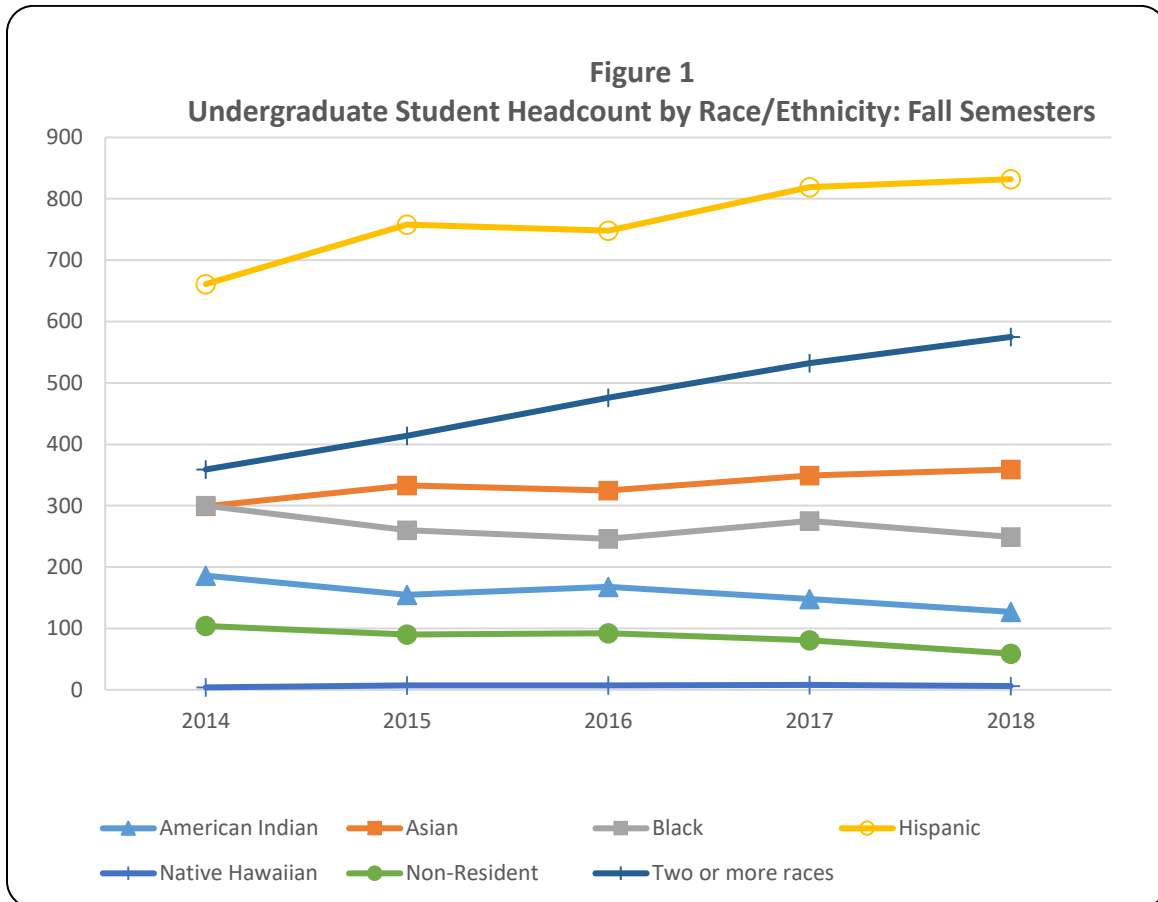
### **Overview**

Total undergraduate census date enrollment for fall 2018 was 6,531 students. This number represents a 1 percent decrease in total enrollment from fall 2017, and the university experienced a less than one percent decrease in minority student enrollment during this period. In fall 2018, minority students made up 33 percent of the student body. This includes students who identified as two or more races.

### **Minority Student Enrollment**

UAFS experienced a two percent increase in Hispanic student enrollment from fall 2017 to fall 2018, and a three percent increase in Asian student enrollment. Enrollment among all other minority groups declined from fall 2017 to fall 2018.

Of the total headcount reported to ADHE for fall 2018, the American Indian population comprised 1.9 percent; the Asian population comprised 5.5 percent; the Hispanic population comprised 12.7 percent; the Black/African American population comprised 3.8 percent (see Figure 1).



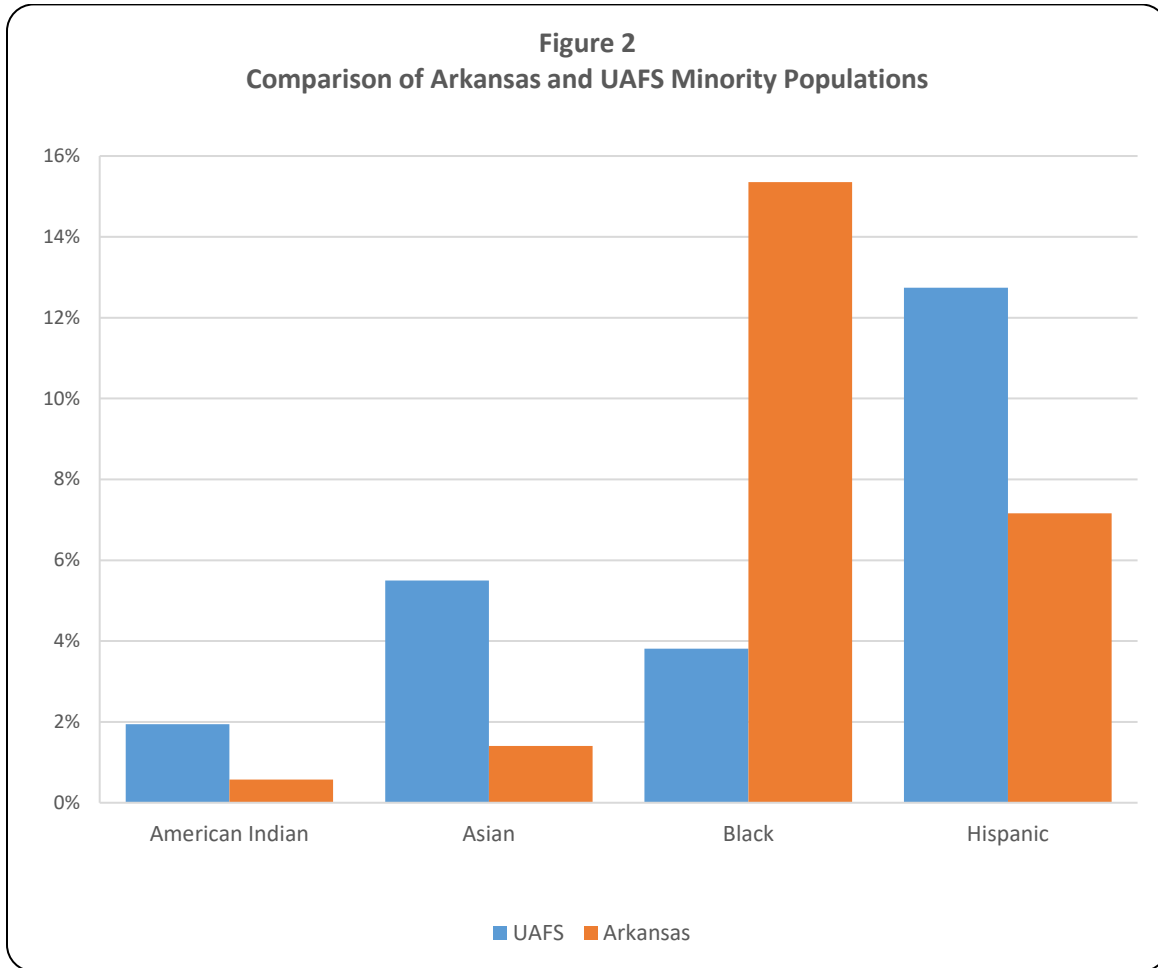
Source: Office of Strategic Analytics and Institutional Research

Since fall 2014, overall undergraduate minority enrollment has increased by 15 percent. The largest increase occurred among Hispanic students (26%). Enrollment among Asian students increased by 19 percent. Over the same period, undergraduate student enrollment among American Indian and Black/African American students has declined (31% and 17% 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 2018. According to the 2017 U.S. Census Bureau’s American Community Survey 5-year Estimates, minorities represent 27 percent of Arkansas’ total population. Fall 2018 enrollment data



show approximately 33 percent of the UAFS student population was minority. 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, 2013-17 American Community Survey, 5-year Estimates (B03002)

### Minority Recruitment Efforts

UAFS implemented several recruitment initiatives during the 2018-2019 academic year. Both traditional and nontraditional minority students were 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 on a monthly basis, 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 Latino and one is African American.

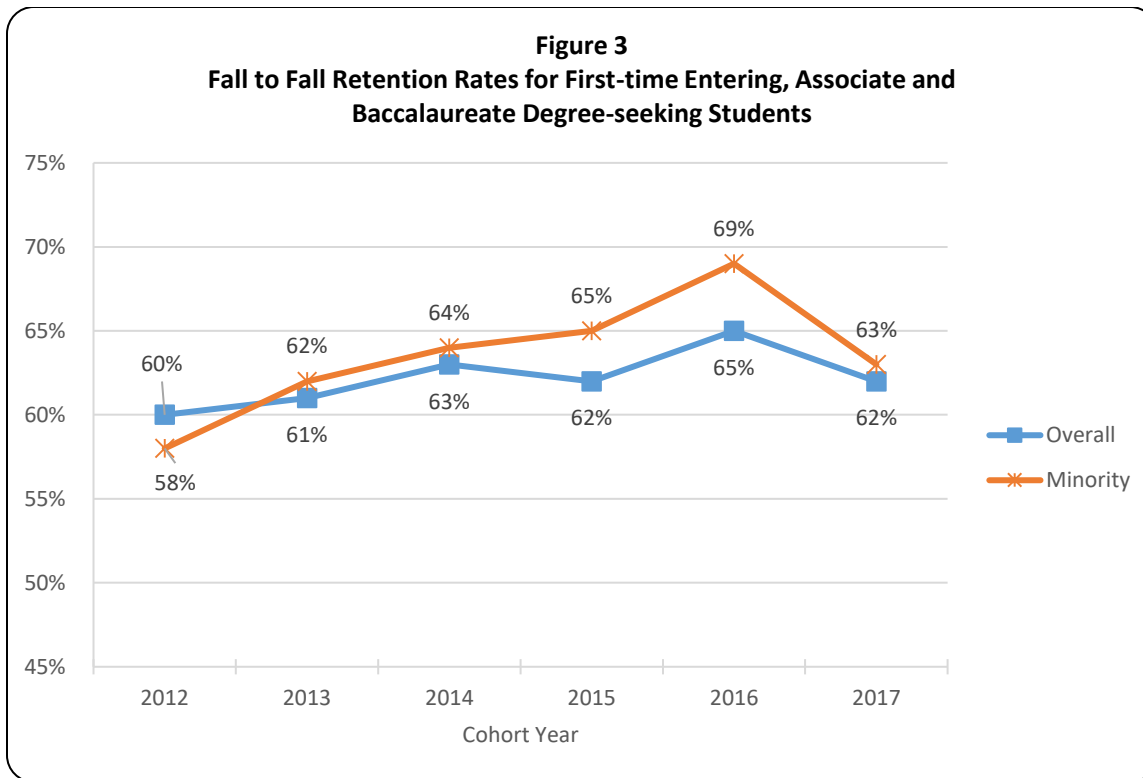
### **Minority Retention**

UAFS is committed to student retention and success. From 2012-2016, the overall retention rate for first-time entering, Associate and Baccalaureate degree-seeking students at UAFS steadily increased. There was a dip for the fall 2015 cohort, but a three percent increase from the fall 2015 cohort to the 2016 cohort. Overall and minority retention rates declined for the fall 2017 cohort. Minority retention

has played a major role in this overall increase. Between 2012 and 2016, the retention rate for minorities steadily increased. The retention rate for the 2016 minority cohort was 69 percent. The highest retention rates among any race/ethnic group in the 2017 cohort at UAFS were reported for Asians and Hispanics (78.5% and 68.7% respectively). The overall rate reported for first-time entering, degree-seeking students increased by five percent between the fall 2012 and fall 2016 cohorts, but the overall rate declined to 61.8 percent for the fall 2017 cohort (see 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

NOTE: Includes all first-time entering, Associate and Baccalaureate degree-seeking students in the given cohort

### 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 making a 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 email is generated to the student and one to the student's advisor to notify both of the

concern. 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, communities and society about the 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.

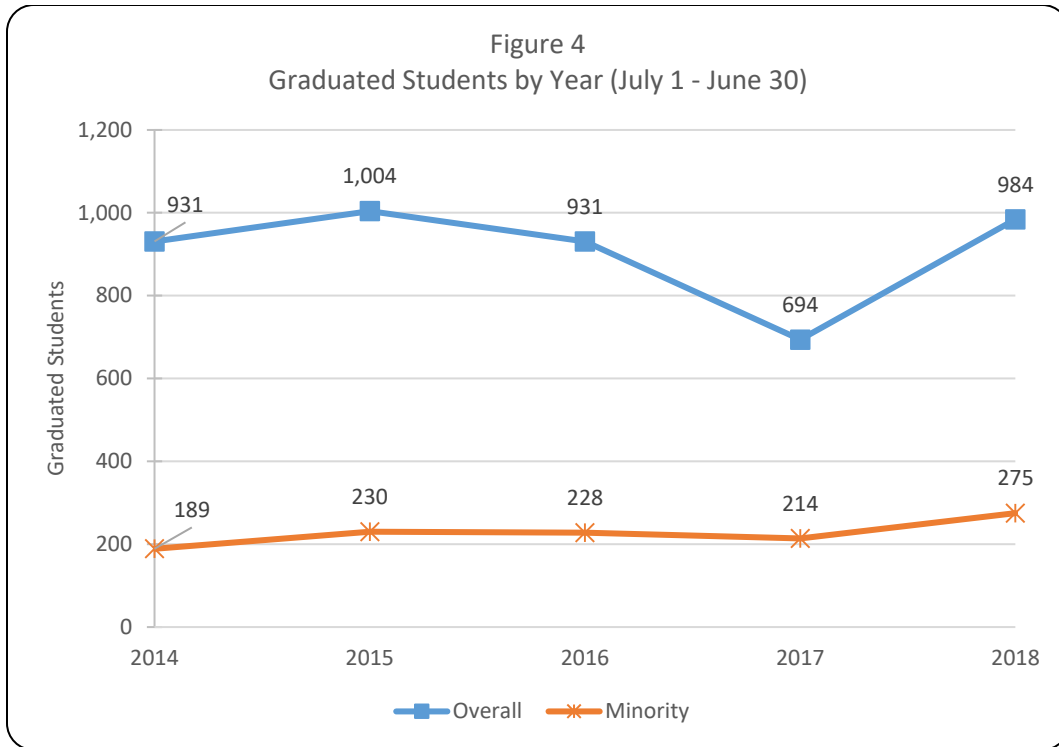
**Spanish Club** advocates for Spanish language and culture.

**Vietnamese Students Association** introduces the Vietnamese culture and language to UAFS by hosting activities where students can learn about the Vietnamese culture.

### **Minority Graduation**

UAFS awarded degrees or certificates to 275 minority students during the 2017-18 year (July 1 – June 30). In the last 5 years, the number of minority graduates has increased more than 45 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 university continues to see an increase in number of minority graduates headcount in proportion to the overall student graduate headcount increases.





Source: Office of Strategic Analytics and Institutional Research

### Summary

The University remains committed to attracting, retaining, and graduating a strong minority population. During the last year, UAfS met each of the goals outlined in its Minority Recruitment Plan.

## Employee Recruitment and Retention

### Overview

The primary role of Human Resources is to support all University units in the accomplishment of their goals by recruiting, hiring, and retaining qualified 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. It is imperative to recruit, hire, and retain qualified people. Seeking employees with diverse backgrounds and culture ranks high among the institution's recruitment goals.

According to 2010 census data, the percentage of nonwhite residents in the service area is 22.2 %.

In FY 2018-19, UAfS's workforce mirrors that number (at 22.3% nonwhite employees) for the first time.

In recognition that the census data is 9 years old, we realize we still have work to do in this area and will continue to strive to accomplish the goal of recruiting and retaining the best employees while taking advantage of the benefits that a diverse workforce can offer.

### **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.

### **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.

UAFS recruitment activities go beyond local and area newspapers, utilizing a number of internet sites and routinely advertising in the multi-state region, throughout the state of Arkansas, and nationwide, in an effort to draw from a more diverse population. Trade publications are used to target professionals in specific fields. Minority and other groups are actively sought through publications such as *Diverse Issues in Higher Education*, through specialized mailing lists such as the HigherEdJobs.com affirmative action e-mail list, and through local entities such as the Alliance of Black Ministers, local churches, military organizations, agencies offering rehabilitation services, and other special interest groups. UAFS also

frequently recruits through college placement offices whose clientele mirror the diversity of the institution.

The Director of Human Resources is responsible for the University's compliance with all EEO laws.

### **Retention**

Compensation - Working within fairly restrictive 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. Faculty and administrative salaries follow established state guidelines and are comparable to like positions at other institutions using College & University Professional Association for Human Resources (CUPA-HR) data which correlates to factors such as region, affiliation, Carnegie Class and budget and enrollment quartiles, etc.

**Training** – One of the institutional goals is to attract and develop highly qualified faculty and staff. UAFS recognizes the importance of providing opportunities for growth and change at both individual and departmental levels. Faculty and staff development funds are available to link workplace learning with the University's strategic goals, as well as with departmental objectives.

**Employee Benefits Program** – A competitive benefits program is crucial in recruiting efforts. Through careful and ongoing program review and monitoring, 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 insurance, dental insurance, vision insurance, long-term and short-term disability insurance, life insurance, retirement benefits, a liberal leave and holiday plan, a flexible benefit plan, employee and dependent tuition program, and a comprehensive employee wellness program, as well as a number of optional voluntary benefit plans.

UAFS has a health plan premium structure based on salary, which allows those at a lower level of the pay scale to pay less for their health insurance.

**Orientation Program** - The University provides a comprehensive orientation program for new employees. The two primary goals of the orientation program are (1) employee retention; and, (2)

customer service to better prepare the employee to serve customers. One of the benefits of the program is to welcome new employees as part of the “UAFS Family” and to introduce them to the organization as a whole. UAFS strives to prevent the feeling of isolation which is common for new employees, and focuses on mentoring new employees, information sharing, the clarification of issues, and team building. The orientation program is mandatory for all new employees. Online orientation is available for adjunct faculty and part-time employees.

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, safety issues, FERPA, and FLSA compliance, and other important issues.

All new faculty members, both full- and part-time, are assigned a mentor. A mentoring program for clerical and support staff is also available.

**Policies & Procedures** – UAFS’s policies and procedures emphasize employee retention. Employees are provided with an Employee Handbook, which provides information about the institution’s policies and procedures related to employment and employee benefits, and serves as a guide to programs and services available to faculty and staff.

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, is in the best interest of the students and University. Employee retention is emphasized through alternative ways to resolve problems and grievances:

- Informal Complaint Resolution - To resolve problems informally through discussion with persons involved in a spirit of goodwill and cooperation. If “potential” problems are addressed early, they are less likely to escalate into a grievance.
- Corrective Action Procedures – This involves progressive corrective action steps that enable supervisors to work with employees to correct job performance problems and retain employment.
- Grievance Procedure - When all else fails, employees can resort to the formal grievance procedure. We know 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.

**University Communication** - A survey by the Families and Work Institute (as reported on the SHRM website in a review entitled “Retention Tactics that Work”) asked a nationally representative group what they considered to be very important factors in deciding to take their current job. One of the most frequent responses given was open communication.

Communication is critical to the success of the institution. As UAFS continues to work toward the commitment of becoming a full-service regional four-year institution of choice, change is ongoing. With change comes the responsibility of keeping employees informed. This has been accomplished through open-forum meetings, e-mail communications, and regularly scheduled in-service sessions, etc.

Shared governance is a tradition at UAFS. In addition to the formal organizational structure and lines of authority and responsibility, a parallel structure exists to insure that the campus community at large has information about, and input in, the operation of the University. The purpose of the organization is to provide a two-way system that fosters campus-wide communication. Every employee is a member of one of the following groups: the University Staff Council, the Faculty Council, the Dean’s Council, or the Chancellor’s Senior Staff.

Participation is encouraged. Meetings are held during business hours and employees are given release time to attend. Each council meets regularly, at which time employees have a chance to voice their opinion, ask questions, or make recommendations via the established mechanisms within each council. To further encourage participation, council leaders are given release time to perform the duties of their elected positions and are given a monetary stipend at the end of their term of service.

**Work Schedule Flexibility** - One of the biggest challenges an employee faces today is the continuous struggle to attempt to balance work and family life issues. UAFS works to provide opportunities (where possible) to help employees achieve this goal through part-time employment, job-sharing, and other flexible scheduling arrangements.

**Chancellor’s Open Door Policy** - Though employees are encouraged to use their chain-of-command when appropriate, the chancellor does maintain an open door policy and is available to all employees.

**Exit Interviews** - UAFS maintains an exit interview process that gives employees an opportunity to share reasons for leaving their job and to share ideas for improvement. When appropriate, information obtained through this process is used to address areas of concern, and in an effort to pinpoint areas that need improvement, to strengthen future retention in that position. A portion of the interview specifically focuses on the area of discrimination. This is the final effort on the part of the institution to attempt to uncover the reason for turnover and work to prevent such instances from occurring in the future.

**Data Summary**

**Current Employment Statistics** – UAFS’s current Ethnic Summary Report shows that of the individuals employed during FY 2018-2019, 251 or 22.3 percent were minorities.

**Ten-Year Employment Trend** – To provide a more historical perspective, it is helpful to compare the current year’s numbers to ten years ago. The Ethnic Summary Report from FY 2008-2009 showed 1,318 employees with 207 minorities, or 15.7%. Based on these figures, it is easy to see that progress is being made.

The Ethnic Summary Report includes all full-time and part-time employees who were issued a W-2.

While most recruiting efforts are focused on recruiting full-time faculty and staff, our part-time workforce directly reflects the local job market and student population.

Another statistic that speaks of the University’s diversity is the number of foreign nationals employed during FY 2018-2019. UAFS employed 25 faculty and staff members during FY19 who are foreign nationals. In addition we employed 18 foreign national students.

The following chart details the number of minority faculty and staff that were newly hired during FY 2017-2018 and their position categories. This includes full-time and part-time employees.

<b>POSITION CATEGORY</b>	<b>NUMBER OF STAFF</b>
Non-Instructional Staff	21
Faculty	22
Other (includes tutors, student help, etc.)	79
<b>TOTAL</b>	<b>122</b>

## **Summary**

Based on the statistics, UAFS is making strides in the area of diversity. This is not to say that UAFS will be content when our numbers meet the national average. Diversity in the workforce is an important factor to any business, and perhaps even more so in the university environment, because it contributes to the goal of broadening the minds and perceptions of the entire campus community.

## **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 2017-18 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 as well.

## **Assessment Methods**

The Offices of 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.



**University of Arkansas at Little Rock**

**Minority Recruitment and Retention  
Annual Report  
July 2019**

Submitted to:  
Arkansas Department of Higher Education

**University of Arkansas at Little Rock  
Submits the following  
Minority Retention Plan Progress 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, 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.*

**Minority Retention Plan Progress Report is available at the University of Arkansas at Little Rock's website at [www.ualr.edu](http://www.ualr.edu)**

**Questions or comments concerning this document should be directed to:**

**Department of Human Resources  
University of Arkansas at Little Rock  
2801 S. University Ave  
Little Rock, AR 72204**

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## **I. INTRODUCTION**

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. Under the Act, the term "minority" refers to African-Americans, Hispanic Americans, Asian Americans, and Native Americans. 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.

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 and should 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 2017 student body continued the historical trend.

The UA Little Rock student body is diverse. Fall 2018 enrollment percentages, categorized by ethnicity, are as follows:

White	55.4%
African-American	22.9%
Hispanic	3.8%
Unknown/Not Disclosed	0.8%
Non-Resident Alien	5.4%
Two or More Races	9.3%
Asian	2.2%
Amer. Indian/Alaskan	0.3%
Hawaiian/Pacific Islander	0%

### Minority Student Enrollment

Table 1: UA Little Rock Minority Student Enrollment for Fall 2013 through Fall 2018

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African-American	2,856	2,694	2,687	2,625	2,603	2,408
Hispanic	358	351	414	417	407	402
Amer. Indian/Alaskan	42	45	37	33	34	28
Asian	318	269	275	268	228	218
Hawaiian/Pacific Islander	1	0	0	0	0	0
Two or More Races	785	859	988	1,027	988	978
<b>Total Minority</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>Minority/Total</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>
White	7,326	6,784	6,857	6,692	6,639	5,827
Non-Resident Alien	498	480	481	464	638	573
Unknown	193	163	152	139	87	81
<b>Total Student Enrollment</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>

Source: UALR Office of Institutional Research

Please note that 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.

As indicated in Table 1, minority recruitment as a percentage of total students has continued to increase over most of the last five years, from 35.2% in 2013 to 38.4% in 2018. The percentage of minority residents for Pulaski County according to the 2010 U.S. Census is 42.8%. 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 2013-2018.**

UA Little Rock’s first time undergraduate minority enrollment rose sharply in fall 2015 in terms of total number and then fell back over the next three years, though still higher than what it was in fall 2014. Total first time students has also fallen since fall 2015, almost matching the 2013 number in fall 2018. The number of minority first-time freshmen as a percentage of total first-time freshmen increased in fall 2018 to 63% of the total.

Table 2: UA Little Rock First Time Undergraduate Minority Enrollment

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African-American	210	209	254	218	215	187
Hispanic	30	31	50	59	43	34
Asian	17	16	28	35	17	18
Amer. Indian/Alaskan	2	2	2	3	1	3
Hawaiian/Pacific Islander	0	0	0	0	0	0
Two or More Races	119	122	182	149	142	137
<b>Total Minority</b>	<b>378</b>	<b>380</b>	<b>516</b>	<b>464</b>	<b>418</b>	<b>379</b>
<b>Minority/Total</b>	<b>56.3%</b>	<b>51.8%</b>	<b>59.4%</b>	<b>57.0%</b>	<b>54.6%</b>	<b>63%</b>
White	260	333	322	328	313	189
Non-Resident Alien	33	21	25	16	34	30
Unknown	0	0	5	6	1	3
<b>Total Students</b>	<b>671</b>	<b>734</b>	<b>868</b>	<b>814</b>	<b>766</b>	<b>601</b>

Source: UALR Office of Institutional Research

## Undergraduate Minority Enrollment for Fall 2013-2018.

Total undergraduate minority enrollment matches the downward trend of the total university enrollment; however, there was a 2.1% increase of minority students in fall 2018. The minority enrollment in that term reached its highest percentage rate of total enrollment in the last 6 years.

Table 3: Undergraduate Minority Enrollment for Fall 2012- 2018 (Includes HS Concurrent Students)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African-American	2,405	2,290	2,295	2,235	2,216	2,038
Hispanic	310	314	364	377	358	341
Asian	270	230	236	232	207	188
Amer. Indian/Alaskan	32	32	27	27	24	18
Hawaiian/Pacific Islander	1	0	0	0	0	0
Two or More Races	727	800	921	944	886	868
<b>Total Minority</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>Minority/Total</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>
White	5,816	5,360	5,446	5,325	5,303	4,526
Non-Resident Alien	271	230	189	163	307	291
Unknown	138	128	97	71	23	16
<b>Total Students</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>

Source: UALR Office of Institutional Research

## Total Undergraduate Minority Enrollment by Academic Year

Table 4 shows unduplicated undergraduate minority enrollment for the entire year (as opposed to the fall census snapshot). Note that 2017-2018 data has been updated here from the 2018 report, to include Summer I Off-Schedule data. 2018-2019 is still preliminary because it does not include Summer I Off-Schedule data. Undergraduate minority enrollment has decreased slightly since 2013. However, using the preliminary (rather than actual) numbers from 2017-2018 as a comparison, 2018-2019 shows a 4% increase in 2018-2019 over the 2017-2018 numbers, with all minority populations showing growth except American Indian/Alaskan. We suspect that the final numbers will bear out this growth. The greatest student enrollment gain since 2013 has been in the Hispanic and Two or More Races minority groups.

Table 4: UALR Annual Undergraduate Minority Enrollment (Unduplicated; does not include HS Conc.)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
African-American	2,949	2,893	2,842	2,705	2,642	2,515
Hispanic	327	347	375	412	565	486
Asian	265	253	251	237	224	233
Amer. Indian/Alaskan	39	39	38	31	28	24

Hawaiian/Pacific Islander	1	0	0	0	0	0
Two or More Races	652	724	824	863	832	864
<b>Total Minority</b>	<b>4,256</b>	<b>4,256</b>	<b>4,330</b>	<b>4,248</b>	<b>4,291</b>	<b>4,122</b>

Source: UALR Office of Institutional Research

### **Graduate Student Minority Enrollment for Fall 2013-2018.**

UA Little Rock’s overall graduate student enrollment (Table 5) declined sharply in 2014 and has shown modest growth since then, continuing in fall 2018. Individual minority categories show leveling or decline over the six year period since 2013, but it is important to note that the two or more races category has doubled since then. The continuing decline of African American students will need special attention in the next few years.

Table 5: Graduate Student Fall Semester Minority Enrollment (including Law School)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African-American	451	404	392	390	387	370
Hispanic	48	37	50	40	49	61
Asian	48	39	39	36	21	30
Amer. Indian/Alaskan	10	13	10	6	10	10
Hawaiian/Pacific Islander	0	0	0	0	0	0
Two or More Races	58	59	67	83	102	110
<b>Total Minority</b>	<b>615</b>	<b>552</b>	<b>558</b>	<b>555</b>	<b>569</b>	<b>581</b>

Source: UALR Office of Institutional Research

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 just shy of 1% this year, although it remains slightly below the 2014 level. The African American new student one-year retention rate remained steady, while that of Hispanic students decreased. Asian student retention dropped slightly while those in the category of two or more races increased significantly from 2016, by 6.9% (although not quite yet reaching the level of 2015).

Table 6: Minority Students One-Year Retention Rates for Entering Undergraduates\*

	Fall 12 Returned Fall 13	Fall 13 Returned Fall 14	Fall 14 Returned Fall 15	Fall 15 Returned Fall 16	Fall 16 Returned Fall 17	Fall 17 Returned Fall 18
African-American	66.7	65.7	67.5	60.4	66.0	66.0
Hispanic	76.9	83.3	80.6	78.7	78.8	72.5
Asian	87.5	87.5	93.8	77.8	82.4	81.3
Amer. Indian/Alaskan	0	100.0	100.0	100.0	33.3	-
Hawaiian/Pacific Islander	-	-	-	-	-	-
Two or More Races	74.1	72.8	76.7	71.9	63.0	69.6
<b>Total Minority</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>
White	65.9	70.5	70.6	71.0	71.6	64.9
Non-Resident Alien	86.8	84.8	66.7	76.0	75.0	76.6
Unknown	100	-	-	60.0	66.7	-
All Entering Freshmen	69.6	71.1	71.7	68.9	69.3	67.4

\*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 in recent years: a 20.6% total increase. The six-year graduation rate for African-American students rose to 27.8% in 2018, which contributed to a 23.7% total increase for African-American students across the last four years. The graduation gap between white and African-American students has narrowed from a 22% gap to no gap (0.0%) over the last four years. For the 2012-2018 cohort, every minority population had an increased rate. 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.

Table 7: UALR Minority Student Six-Year Graduation Rate (for first-time in college undergraduates)

	2009-2015 Cohort		2010-2016 Cohort		2011-2017 Cohort		2012-2018 Cohort	
	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%
African-American	26/222	11.7%	38/187	20.3%	69/248	27.8%	69/195	35.4%
Amer. Indian/ Alaskan	0/1	0.0%	0/0	0.0%	0/3	0.0%	0/1	0.0%
Asian	9/18	50.0%	10/24	41.7%	11/20	55.0%	14/24	58.3%
Hispanic	12/29	41.1%	11/38	28.9%	12/33	36.4%	16/39	41.0%
Hawaiian/ Pacific Islander	0/0	-	0/0	-	0/0	-	0/0	-
Two or More Races	7/24	20.6%	14/43	32.6%	9/34	26.5%	54/139	38.8%
<b>Total Minority</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>
White	126/366	34.4%	124/429	28.9%	147/439	33.5%	131/370	35.4%
Non-Resident Alien	1/2	50%	15/26	57.7%	16/28	57.1%	21/38	55.3%
Unknown	0/2	0.0%	5/22	22.7%	19/66	28.8%	1/1	100%
Total Non-Minority	127/370	34.3%	144/477	30.2%	182/533	34.1%	153/409	37.4%
<b>All Students</b>	<b>181/674</b>	<b>26.9%</b>	<b>217/769</b>	<b>28.2%</b>	<b>238/871</b>	<b>32.5%</b>	<b>306/807</b>	<b>37.9%</b>

Note: Non-Minority includes: White, Non-Resident Aliens and Unknown Race; Source: UALR Office of Institutional Research

## **Summary of Minority Student Recruitment and Retention**

Although UA Little Rock enrollment overall declined again this year, minority enrollment as a percentage of total enrollment increased to its highest level in the last four years, to 38.4%. The rate had remained rather steady in the previous four years, fluctuating in the 36% - 37% range. Undergraduate minority enrollment has decreased in number along with overall enrollment declines. Graduate minority enrollment numbers have increased slightly for the last four years, with a 4% increase overall, and a 2% increase from 2017 to 2018. An important enrollment challenge for the next few years is to increase African American 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 completion rate of minority students as a whole continues to increase, with a 20.6% total increase over the last 4 years. The completion rate for all minority students has risen across the last four years to reach 38.4% in 2018, which is 3% higher than the rate of white students in the same cohort. Significantly, the most recent data show no gap between African American and white students (both at 35.4% graduation rate in 2018).

## **Initiatives for Minority Student Recruitment and Retention**

UA Little Rock has made retention and degree completion a top priority since 2008 when then Chancellor Anderson charged the campus with implementing six retention initiatives in an effort to bring retention rates in line with its peer institutions and to increase minority retention rates so they are equal to campus retention rates. We continue to work on this priority.

The current initiatives that specifically focus on minority recruitment and/or retention are:

1. **The Student Services Success Initiatives (SSSI)** are housed in the Student Affairs division. SSSI consists of the African American Male Initiative (AAMI), African American Female Initiative (AAFI) and the Hispanic/Latino Initiative (HLI) student success programs designed to empower, support, and assist African American and Hispanic/Latino students to increase retention and graduation rates. High expectations, early interventions, and intrusive advising and interactions form the operational base of the program. The programs' mantra affirms "Failure is not an option!" The programs are multi-faceted. SSSI offers students the opportunity to receive both professional and peer mentoring. First year student participants are assigned peer success advisors (PSAs), upperclassmen who have excelled academically and exemplified strong leadership skills. The PSAs work with their assigned students throughout their first year at the university. Student participants also develop informal and formal mentoring relationships with professionals including faculty, staff and university alumni. 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.
2. **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 first-generation, low-income, and disability students for their undergraduate success. 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.

3. **UALR Charles W. Donaldson Summer Bridge Academy**—The Charles W. Donaldson Summer Bridge Academy (SBA) is an academically intense, three-week residential program for multi-ethnic incoming students who are selected based upon their need for remediation. The purposes of the academy are to eliminate required remedial coursework and to improve the retention and graduation rates of the participants. It provides students with the necessary skills to successfully fulfill their developmental requirements while also providing special events and creating community. <https://ualr.edu/studentssuccess/first-year-student-experience/dr-charles-w-donaldson-summer-bridge-academy/>
  
4. **Multicultural Center:** In 2018, the UA Little Rock Multicultural Center was founded and its inaugural director, Dr. Mia Phillips, was hired. 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 Institute aims to create a campus climate of inclusion for all who learn and work at UA Little Rock. The Multicultural Center will also work with Diversity Council to expand the successful Diversity Week to become a full month of activities.

### III. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

#### Faculty

The largest minority group was comprised of 50 faculty members who identified as Asian/Pacific Islander. The raw numbers for all minority faculty members decreased from last year's numbers, except for Hispanic faculty members, which increased by 1. The number of African-American faculty members, after having increased in both 2016 and 2017, fell to the lowest number in 5 years. The total number of full-time faculty members for 2018 period counted here was 389. See Appendix A for minority faculty by rank.

Table 8: UA Little Rock Minority Full-Time Faculty by Ethnic/Racial Category and Rank: 2018

	Chair	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African-American	1	3	6	13	3	26
Hispanic	-	2	5	-	2	9
Asian/Pacific Islander	3	24	9	12	2	50
Native American	-	-	1	-	-	1
2 or More Races	-	1	-	-	-	0
Unknown	-	6	9	1	5	21
Total Minority*	4	35	30	26	12	107

Source: UALR Department of Human Resources

\*Excludes Unknown

Table 9: Full-Time Faculty by Ethnic/Racial Category from 2014 to 2018

	2014	2015	2016	2017	2018
African-American	29	27	31	34	26
Hispanic	7	8	9	7	9
Asian/Pacific Islander	44	43	45	51	50
Native American	1	1	0	1	1
2 or More Races	6	15	12	4	-
Unknown	33	34	29	33	21
Total (Excluding Unknown)	87	94	97	97	86

Source: UALR Department of Human Resources

The goal for minority faculty employment is based on the latest available data extracted from Digest of Educational Statistics (2015-2016) which lists the number of persons receiving doctoral degrees by race/ethnicity. Current 2018 percentages of full-time minority faculty are compared to these goals in table 10. See Appendix B for a listing of all minority faculty hires, as of June 2018, by appropriated titles.

Table 10: UALR Minority Full-Time Faculty Percent Compared to Goals

	2014	2015	2016	2017	2018	Goal	Status
African-American	6.6%	6.7%	8.9%	8.2%	6.7%	6.3%	0.4%
Hispanic	1.6%	2.0%	1.8%	1.7%	2.3%	5.2%	-2.9%
Asian/Pacific Islander	10.1%	10.7%	13.4%	12.3%	12.9%	5.9%	7.0%
Native American	.2%	0.2%	0.3%	0.2%	0.3%	0.4%	-0.1%
2 or More Races	1.4%	3.7%	1.0%	1.0%	0.0%	-	-
Total Percentage	19.9%	23.4%	25.4%	23.4%	22.1%	17.8%	4.3%

Source: UALR Department of Human Resources

The total percentage of minority, full-time faculty increased from 20.7% in 2017 to 22.1% in 2018, representing an increase of 1.4%. UALR exceeded its established goal for total percentage of minority, full-time faculty (17.8%) by 4.3%. The percentage of faculty members who identified as African-American increased slightly, by 0.4%, rising just above the institutional goal of 6.3%. The percentage of Asian/Pacific Islander faculty members increased by 0.9% over last year. The percentage of faculty members who identified as Hispanic increased by 1/10 of a percent, still leaving the institution at 2.9% below its goal in this category, although each year since 2016 shows a modest increase. The same is true for Native American faculty members (a modest increase since 2017 but not quite enough to reach the goal of 0.4%).

Table 11: New Faculty Minority Hires 2014 to 2018

	2014	2015	2016	2017	2018
African-American	7	6	3	5	4
Hispanic	-	-	-	-	-
Asian/Pacific Islander	2	2	7	2	5
Native American	-	-	-	-	-
2 or More Races	-	-	-	-	-
Unknown	-	-	-	1	1
Total	9	8	10	8	10

Source: UALR Department of Human Resources

As seen in Table 11, there were ten minority faculty new hires in 2018: four who identified as African-American, five who identified as Asian/Pacific Islander, and one whose race or ethnicity was not identified.

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. Some of the most recent efforts consist of the following:

1. The updated UA Little Rock Strategic Plan includes a goal exclusively devoted to improving diversity, inclusion, equality, and global understanding in the campus community.
2. 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.
3. The UA Little Rock Diversity Council has conducted two studies: 1) an updated campus climate diversity survey in 2018 and 2) a Minority Faculty Recruitment and Retention report in 2014. The latter revealed that most department chairs feel that they have limited resources with which to attract more minority candidates. The Provost's Office has set a goal of providing more support for these efforts. The Diversity Council report also researched and reported the best practices in minority faculty recruitment across the country.
4. 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.

### **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 over the last five years, 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 five 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 with an average of 9 hires a year. This suggests that minority faculty retention must become a priority project in the coming years. Three years ago, UA Little Rock instituted a faculty mentoring program that appears to show promise. Informal assessment of the program after its first two years shows strong support by both mentors and protégés who participated in the program.

### **Staff**

In 2018, there were 873 staff members at UALR as shown in Table 12. Of that number 347 (excluding unknown), or 39.7%, were minorities, which increased from 38.0% in 2017. African-Americans represented the largest minority staff group with 284 staff members, or 32.5% of the total staff population (0.5% higher than 2017 and 2016). Administrative/Managerial staff numbers held steady from last year (15 total were minorities, with 1 more unknown). Table 13 shows that the total number of minority staff members at UA Little Rock has fluctuated over the last five years, and has decreased from last year, falling to just below the 2015 level. See Appendix C for numbers of minority staff by appropriated titles.

Table 12: Full-Time Staff by Ethnic/Racial Category and EEO Position Category: 2018

	African-American	Hispanic	Asian/Pacific Islander	Native American	White	2 or More Races	Unknown	Total
Administrative/Managerial	13	-	1	-	71	1	1	87
Other Professionals	159	12	6	2	344	9	9	541
Technical & Paraprofessional	14	1	2	1	16	-	1	35
Clerical & Secretarial	33	2	2	1	56	1	3	98
Skilled Crafts	5	-	1	-	24	-	1	31
Service/Maintenance	60	1	1	1	15	-	3	81
<b>Total</b>	<b>284</b>	<b>16</b>	<b>13</b>	<b>5</b>	<b>526</b>	<b>11</b>	<b>18</b>	<b>873</b>

Source: UALR Department of Human Resources

Table 13: Full-Time Staff by Ethnic/Racial Category from 2013 to 2017

	2014	2015	2016	2017	2018
African-American	306	293	318	326	284
Hispanic	11	7	12	13	16
Asian/Pacific Islander	22	17	19	19	13
Native American	0	1	6	4	5
2 or More Races	42	31	31	13	11
Unknown	11	10	12	19	18
<b>Total (Excluding Unknown)</b>	<b>381</b>	<b>349</b>	<b>386</b>	<b>375</b>	<b>347</b>

Source: UALR Department of Human Resources



Table 14 shows that in 2018 the number of minority staff hires dropped by 24 from 2017. African American hires represented 69% of all minority hires in 2018. The number of Hispanic staff hires doubled, from 3 to 6 (13% of all minority hires in 2018). See Appendix D for numbers of minority staff hired in 2018 by appropriated titles.

Table 14: New Minority Staff Hires from 2014 to 2018

	2014	2015	2016	2017	2018
African-American	56	59	50	62	31
Hispanic	3	1	3	3	6
Asian/Pacific Islander	4	3	5	3	1
Native American	-	1	3	-	-
2 or More Races	1	4	-	1	1
Unknown	-	1	2	-	6
<b>Total New Hires</b>	<b>64</b>	<b>69</b>	<b>63</b>	<b>69</b>	<b>45</b>

Source: UALR Department of Human Resources

### **Initiatives for Minority Faculty/Staff Recruitment and Retention**

The Diversity Council’s 2014 report on Minority Faculty Recruitment and Retention emphasized best practices in minority faculty retention including mentoring programs. In 2016 a Provost Faculty Fellow launched the UA Little Rock Faculty Mentoring Program with an inaugural cohort of 20 participants. The first cohort was approximately 25% minority. After the first year, we continued the program with a new coordinator, David Montague, who has led the effort for two years and will do so on an ongoing basis. The percentage of minority faculty participating in 2018-2019 was not available at the time this report was submitted.

### **UA Little Rock Diversity Council**

In October of 2011, then Chancellor Joel Anderson established the UA Little Rock Diversity Council to address diversity-related matters. In 2017, Chancellor Andrew Rogerson re-chartered the Diversity Council with the same mission, but with an updated leadership structure and charge.

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 began meeting monthly in January 2012. Between 2012 and 2018 it made the following contributions to the Chancellor’s diversity initiative.

- The Diversity Council published a report in 2013 based on a comprehensive campus climate survey of faculty, staff and students, which it updated and completed again in spring 2019 (results are forthcoming). The data of the 2019 survey will be compared with that of the 2013 original to gauge change. This report highlights the institution’s strengths and weaknesses in creating an inclusive campus environment. The Council will focus on several issues for further study and action based on results of the updated survey.
- In 2014 the Diversity Council published another report based on interviews with department chairs regarding minority hiring. The research suggested that many hiring units feel adrift when it comes to minority hiring initiatives. Better training and guidance is called for to assist hiring managers in recruiting and retaining minority faculty and staff. The second part of the report surveyed other university efforts in this area and catalogued best practices.
- 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.
- The Diversity Council launched Diversity Week in 2015, featuring twenty 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. This event has continued with great success every year since, and the Diversity Council is now planning for Diversity Month (for 2019-2020) due to the growth of activities and events.

In 2018, the UA Little Rock Multicultural Center was founded and its inaugural director, Dr. Mia Phillips, was hired. The mission of the UA Little Rock Multicultural Center is to support all students by providing culturally-responsive programming and education to promote student success, personal growth, and a culture of respect and inclusion. While primarily focused on students, the Multicultural Center will also help create a campus climate of respect and inclusion for all who work and learn on campus, including partnering with the Diversity Council for programming and initiatives.

#### **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>
Instructor 9 mnth	2	1	2	-	-	4	9
Instructr 10.5 mnth	-	-	-	-	-	-	0
Instructor 12 mnth	-	-	-	-	-	-	0
Advanced Instructor 9 mnth	-	1		-	-	-	1
Advanced Instructor 12 mnth	-	-		-	-	-	0
Assistant Professor 9 mnth	11	-	12	-	-	1	24
Assistant Professor 12 mnth	2	-	-	-	-	-	2
Associate Professor 9 mnth	4	5	9	1	-	9	28
Associate Professor 10 mnth	-	-	-	-	-	-	0
Associate Professor 10.5 mnth	2	-	-	-	-	-	2
Associate Professor 12 mnth	-	-	-	-	-	-	0
Professor 9 mnth	2	2	23	-	-	6	32
Professor 10 mnth	1	-	1	-	-	-	2
Professor 12 mnth	-	-	-	-	-	-	0
Department Chair 12 mnth	1	-	3	-	-	-	4
Distinguished Professor	-	-	1	-	-	-	1
<b>Total</b>	<b>26</b>	<b>9</b>	<b>51</b>	<b>1</b>	<b>0</b>	<b>21</b>	<b>107</b>

\* 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>
Instructor 9 month	1	-	-	-	-	-	<b>1</b>
Instructor 10.5 month	1	-	-	-	-	-	<b>1</b>
Instructor 12 month	-	-	1	-	-	-	<b>1</b>
Adv. Instructor 12 month	-	-	-	-	-	-	<b>0</b>
Asst Professor 9 month	2	-	4	-	-	1	<b>7</b>
Asst Professor 12 month	1	-	-	-	-	-	<b>1</b>
Assoc Professor 9 month	-	-	-	-	-	-	<b>0</b>
Assoc Professor 12 month	-	-	-	-	-	0	<b>0</b>
Professor 9 month	-	-	-	-	-	-	<b>0</b>
Department Chair	-	-	-	-	-	-	<b>0</b>
<b>Total</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>10</b>

\* 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\***

<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>
Accountant II	1						1
Admin Support Supervisor	2				1		3
Administrative Analyst						1	1
Administrative Specialist I					2		2
Administrative Specialist II	1				1		2
Administrative Specialist III	24	2	1	1	4	1	33
ASI Research Archivist	1						1
Assistant Coach	3	1					4
Assistant Dean	1						1
Assistant Dean of Students	1						1
Asst Vice Provost	1						1
Assoc Resch/Ext Spec NC			1		1		2
Assoc Vice Chancellor/CHRO	1						1
Associate Dean/Professor					1		1
Asst Dir Aquatics & Fitness	1						1
Asst Dir Student Union	1						1
Asst Personnel Manager	1						1
Budget Specialist	1						1
Buyer	1					1	2
Chief Technology Officer						1	1
Computer Support Specialist	3		1				4
Computer Support Technician	1						1
Computer Systems Mgr			1				1
Coord/Intramural Activities	1						1
Dean of Schools/Colleges			1				1
Development Officer	1						1
Dir Accelerated/Online Prog	1						1
Dir of Community Partnerships	1						1
Dir. Administrative Services	1						1
Dir/Corp-Foundation Relation	1						1
Director of University Police	1						1
Division Chief	1						1
Editor	1			1			2
Education Counselor	3						3
Executive Asst/Res Asst	1						1

Extension Assistant	1						1
Fiscal Support Analyst	3						3
Fiscal Support Specialist	2					1	3
HE Inst Program Coordinator	7		1				8
HE Public Safety Commander I	1						1
HE Public Safety Dispatcher	4		1				5
HE Public Safety Supervisor	2						2
Head Basketball Coach	1						1
Head Coach	2					1	3
HR Assoc Director/Benefits	1						1
HR Assoc Director/Personnel	1						1
HR Assoc Director/Recruitment	1						1
HR Spec/Rec Retention Spec	1						1
Human Resources Specialist	2						2
Institutional Assistant	46	3				2	51
Institutional Services Asst	47					3	50
Institutional Services Supv	3						3
Job Developer/Coop Educ	1						1
Librarian	3						3
Library Technician	3						3
Mail Services Assistant			1				1
Maintenance Assistant	2						2
Project Coordinator						1	1
Project/Program Director	3						3
Project/Program Manager	3						3
Project/Program Specialist	9	2					11
Public Safety Officer	8	1		1			10
Reproduction Equip Oper	1						1
Research Assistant	16		1	1			18
Research Associate	14		3				17
Research Scientist			1				1
Skilled Trades Supervisor	1						1
Skilled Tradesman	4					1	5
Stationary Engineer	1						1
Student Devl Specialist	30	5	1			4	40
Systems Prog./Web Developer		1	1				2
Technical Support Staff	1						1
<b>Total</b>	<b>283</b>	<b>15</b>	<b>15</b>	<b>4</b>	<b>10</b>	<b>17</b>	<b>344</b>

\* 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>
Administrative Specialist III	2					1	3
Administrative Supp Superv	1						1
Assistant Coach	1	1					2
Buyer	1					1	2
Development/Advance Spec						1	1
HE Public Safety Dispatcher	1						1
Head Coach						1	1
Institutional Assistant	9	1					10
Institutional Services Asst	4					1	5
Project/Program Director	1						1
Project/Program Specialist	2	1					3
Public Safety Officer		1					1
Research Assistant	3		1				4
Research Associate			1				1
Skilled Tradesman	1						1
Student Dev. Specialist	6	2					8
<b>Total</b>	<b>32</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>45</b>

\* Due to timing of when reports were run, information in this table may vary slightly from Table 14.



*University of Arkansas at Monticello  
Annual Report  
Fiscal Year Ended June 30, 2019*

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 2014 has been approximately 34.6 percent: 2014, 35.5%; 2015, 32.3%; 2016, 32.5%; 2017, 35.1%, and 38.2% in 2018. The African American population saw a decline from Fall 2014 to Fall 2015 but quickly rebounded by Fall 2017 and reached a new high in Fall 2018 (28.1%). The Hispanic population has slightly increased each year since 2014 also reaching a new high in Fall 2018 (5.8%). Other ethnic minorities have stayed relatively constant from 2014-2018. The number of students who identified themselves as having two or more ethnicities showed a slight decline from Fall 2017 (2.8%) to Fall 2018 (2.3%).

Using Fall 2017 and Fall 2018 data provided by the Director of Institutional Research/FOI Officer, the following table indicates changes in ethnic minority enrollment for the last two years.

<u>Fall 2017 Headcount</u>		<u>Fall 2018 Headcount</u>	
African American	935	African American	881
Hispanic	189	Hispanic	181
American Indian	15	American Indian	12
Asian	21	Asian	12
Non-resident Alien	27	Non-resident Alien	30
Unknown	5	Unknown	6
Two or more	103	Two or more	71
Hawaiian	2	Hawaiian	2

A review of University baccalaureate major fields of study by ethnicity indicated that African American enrollment was highest in the following areas: Health and Physical Education (Exercise Science and Non-Licensure), Nursing, and Criminal Justice, Business Administration. Hispanic enrollment was highest Business Administration, Nursing, Agriculture, and Biology. For non-minority populations,

Agriculture, Nursing, and Business Administration 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 Practical Nursing or Early Childhood Education.

## ***II. STUDENT AFFAIRS***

### **Vice Chancellor Report**

1. Minority Students' Special Interest Activities
  - a) National Pan-Hellenic Council (NPHC) Go Greek Night  
Sponsored by the NPHC at UAM.
    - Hosted on January 15, 2019 at 6:00pm until 8:00pm in the University Center.
  - b) Martin Luther King Jr. Honorary Dinner  
Sponsored by the Office of Student Programs and Activities at UAM.
    - Hosted on January 21, 2019 at 4:30pm until 7:00pm in the University Center Green Room.
  - c) Black History Month
    - Movie Night showing of "42" (Jackie Robinson story)  
Sponsored by the Office of Student Programs and Activities at UAM. Hosted on February 8, 2019 at 6:00pm in the University Center Capitol Room.
    - National Pan-Hellenic Council (NPHC) Week  
Sponsored by NPHC Activities at UAM. Hosted on February 17-20, 2019 at various times and locations.
    - Soul of a Nation Play  
Sponsored by the Office of Student Programs and Activities at UAM. Hosted on February 21, 2019 at 7:00pm in the Fine Arts Center Auditorium.
    - Acoustic Night with the Zetas  
Sponsored by the Office of Student Programs and Activities at UAM. Hosted during Zeta Phi Beta Sorority recruitment week on February 27, 2019 at 6:00pm in the University Center Gallery Room.
    - Zeta Phi Beta Sorority Week  
Sponsored by the Kappa Eta Chapter of Zeta Phi Beta Sorority at UAM. Hosted on February 25- March 1, 2019 at various times and locations.
  - d) Omega Psi Phi Fraternity Week

Sponsored by the Rho Mu Chapter of Omega Psi Phi Fraternity at UAM.  
Hosted on March 25-31, 2019 at various times and locations.

- e) Kappa Alpha Psi Fraternity Week  
Sponsored by the Kappa Eta Chapter of Kappa Alpha Psi Fraternity at UAM. Hosted on April 7-13, 2019 at various times and locations.
- f) Alpha Phi Alpha Fraternity Week
- g) Sponsored by the Pi Psi Chapter of Alpha Phi Alpha Fraternity at UAM.  
Hosted on April 21-27, 2019 at various times and locations.

## 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 one African American sorority; each organization takes a week out of the year to celebrate their heritage, culture, and special traditions.
  
- b) International Student Association  
The Division of Student Affairs in conjunction with the Office of Admissions sponsored an International Culture Bazaar. 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. Samoa
  - 3. Canada
  - 4. Nepal
  - 5. Argentina
  - 6. Singapore
  - 7. Japan
  - 8. Spain
  - 9. Viet Nam
  - 10. Nassau
  - 11. Mexico

### **Office of Admissions Report**

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2018-2019 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall/spring.
- UAM serves as a host international college for F-1 and M-1 VISA students through U. S. Immigration and Customs Enforcement on all three campuses.

- The International Club membership remained stable in FY2019, meeting monthly to discuss changes in international policies and to address issues and opportunities. Attendance was 90—100 percent at each meeting. National International week was held, featuring international cuisine, and 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) and two recognition events at St. Mark's Catholic Church (International Dinner and Graduation Reception). In addition, international students volunteered as speakers in area schools. 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 students was provided to all students. Ride share within the international club was formed and used by many. Four joint activities were held with UAPB to allow students to interact with other international students and share cultural differences. International orientation was 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 eight transition fairs
- Attended fifteen high school transition meetings for incoming SSS students
- Twenty minority recruitment events were attended across the state, and in Louisiana, Mississippi, Tennessee and Texas.
- 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.
- 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 and two in Louisiana. 580 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.
- Two Weevil Welcome Days and two fall Senior Visitation Day were held for high school seniors and parents. These 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

***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 2017 through Summer 2018.

2017-2018 Aid by Ethnicity

	Unduplicated Students	White	Minority	Unreported
Loans	2,146	857	1,289	0
Scholarships	1,884	1,030	853	1
Federal WS	112	56	56	0
Institutional WS	220	147	73	0
All Grants	1,908	745	1,163	0
Pell Grants	1,898	739	1,159	0
SEOG	217	77	140	0
Career Pathways	61	18	43	0

The unduplicated students shown above represent the number of students that received some type of award within the category. A list of all available scholarships is provided in the University's online catalog.

**FACULTY AND STAFF**

Recruitment and retention of a diverse faculty and professional staff were basic expectations in all searches to fill job openings. The University advertised, as needed, in

newspapers and periodicals that target minority groups. In addition, internet advertisements were used to target a wide ethnically diverse population.

During the 2018-19 fiscal year, the University hired minorities in both staff and faculty positions.

On June 30, 2019, the percentage of minorities employed on a full-time basis was as follows:

Non-Classified	14.08%
Classified	33.00%
Faculty	9.13%

As of June 30, 2019, the University hired the following percentage of minorities in full-time positions during the 2018-19 fiscal year:

Non-Classified	12.73%
Classified	18.18%

**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, 2018, through June 30, 2019 is provided below in comparison with two previous years’ statistics:

<b>UAM-CTC Students Ethnicity</b>	<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>	
Asian	1	.23%	1	0.30%	2	0.36%
Black/African America	113	25.86%	124	27.60%	146	26.12%
Hispanic/Latino	16	3.66%	11	2.50%	18	3.22%
White/Caucasian	290	66.36%	293	65.2%	362	64.76%

American Indian	2	.46%	4	.90%	2	0.36%
Two or more races	14	3.20%	15	3.00%	21	3.76%
Non Resident Alien	0	0.00%	2	.50%	7	1.25%
Other/Unknown	1	.23%	0	0.00%	1	0.18%
Hawaiian or Other Pacific Islander	0	0.00%	0	0.00%	0	0.00%
<b>Total Students</b>	<b>437</b>	<b>100%</b>	<b>450</b>	<b>100%</b>	<b>559</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, 2018, through June 30, 2019, is provided below in comparison with two previous years' statistics:

<b>Adult Education Program Ethnicity</b>	<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>	
Asian	3	1.99%	2	1.30 %	1	1%
Black/African America	42	27.00%	53	33.80%	41	32%
Hispanic/Latino	18	12.00%	14	9.00%	12	9%
White/Caucasian	91	59.00%	83	52.90%	68	54%
Two or more races	1	.01%	5	3.00%	5	4%
Hawaiian or Other Pacific Islander	0	0.00%	0	0.00%		
<b>Total Students</b>	<b>155</b>	<b>100%</b>	<b>157</b>	<b>100%</b>	<b>127</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 three (3) female students in Welding Technology, five (5) male students in Practical Nursing, eight (8) male students in Nursing Assistant, three (3) female students in Electromechanical Technology-Instrumentation, and one (1) 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),
- Utilizing DVDs relative to civil rights for student instruction and class discussion to understand all perspectives on racial injustices,
- 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	2016-2017		2017-2018		2018-2019	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian	0	0%	0	0%	0	0.0%
Black/African America	46	38%	29	31%	27	35.53%
Hispanic/Latino	5	4%	3	3%	2	2.63%

White/Caucasian	69	57%	62	65%	44	57.89%
Other	3	1%	1	1%	3	3.95%
<b>Total Students</b>	<b>123</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>76</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 59% percent. Using data provided by the Director of Institutional Research/FOI Officer, the following table indicates all ethnic minority enrollment for July 1, 2018 through census of spring 2019; 434 total students with 257 being minority as follows:

<b>UAM-CTM Students</b>	<b>2018-19</b>	
Non-Resident Alien	1	0.23%
Hispanic	23	5.30%
Asian	0	0.00%
American Indian	0	0.00%
Hawaiian	0	0.00%
Black	217	50.00%
White	177	40.78%
Two or More Races	10	2.30%
Unknown	6	1.39%
<b>Total</b>	<b>434</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, two early childhood instructors (African American), an automotive 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, Human Resource Specialist, an Administrative Specialist 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 62% minority (258/414 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 FY18 through this program is approximately 80% (122 minorities out of a total of 152 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

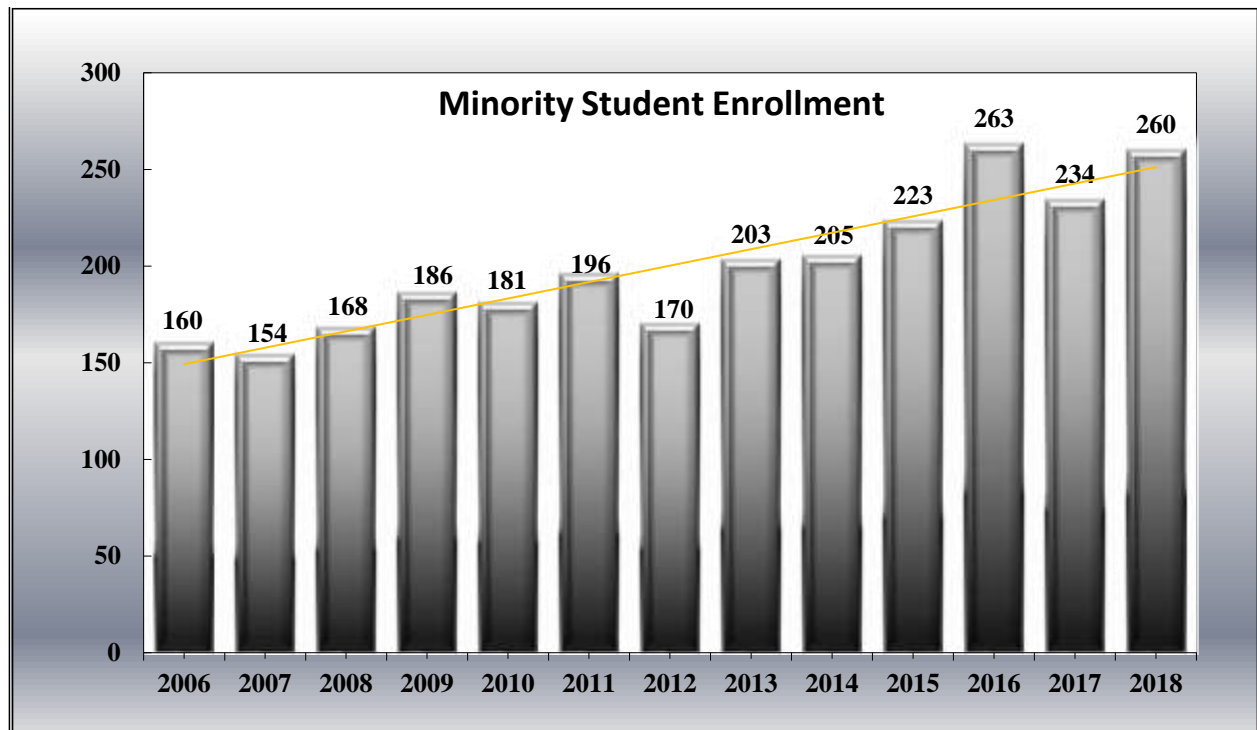
## The University of Arkansas at Pine Bluff

June 2019

### 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 2011-2016 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 2019-20. This is a report of activities and outcomes for 2019.



Student enrollment in fall 2018 was 2,579 of which 89.7% were Black and 10.1% were minority. Minority students by ethnic group are: 5 (1.9%) American Indian; 18 (6.9%) Asian; 27 (10.4%) African; 52 (20.0%) Hispanic; 114 (43.8%) White; and 44 (16.9%) Two or More races. The percentage of

minorities to total enrollment for 2018 is 10.1%.

<b>Minority Group At UAPB</b>	<b>Fall 2018</b>	<b>% of Minority Group</b>	<b>% of Total</b>
American Indian	5	1.9%	0.2%
Asian	18	6.9%	0.7%
African	27	10.4%	1.0%
Hispanic/Latino	52	20.0%	2.0%
White	114	43.8%	4.4%
Two or More Races	44	16.9%	1.7%
<b>Total Minority</b>	<b>260</b>	<b>100.0%</b>	<b>10.1%</b>
<b>Non-Minority at UAPB</b>			
Black	2,313	99.7%	89.7%
Not Reported/Unknown	6	0.3%	0.2%
<b>Total Non-Minority</b>	<b>2,319</b>	<b>100.0%</b>	<b>89.9%</b>
<b>Total Enrollment</b>	<b>2,579</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 Analyst	1
Admissions Counselor	1
Assistant Coach - Baseball	1
Assistant Dean	1
Assistant Professor	24
Associate Professor	18
Coach	2
Dean of Schools	2
Department Chairperson	9
Director of Admissions	1
Education Counselor	1
Extension Associate	4
Extension Specialist I	1
Extension Specialist II	3
Extension Specialist III	2
Extension Specialist IV	1
Fiscal Support Analyst	1
Fiscal Support Manager	1
Head Athletic Trainer	1

Head Coach - Soccer	1
Institutional Printer	1
Instructor	18
Laboratory Technician	1
Library Technician	1
Mail Services Assistant	1
Multi-Media Specialist	1
Professor	12
Project/Program Specialist	2
Research Assistant	3
Research Associate	8
Research Specialist	1
Research Technician	1
Television Program Manager	1
Vice Chancellor-Enrollment Management	1
Vice Chancellor-Research, Innovation & Econ. Dev.	1
Warehouse Manager	1
<b>Total - Minority</b>	<b>131</b>
<b>Total Employees</b>	<b>631</b>
<b>Percent Minority</b>	<b>20.8%</b>

The full-time faculty of 154 includes 48.7% minority and 51.3% Black. The staff/administration of 477 are 89% Black and 11% 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, 2018</b>	<b>% of Group</b>	<b>% of Total</b>
Asian	34	45.3%	22.1%
African	6	8.0%	3.9%
Hispanic/Latino	2	2.7%	1.3%
White	32	42.7%	20.8%
Two or More Races	1	1.3%	0.6%
<b>Total Minority</b>	<b>75</b>	<b>100.0%</b>	<b>48.7%</b>
<b>Non-Minority at UAPB</b>			
Black	79	100.0%	51.3%
<b>Total Non-Minority</b>	<b>79</b>	<b>100.0%</b>	<b>51.3%</b>
<b>Total</b>	<b>154</b>		<b>100.0%</b>

- **Number of minority adjunct faculty who currently work for UAPB.**

As of fall 2018, the University employed 13 minority adjunct faculty members, which represents 32% of all adjunct faculty.

- **Number and position title of minority faculty and staff who began working for UAPB this past year.**

Position Title	Number
Assistant Professor	5
Coach	1
Fiscal Support Analyst	1
Head Coach - Soccer	1
<b>Total</b>	<b>8</b>

As indicated in the chart below, the number of minority students increased from 205 for fall 2014 to 260 for fall 2018. The percent of minority students to total enrollment has also increased from 8% for fall 2014 to 10% for fall 2018. The percentage of minority faculty increased from 41% in fall 2014 to 49% in fall 2018. Minority administrators/staff percentages to total employees are 11% for 2014, 12% for 2015, and 11% for 2016, and 12% for 2017 and 2018. The percent of minority employees (faculty/staff/administrators) to total employees has increased from 19% in 2014 to 21% in 2018.

**Student, Faculty & Staff By Ethnicity, Fall Semesters 2014 - 2018**

		Non-Minority	Minority	Total
<b>Fall 2014</b>	Students	2,308	205	2,513
	Percent of Total	92%	8%	100%
	Faculty	93	64	157
	Percent of Total	59%	41%	100%
	Administrators & Staff	394	49	443
	Percent of Total	89%	11%	100%
<b>Fall 2015</b>	Total Employees	487	113	600
	Percent of Total	81%	19%	100%
	Students	2,435	223	2,658
	Percent of Total	92%	8%	100%
	Faculty	96	65	161
	Percent of Total	60%	40%	100%
<b>Fall 2016</b>	Administrators & Staff	388	51	439
	Percent of Total	88%	12%	100%
	Total Employees	484	116	600
	Percent of Total	81%	19%	100%
	Students	2,558	263	2,821
	Percent of Total	91%	9%	100%
<b>Fall 2017</b>	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 2018</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%

**OBJECTIVE I: To increase the number of targeted potential minority student contacts.**

<b>Activity</b>	<b>Timeline</b>	<b>Performance</b>
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.

<b>Activity</b>	<b>Timeline</b>	<b>Performance Measure</b>
C. Increase marketing targeted to diverse populations	Ongoing	Marketing strategies will reflect diverse segmentation

2018 – 2019

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.**

<b>Activity</b>	<b>Timeline</b>	<b>Performance Measure</b>
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 and Student Success (EMSS) 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 2018-2019 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 for Enrollment Management and Student Success. 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. Finally, the Provost endorsed and participated in the first ever university sponsored partnership development trip that took place July 2018, and included visits to Cote d'Ivoire and Ghana. Funding for this trip was made possible by SAFHS. Participants on this trip included Dr. Robert Z. Carr, Jr., Provost and Vice Chancellor of Academic Affairs; Dr. Muthusamy Manoharan, SAFHS Interim Dean/Director; and Dr. Pamela D. Moore, Associate Dean for Global Engagement. At least one partner from Nigeria will join the delegation in Ghana.

### ***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 - 2019***

During the 2017-2018 academic semester, enrollment trends barely held steady, hovering just below the target of 50 international students per semester. Nevertheless, overall numbers remained higher than those prior to the 2016-2017 academic cycle. The average enrollment for fall and spring semesters during 2011-2012 was 26 compared to 47.5 for 2017-2018. 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

Additional international student data for 2017-2018 can be found in Appendix A. Fall Semester Statistical Data and Appendix B. Spring Semester Statistical Data.

Activity	Timeline	Performance Measures
B. Diversify Recruitment Staff	Ongoing	Staff (pd./volunteer) will reflect diversity

#### 2018 - 2019

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 taken 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.**

<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>PERFORMANCE</b>
A. Increase number of on-line, evening and weekend courses by 10% per year for next five years	2018 - 2019	Records will show a 1% increase in the number of courses offered and an 18% increase in the number of course enrollments over the previous year.

2018-2019

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 2018 web-based course information is: 90 course sections, 2,232 course enrollment, 243 credit hours, 5,816 student semester credit hours (SSCH) and 60 unduplicated instructors.

Spring 2019 web-based course information is: 97 course sections, 2,249 course enrollment, 261 credit hours, 5,909 student semester credit hours (SSCH) and 69 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 Community College at Batesville  
Minority Recruitment and Retention 2018-2019 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>Minority Group</b>	<b>2016</b>		<b>2017</b>		<b>2018</b>	
American Indian/Alaskan Native	3	0.22%	1	0.08%	5	0.004%
Black	34	2.53%	42	3.39%	37	2.79%
Hispanic	62	4.61%	82	6.61%	70	5.27%
Asian	3	0.22%	4	0.32%	15	1.13%
Hawaiian	0	0.00%	0	0.00%	1	0.0%
Multiple Races	81	6.02%	74	5.97%	76	1.96%
Total Minority Students	183	13.61%	203	16.37%	204	15.36%

<b>Spring Semester Comparisons</b>	<b># and % of Students Enrolled</b>					
<b>Minority Group</b>	<b>2017</b>		<b>2018</b>		<b>2019</b>	
American Indian/Alaskan Native	2	0.18%	0	0.00%	7	0.01%
Black	32	2.88%	37	3.22%	37	3.09%
Hispanic	62	5.58%	67	5.84%	64	5.33%
Asian	3	0.27%	5	0.44%	14	1.17%
Hawaiian	0	0.00%	0	0.00%	0	0.00%
Multiple Races	61	5.49%	71	6.18%	60	5.00%
Total Minority Students	160	14.40%	180	15.68%	182	15.18%

During the Fall 2018 semester, 204 minority students were enrolled at UACCB. This is up one student from the total of 203 minority students enrolled in the Fall 2017 semester. Minority students comprised 15.36% of the total number of students enrolled in the Fall 2018 semester, a 1.01% decrease from Fall 2017.

During the Spring 2019 semester, 182 minority students were enrolled at UACCB. This is up two students from the total of 180 minority students enrolled in the Spring 2018 semester. Minority students comprised 15.18% of the total number of students enrolled in the Spring 2019 semester, a 0.50% decrease from Spring 2018.

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 2018 student body was 10.90% more diverse than the UACCB service area and the Spring 2019 student body was 10.72% 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 107 full-time employees, 53 adjunct instructors, and 15 part-time staff. Of that population, fifteen employees are minorities. The percentage of minority employees is 8.57%, 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>
Faculty	Nursing Instructor	American Indian
Staff	Director of Special Programs	Asian
Staff	HR Specialist	American Indian
Staff	Special Instructor/Trainer	Black
Staff	Counselor	American Indian
Faculty (part-time)	CWCE	Black
Faculty (part-time)	CWCE	Hispanic
Faculty (part-time)	Adjunct Faculty – NAH	American Indian
Faculty (part-time)	Adjunct Faculty – NAH	American Indian
Faculty (part-time)	Adjunct Faculty – Industrial Technology	Black
Staff (part-time)	Staff - Purchasing Assistant	Black
Staff (part-time)	Staff- Maintenance	Asian
Staff (part-time)	Tutor – TRIO	Black
Staff (part-time)	Staff – IH Receptionist	American Indian
Staff (part-time)	Staff – IH Receptionist	Hispanic

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

<b>Minority Group</b>	<b># of Full-Time Faculty</b>		
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
American Indian/Alaskan Native	1	1	1
Black	0	0	0
Hispanic	0	0	0
Asian	1	0	0
Multiple Races	0	0	0
<b>Total Minority Full-time Faculty</b>	<b>2</b>	<b>1</b>	<b>1</b>

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

Minority Group	# of Adjunct Faculty		
	2016-2017	2017-2018	2018-2019
American Indian/Alaskan Native	0	0	2
Black	2	4	2
Hispanic	0	1	1
Asian	1	1	0
Multiple Races	0	0	0
Total Minority Adjunct Faculty	3	6	5

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

Five minority faculty and staff were hired during the 2018-2019 academic year.

Employee Status	Position Title	Race/Ethnicity
Faculty	Nursing and Allied Health	American Indian
Faculty (part-time)	Nursing and Allied Health	American Indian
Faculty (part-time)	Nursing and Allied Health	American Indian
Staff (part-time)	Purchasing Assistant	Black
Staff (part-time)	Adult Education	Hispanic

**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 2014-2019**

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 15.36% minority students in the Fall 2018 semester and 15.18% minority students in the Spring 2019 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. 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 8.57%. 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 in an effort 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:

All advisory committees had minority representation. This goal was met.

- 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:

A marketing consultant was hired in the summer of 2017. She met with a diverse group of students, faculty, staff, and community leaders. The consultant led the groups through an extensive review of brand awareness, marketing themes, and strengthening visual images of the institution. The consultant met with all staff members who are involved in student services and involved in marketing those services in print materials. She also met with the staff team responsible for recruitment and retention. The consultant made a second visit to campus to coordinate a marketing photo shoot. New photos are now available for publications and billboards featuring a diverse group of students and a diverse group of alumni.

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 2017-2018 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 Multi-cultural Student Association (MSA) participated in a Black History Month Celebration on campus; special guest speakers included Dr. Lonnie Williams (keynote speaker from ASU), Markeita Williams (alumnus of UACCB and Lyon College), and Jordan Childress (current UACCB student). This were approximately 50 to 75 staff and students attend this event. MSA also held a Sunday Black History celebration with special speakers and music.

The UACCB Student Government Association (SGA) held a free movie night as part of the Black History Month celebration. The movie shown was *Green Book*, about a working-class Italian-American bouncer driving an African-American classical pianist on a tour of American South venues during the 1960s.

UACCB's Director of Marketing and guest writer for the *Batesville Guard*, Hannah Keller Flanery, submitted articles during Black History month, with each depicting the successes of a current or former minority student. Additional articles were submitted to media outlets highlighting student academic success through the *Fulfilling the Dream* series of article, which featured minority representation.

UACCB will continue to strengthen partnerships with local GED and ESL programs to secure referral of minority students who are progressing through the programs. The Director of the UACCB GED and ESL programs works with other UACCB team members to identify these potential students and their respective goals for continuing their education at UACCB. With the service area expanding to Sharp County, our GED and ESL programs will have more opportunity to serve the minority population.

The benchmark for success will be growth in minority enrollment. Enrollment will be evaluated after census data for the Fall 2019 and Spring 2020 semesters to assess progress. The number of minority students enrolled and the yield rate of applications to enrolled students will be examined.

#### **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 in 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 \$256,328
- 2.) Retention Related Budgets Total \$923,327.00
  - a. Tutoring Budget = \$89,753
  - b. Counseling & Career Services = \$61,436.00
  - c. Student Development = \$98,140.00
  - d. Scholarships = \$401,000.00
  - e. Academic Advising = \$272,998.00

**Minority Recruitment and Retention  
Progress Report  
2019**

**The University of Arkansas  
Community College at  
Hope-Texarkana**

**Prepared for the Arkansas Department of Higher Education  
June 2019**

# Minority Recruitment and Retention Progress Report

## Introduction and Data Report

An expectation of educational institutions is that they enrich and enhance the academic and socialization experiences of students through a diversified culture of learning. The University of Arkansas Community College at Hope-Texarkana (UAHT) 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. 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.

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. 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.

Nothing is more basic to college than learning. Promoting a desire for a lifetime of learning is the supreme achievement of higher education, and a key component of living up that achievement is helping students become educated people capable of living a life of learning. Foundational to the 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 is in 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 phase of planning was designed to demonstrate a continued commitment to multiculturalism and to systematically implement and assess an institutionalized campus environment of inclusion. The goal has been to create processes over programs. Building on that goal, the current plans integrate multicultural initiatives into the core structures of the College. Not only to replicate diversity within the faculty and student body, but also to institutionalize campus environments of inclusion

Between fall 2014 and fall 2018, the College increased its minority headcount by 13.9% (from 545 students to 621 students).

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	72.4%
Black	24.6%
Hispanic	6.5%
American Indian/Alaskan Native	0.7%
Asian	0.6%
Native Hawaiian/Pacific Islander	0.1%
More than One Race	1.6%

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 1478 students. Enrollment averages for African Americans were 33.6% of total enrollment (approximately 10% above the service area population). Enrollment averages for Hispanic students were 6.6% of total enrollment (.01% above service area population). Other ethnic demographic populations have either remained consistent or increased slightly during the past five years.

**UAHT Headcount Enrollment by Race**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
American Indian/Alaskan Native	11 (0.81%)	8 (0.57%)	11 (0.72%)	15 (0.98%)	8 (0.51%)
Asian	5 (0.37%)	8 (0.57%)	59 (3.85%)	26 (1.69%)	16 (1.03%)
African American	437 (32.13%)	508 (36.13%)	555 (36.25%)	517 (33.66%)	468 (30.0%)

Hawaiian/Pacific Islander	1 (0.07%)	1 (0.07%)	2 (0.13%)	1 (0.07%)	3 (0.19%)
Hispanic	89 (6.54%)	83 (5.90%)	89 (5.81%)	110 (7.16%)	118 (7.56%)
White	808 (59.4150)	785 (55.83%)	794 (51.86%)	848 (55.21%)	931 (59.68%)
Two or more races	2 (0.15%)	3 (0.21%)	3 (0.20%)	4 (0.26%)	9 (0.58%)
Unknown	7 (0.51%)	10 (0.71%)	18 (1.18%)	15 (0.98%)	7 (0.45%)
<b>TOTAL</b>	<b>1360</b>	<b>1406</b>	<b>1531</b>	<b>1536</b>	<b>1560</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 2018 term were over 42% of the total enrollments. African Americans enrollments increased between fall 2014 and fall 2018, from 46 students to 186 students. Hispanic enrollments have averaged approximately 5% 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 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>
American Indian/Alaskan Native	3 (1.21%)	1 (0.36%)	3 (0.72%)	6 (1.25%)	1 (0.23%)
Asian	1 (0.40%)	2 (0.72%)	7 (1.68%)	2 (0.42%)	2 (0.46%)
African American	9 (3.63%)	122 (43.72)	160 (38.46%)	186 (38.83%)	163 (37.73%)
Hawaiian/Pacific Islander	1 (0.40%)	0	1 (0.24%)	1 (0.21%)	2 (0.46%)
Hispanic	10 (4.03%)	14 (5.02%)	18 (4.33%)	27 (5.64%)	12 (2.78%)
White	141 (56.85%)	13 (49.47%)	225 (54.09%)	255 (53.24%)	250 (57.87%)
Two or more races	1 (0.40%)	1 (0.36%)	0	1 (0.21%)	2 (0.46%)
Unknown	0	1 (0.36%)	2 (0.48%)	1 (0.21%)	0
<b>TOTAL</b>	<b>248</b>	<b>279</b>	<b>416</b>	<b>479</b>	<b>432</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, 2019, but do not include any students who will finish their degree or certificate upon the completion of the first summer session.

**Graduated Student File by Ethnicity**

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
American Indian/Alaskan Native	4 (1.03%)	3 (0.69%)	5 (1.04%)	4 (0.82%)	4 (0.84%)
Asian	2 (0.52%)	5 (1.14%)	6 (1.24%)	4 (0.82%)	5 (1.05%)
African American	107 (27.72%)	153 (35.01%)	161 (33.33%)	172 (35.32%)	125 (26.32%)
Hawaiian/Pacific Islander	0	0	0	0	0
Hispanic	27 (6.99%)	27 (6.18%)	30 (6.21%)	34 (6.99%)	33 (6.95%)
White	245 (63.47%)	249 (56.98%)	278 (57.56%)	269 (55.24%)	306 (64.42%)
Two or more races	1 (0.26%)	0	1 (0.21%)	4 (0.82%)	2 (0.42%)
Unknown	0	0	2 (0.41%)	0	0
<b>TOTAL</b>	<b>386</b>	<b>437</b>	<b>483</b>	<b>487</b>	<b>475</b>

During the past five years our graduate numbers averaged 453 students. Graduation averages for African Americans were 32% of total graduates (7% above the service area population). Graduation averages for Hispanic students were 6.5% of total graduates (.01% below the service area population). Other ethnic demographic populations have remained consistent during the past six years.

On the 2019 graduate survey, when asked to rate UAHT on being a diverse campus, the average student response was 4.7% on a scale of 5.0. Of the 12 questions asked regarding their experience on campus the diversity question received the highest average percentage of the rating responses.

Enrollment rates and graduation rates when viewed by ethnicity show that the College’s philosophy and underling strategies reflect the diversity of the communities it serves.



## Progress Report

**GOAL 1: *The University of Arkansas Hope-Texarkana will continue to work as a cohesive network to prepare students for the world at large by infusing principles that reflect the values of diversity, equality, and global awareness throughout the curriculum and co-curriculum.***

Goal 1 of the 2017-2022 Action Plan (Action Plan) visualizes a two-pronged approach toward principles of diversity, equality, and global awareness. The first 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 revised 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. [see *Strategy 1.1.1; Activity 1.1.1.1; Activity 1.1.1.2*]

The College continued its partnerships with the Hope Public School District (HPSD) toward college success initiatives. The HPSD invested in a college and career readiness academy for students to guide toward college readiness with a record of academic success. A major component of the Hope Academy of Public Service (HAPS) experience is projects-based learning and community service. Another curriculum component of the first goal of the Action Plan was to incorporate a projects-based learning component as an option for students. [see *Activity 1.1.2.2*]

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 embarked on 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 readiness, 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. There are 17 females and five males with a demographic breakdown of ten white students, six African-American students, and seven Hispanic students. The Collegiate Academy model will be replicated on the Texarkana campus in fall 2019 with 10<sup>th</sup> and 11<sup>th</sup> grade students from Arkansas High School. The 23 students in the initial Hope 10<sup>th</sup>

grade class will move to 11<sup>th</sup> grade status and a new 10<sup>th</sup> grade class will enter the Hope Academy. [*see Strategy 1.2.4*]

Service-learning incorporated into the curriculum allowed us to research and develop active learning and learner-centered strategies for more personalized learning. Likewise, it allowed us to be more responsive to local employment markets as students integrate community service into their learning experience. Incorporating service learning components throughout the general education curriculum will also allow the College to infuse principles of multiculturalism in both curriculum and co-curriculum activities, projects, and outcomes. [*see Activity 1.1.2.4*]

In anticipation of the Collegiate Academy joint venture, the UAHT campus completed library renovations and updates. Processes include evaluating the quantity and quality of diversity related materials in the library. [*see Strategy 1.1.3*]

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*]

The second prong toward principles of diversity, equality, and global awareness is utilizing 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. One of the programs for the 2018-2019 Program Series was Masters of Soul, celebrating the unforgettable style and magic of Motown. [*see Strategy 1.2.2; Activity 1.2.2.1*]

The UAHT Multicultural Society 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. The Multicultural Society sponsored a Black History Month Convocation program with keynote speaker Tamika Edwards, J.D., Executive Director of the Philander Smith College Social Justice Institute. The Multicultural Society then hosted a lunch-and-learn centered around the historical context of soul food on both the Hope and Texarkana campuses.

The Multicultural Society presented an 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, and Arkansas High School. [*see Strategy 1.2.3*]

The Texarkana campus hosted campus tours and educational program information for youth from the Migrant Farm. Participants were primarily Hispanic youths. [*see Strategy 1.2.3*]

Hempstead Hall on the UATH campus screened the movie *Race*, chronicling legendary black Olympian Jesse Owens competition in track and field at the 1936 Games in Nazi Germany. The event was free to the general public. [see *Strategy 1.2.1*]

### Findings

The College evidences a culture of equality and inclusion that verifies that principles of multiculturalism are incorporated throughout the curriculum and co-curriculum of students' overall educational experience. 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'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. 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 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 academic problem. 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 three 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 fall 2018 semester we have two and a half years of data. We are looking for withdrawal rate patterns. Our plan for data analysis is to take the 25% and above course sections and 'drill 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.

We will try to analyze the data for areas of improvement and then ask ourselves "what are we going to do about it?" From there we will articulate strategies and address the tactics necessary to tackle the things that demand our attention based upon the data analytics. [see *Activity 2.1.1.4*]

One of the underlying attrition problems campus personnel identified was ineffective 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.

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 a Student Engagement 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.

The Student Engagement Center construction renovation completed in March 2019. Advising pilots for transfer students is underway. The plan for an intrusive/appreciative advising model is progressing with plans to expand professional advising to students seeking careers in health professions next year and expanding advising operations onto the Texarkana campus. [*see Strategy 2.1.1; Strategy 2.1.1.1*]

Also addressed earlier 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 completed 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 third 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%. Under the plan those strategies and activities are not scheduled to begin until next year. 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. Approximately 30% of all institutional scholarships and 30% of all endowment scholarships are awarded to minority populations. [see Activity 2.3.1.2]

Findings

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. 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.

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 and will model diversity and equality through hiring practices.***

The strategies and activities of Goal 3 of the Action Plan parallel those of prior Action Plans. Virtually 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 is reviewing 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 30% of all institutional scholarships and 30% of all endowment scholarships are awarded to minority populations. Those percentages are consistent with service area demographics. Enrollment management personnel along with personnel in financial aid services will continue to seek to provide scholarships and other financial aid opportunities for students. [see Activity 3.1.1.3]

During the 2018-2019 academic year, the College employed 117 full-time faculty and staff, of whom 86 (73%) are white, 30 (26%) are African American, and 1 (1%) is Hispanic. The position, hire date, and ethnicity are detailed below:

Position/Title	Hire Date	Ethnicity
Instructor	9/14/1980	African American
Financial Aid Officer	3/22/1993	African American
Director of Student Support Services	9/2/1997	African American
Counselor	1/6/1997	African American
Career Services Coordinator	10/29/2000	African American
Library Technical Assistant	1/3/2005	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
Wage Coordinator	7/1/2015	African American
Instructor	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
Student Services Specialist	1/2/2019	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

Our service area is approximately 24% African American, and African Americans represent 26% of College employees. 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. 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 3.2.1; Activity 3.2.1.1; Activity 3.2.2.1*]

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 2018-2019 academic year there were 46 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.

### 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**

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 2017-2022 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 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.

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. 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.

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 (2017 - 2022)

#### GOAL 1:

The University of Arkansas Hope-Texarkana will continue to work as a cohesive network to prepare students for the world at large by infusing principles that reflect the values of diversity, equality, and global awareness throughout the curriculum and co-curriculum.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
1.1 Verify that principles of multiculturalism are incorporated throughout the curriculum as a component of students' overall educational experience	1.1.1 Develop a General Education assessment cycle for Institutional Learning Outcomes	1.1.1.1 Review campus General Education Statement to assure that the statements are assessable at course-level learning	General meeting materials	Faculty Senate; Chancellor's Cabinet	2017- 2018 <b>Completed</b>
		1.1.1.2 Develop Value Rubrics as a method of assessing Institutional Learning Outcomes	General meeting materials	Institutional Outcomes Committee; Chancellor's Cabinet	2017-2018 <b>Completed</b>
	1.1.2 Encourage faculty to broaden course perspectives to address global awareness	1.1.2.1 Encourage the use of texts, instructional materials, and learning activities that reflect the values of diversity	General meeting materials	Curriculum Committee; Academic Deans, Vice Chancellor for Academics	2017-2022 <b>Ongoing</b>
		1.1.2.2 Research a service learning component linked to general education courses	Research materials, operational budgets, scholarship funds	Deans of Arts, Humanities & Social Sciences and Math and Science; Vice Chancellor for Academics	2018-2022 <b>Ongoing</b>



		1.1.2.3 Research educational programs that are responsive to local employment markets	Research materials	Chancellor's Cabinet; Vice Chancellor for Academics	2018-2022 Ongoing
		1.1.2.4 Research and develop active learning and learner-centered strategies for more personalized learning	Research materials, operational budgets, scholarship funds	Faculty	2017-2022 Ongoing
	1.1.3 Evaluate the quantity and quality of diversity related materials in the library	1.1.3.1 Where feasible compile resources for diversity related materials posted on the library website	General research materials	Librarian	2017-2022 Ongoing
		1.1.3.2 Increase library resources as a way of having personnel acquire, discover, and apply knowledge	General budgetary considerations	Librarian	2017-2022 Ongoing
		1.1.3.3 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	Dean of Institutional Effectiveness;	2017-2022 Ongoing
		1.1.3.4 Include diversity in the agendas, orientations, and reports of all operational areas	General meeting materials	Campus personnel	2017-2022 Not completed
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	2017-2022 Ongoing
		1.2.1.2 Utilize CCSSE data to quantify students'	CCSSE budget	Vice Chancellor for Student Services	2019-2022 Ongoing

		diversity experiences			
	1.2.2 Utilize Hempstead Hall as a forum to feature components of different cultures	1.2.2.1 Involve members of diverse communities in planning programs and activities featured	General budgetary considerations	Hempstead Hall Personnel; Community partners; Campus Co-curricular groups	2017-2022 Ongoing
		1.2.2.2 Encourage the use of the facility for professional retreats and meetings as a method of making more active campus connections	General budgetary considerations	Hempstead Hall Personnel	2017-2022 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 Multicultural Club to acknowledge equality and social justice issues and the institutional effort to demonstrate ways open discussions benefit all students	Budget components of club activities	Vice Chancellor for Student Services	2017-2022 Ongoing
		1.2.3.2 Utilize student clubs as a method of recognizing the components of diversity that enrich the campus	Student club budgets	Vice Chancellor for Student Services	2017-2022 Ongoing
	1.2.4 Build Community Partnerships	1.2.4.1 Engage community leaders in advancing multicultural strategies	General budgetary considerations	Chancellor's Cabinet	2017-2022 Ongoing

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 and develop a Student Engagement Center for placement testing, advising, and supplemental instruction	2.1.1.1 Research and develop a professionally staffed advising office			Ongoing		
		2.1.1.2 Develop an intrusive/ appreciative advising model for one-stop holistic advising	General budgetary considerations for minor construction adjustments	Chancellor’s Cabinet; Vice Chancellor for Student Services	2018-2019 Ongoing		
		2.1.1.3 Professional Development training for advisors trained in non-cognitive factors	General budgetary considerations	Vice Chancellor for Student Services	2018-2019 Hope Ongoing 2019-2020 Texarkana Not yet underway		
			2.1.1.4 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 Not yet underway	
			2.1.2 Develop and pilot Supplemental Instruction Programs	2.1.2.1 Identify and train Supplemental Instruction Peer Leaders	General budgetary considerations	Vice Chancellors for Academics and Student Services	2019-2022 Not yet underway
			2.1.2.2 Identify “high risk” courses (success rates of less than 75%) as candidates for Supplemental Instruction	General budgetary considerations	Institutional Research Officer; Vice Chancellor for Academics; faculty	2018-2022 Ongoing	

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 Not yet underway
		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	2018-2022 Not yet underway

		2.3.1.2 Establish additional needs-based scholarships	General fundraising materials	Office of Institutional Advancement	2017-2022 Not yet underway
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### 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 and will model diversity and equality through hiring practices.

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	2017-2022  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	2017-2022  Not yet underway
		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	2017-2022  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	2017-2022  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	2017-2022  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

3.2 Strengthen efforts to attract a diverse faculty for all new positions	3.2.1 Continue search-committee style hiring process	3.2.1.1 Include personnel from various departments to include members of diverse ethnic, gender, and age groups	General meeting materials	Human Resources Officer	2017-2022 Ongoing
		3.2.1.2 Assign diversity awareness duties to search committee chairs to keep diversity considerations as an active part of hiring decisions	General meeting materials	Human Resources Officer	2017-2022 Ongoing
	3.2.2 Develop methods for attracting and retaining minority faculty	3.2.2.1 Academic divisions report annually on faculty positions available and assess faculty needs for the future	General reporting materials	Academic Deans; Vice Chancellor for Academics	2017-2022 Ongoing
		3.2.2.2 Investigate best practices at peer institutions on recruitment and retention of faculty of diverse backgrounds	General research materials	Human Resources Officer; Vice Chancellor for Academics	2017-2022 Not yet underway
		3.2.2.3 Include specific reference to experience with underrepresented minorities and multicultural populations in job descriptions	General research materials	Human Resources Officer	2017-2022 Ongoing

**UNIVERSITY OF ARKANSAS FOR  
MEDICAL SCIENCES**

Minority Recruitment and Retention Report

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**ANNUAL REPORT**

2018-19



# **University of Arkansas for Medical Sciences (UAMS)**

## **Recruitment and Retention of African Americans, Other Minorities and Females Annual Report 2018-19**

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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 specialty expertise not routinely available in community settings
- 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 Inclusion, 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:

- “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.”
- “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. Since 1993, UAMS has had a Diversity Committee dedicated to highlighting the value of diversity and developing programs to instill that value across the University. The Diversity Committee and the Minority Student Recruitment and Retention Committee were established to help achieve the institution's strategic objectives. A new Vice Chancellor for Diversity, Inclusion, and Equity was recently hired to oversee the Center for Diversity Affairs and the institution's diversity, inclusion, and equity initiatives. Additional information regarding the CDA and CDA outreach programs is included on pages 18-24.

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.

### **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. WFCD provide leadership training, mentoring/advising, faculty handbook publications, 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 and passion 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 are what make us tick. We share a common commitment and vision for professional development, and we collaborate on services and activities that have helped countless faculty members achieve their goals.

### **Accomplishments**

- In 1996, WFDC created the first mentoring program for women faculty using senior women advising junior women. This was a very successful program. With time, more departments and divisions have paid attention to the value of mentoring and have created wonderful programs for all faculty. The Faculty Center continues to match advisors with younger faculty who need career or specific mentoring.
- Recognized nationally in 1997 by the Association of American Medical Colleges, receiving the first Women in Leadership Award
- Many committee chairs and past presidents of WFDC have served or are serving in various leadership positions on campus.
- The Research Committee hosts several activities during the academic year to support young women scientists at UAMS. The committee coordinates a mentoring program for postdoctoral fellows, locates speakers for seminars and panel discussions, and hosts luncheons that foster discussions and mentoring opportunities between Faculty members, graduate students and postdoctoral fellows.
- The salary Equity Committee has conducted three salary equity studies over the past 20 years, each of which have been welcomed and appreciated by the Dean of the College of Medicine. UAMS leaders are actively considering how this work will become institutionalized going forward.
- Present an Outstanding Woman Faculty Award each year
- The Women In Training (WIT) Committee's focus is on mentoring medical students and residents. The Committee plans an annual event: either a residency fair or specialty choice discussion event for M2 – M3 students in the winter or spring, depending on the feedback of students. The multispecialty event features a panel of primary care physicians during the first hour and a contingency of specialists and sub-specialists holding signs that students can easily locate and target for individual and small group questions. This event is focused on lifestyle and specialty choice. Community and academic physicians address students' concerns about making that

specialty choice, call schedule, family time, residency, practice-based questions, and financial return.

- Committee members host a welcome lunch for incoming freshmen women and greet residents at Housestaff orientation in June. WIT advises and supports the American Medical Women's Association student group, a very strong group of young women who are engaged in community and campus projects.
- Women faculty and American Medical Women's Association (AMWA) students participate in 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. Speakers show and discuss what your career can look like if you continue to do well. WFDC List Serve is provided to members to allow women faculty members to seek help from other faculty members (i.e. nanny, housecleaner, babysitter, daycare, etc.).

## **Minority Faculty Development Caucus (MFDC)**

The UAMS Minority Faculty Development Caucus (MFDC) is a voluntary faculty organization that defines minority as any group who has been historically relegated to a status that is unequal to the dominant group. As a result, this definition takes into account access to power as well as suffering discrimination, inequality, and oppression. Therefore the MFDC ascribes to a more inclusive definition of minority status beyond numerical inferiority or ethnic and cultural characteristics.

### **MFDC Mission Statement**

The goal of the UAMS MFDC is to support minority faculty members throughout all of the colleges at UAMS through professional development, mentorship, skills-building, advocacy, and networking. The MFDC seeks to establish an environment at UAMS that promotes career advancement among minority faculty.

### **Current projects of the MFDC**

The MFDC began hosting biannual events in 2018 that serve to enhance networking of minority faculty and allies, and provide a means of discussing issues of importance to our minority faculty. The events include a social hour followed by a panel discussion about a specific issue of import with a subsequent "Question & Answer" session. The MFDC will launch a new minority faculty mentoring program in the Fall of 2019.

## 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 2018-19, UAMS enrolled 2,996 students (unduplicated headcount).

### UAMS 2018-19 Annual, Unduplicated Student Enrollment by Race/Ethnicity and Gender

UAMS 2018-19 Annual Unduplicated Student Enrollment	Male (n=948)		Female (n=2,048)		Total (2,996)	
	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	9	40.9%	13	59.1%	22	0.7%
Asian	62	36.3%	109	63.7%	171	5.7%
Black or African American	46	17.5%	217	82.5%	263	8.8%
Hispanic/Latino	44	32.8%	90	67.2%	134	4.5%
Native Hawaiian/Other Pacific Islander	0	0.0%	1	100.0%	1	0.0%
White	711	32.8%	1,455	67.2%	2,166	72.3%
Nonresident Alien	37	38.1%	60	61.9%	97	3.2%
Two or More Races/Some Other Race	24	29.3%	58	70.7%	82	2.7%
Not disclosed/Unknown	15	25.0%	45	75.0%	60	2.0%
<b>Total Student Counts</b>	<b>948</b>	<b>31.6%</b>	<b>2,048</b>	<b>68.4%</b>	<b>2,996</b>	<b>100.0%</b>

### Fall 2018 Student Enrollment by Race/Ethnicity and Gender

UAMS Fall 2018 Student Enrollment	Male (n=879)		Female (n=1,879)		Total (2,758)	
	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	8	42.1%	11	57.9%	19	0.7%
Asian	57	37.3%	97	63.4%	153	5.5%
Black or African American	43	18.6%	188	81.4%	231	8.4%
Hispanic/Latino	41	32.0%	85	66.4%	128	4.6%
Native Hawaiian/Other Pacific Islander	0	0.0%	1	100.0%	1	0.0%
White	665	33.0%	1,348	67.0%	2,013	73.0%
Nonresident Alien	31	36.0%	55	64.0%	86	3.1%
Two or More Races/Some Other Race	22	31.0%	50	70.4%	71	2.6%
Not disclosed/Unknown	12	21.4%	44	78.6%	56	2.0%
<b>Total Student Counts</b>	<b>879</b>	<b>31.9%</b>	<b>1,879</b>	<b>68.1%</b>	<b>2,758</b>	<b>100.0%</b>

### Spring 2019 Student Enrollment by Race/Ethnicity and Gender

UAMS Spring 2019 Student Enrollment	Male (n=879)		Female (n=1,879)		Total (2,758)	
	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	8	42.1%	11	57.9%	19	0.7%
Asian	57	37.3%	97	63.4%	153	5.5%
Black or African American	43	18.6%	188	81.4%	231	8.4%
Hispanic/Latino	41	32.0%	85	66.4%	128	4.6%

Native Hawaiian/Other Pacific Islander	0	0.0%	1	100.0%	1	0.0%
White	665	33.0%	1,348	67.0%	2,013	73.0%
Nonresident Alien	31	36.0%	55	64.0%	86	3.1%
Two or More Races/Some Other Race	22	31.0%	50	70.4%	71	2.6%
Not disclosed/Unknown	12	21.4%	44	78.6%	56	2.0%
<b>Total Student Counts</b>	<b>879</b>	<b>31.9%</b>	<b>1,879</b>	<b>68.1%</b>	<b>2,758</b>	<b>100.0%</b>

### Summer 2019 Student Enrollment by Race/Ethnicity and Gender

UAMS Summer 2019 Student Enrollment	Male (n=283)		Female (n=841)		Total (1,124)	
	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	1	10.0%	9	90.0%	10	0.9%
Asian	13	24.1%	41	75.9%	54	4.8%
Black or African American	19	14.3%	114	85.7%	133	11.9%
Hispanic/Latino	8	40.0%	12	60.0%	20	1.8%
Native Hawaiian/Other Pacific Islander	0	0.0%	1	100.0%	1	0.1%
White	206	26.3%	576	73.7%	782	70.2%
Nonresident Alien	16	39.0%	25	61.0%	41	3.7%
Two or More Races/Some Other Race	16	26.7%	44	73.3%	60	5.4%
Not disclosed/Unknown	4	17.4%	19	82.6%	23	2.1%
<b>Total Student Counts</b>	<b>282</b>	<b>25.3%</b>	<b>832</b>	<b>74.7%</b>	<b>1,114</b>	<b>100.0%</b>

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

2018-19 Annual Unduplicated Students	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	7	7	5	1	1	1	0	22
Asian	22	72	13	39	10	14	1	171
Black or African American	71	31	65	18	44	22	12	263
Hispanic/Latino	46	31	24	17	6	7	3	134
Native Hawaiian/Other Pacific Islander	0	0	1	0	0	0	0	1
White	453	535	568	339	116	123	32	2,166
Nonresident Alien	8	0	5	0	21	63	0	97
Two or More Races/Some Other Race	22	16	18	14	7	3	2	82
Not disclosed/Unknown	20	2	16	6	11	5	0	60
<b>Total</b>	<b>649</b>	<b>694</b>	<b>715</b>	<b>434</b>	<b>216</b>	<b>238</b>	<b>50</b>	<b>2,996</b>



<b>Fall 2018 Students</b>	<b>CHP</b>	<b>COM</b>	<b>CON</b>	<b>COP</b>	<b>COPH</b>	<b>GRAD</b>	<b>CSPS</b>	<b>Total</b>
American Indian/Alaskan Native	6	7	4	1	0	1	0	19
Asian	15	72	10	39	7	10	1	154
Black or African American	65	31	52	18	38	20	7	231
Hispanic/Latino	45	31	20	17	5	5	3	126
Native Hawaiian/Other Pacific Islander	0	0	1	0	0	0	0	1
White	416	534	511	339	89	105	19	2,013
Nonresident Alien	8	0	5	0	20	53	0	86
Two or More Races/Some Other Race	18	17	14	14	6	2	1	72
Not disclosed/Unknown	20	2	15	6	9	4	0	56
<b>Total</b>	<b>593</b>	<b>694</b>	<b>632</b>	<b>434</b>	<b>174</b>	<b>200</b>	<b>31</b>	<b>2,758</b>

<b>Spring 2019 UAMS 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	6	7	4	1	1	1	0	20
Asian	15	72	11	39	7	12	0	156
Black or African American	54	31	54	18	39	20	0	216
Hispanic/Latino	37	29	21	17	5	7	0	116
Native Hawaiian/Other Pacific Islander	0	0	1	0	0	0	0	1
White	373	529	495	337	94	109	0	1,937
Nonresident Alien	8	0	4	0	15	58	0	85
Two or More Races/Some Other Race	16	16	18	14	6	1	0	71
Not disclosed/Unknown	16	2	13	6	9	5	0	51
<b>Total</b>	<b>525</b>	<b>686</b>	<b>621</b>	<b>432</b>	<b>176</b>	<b>213</b>	<b>0</b>	<b>2,653</b>

<b>Summer 2019 UAMS 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	0	3	0	1	2	2	13
Asian	17	0	5	20	7	4	1	54
Black or African American	29	0	33	10	37	12	12	133
Hispanic/Latino	9	0	1	1	3	2	1	17
Native Hawaiian/Other Pacific Islander	180	0	167	98	55	55	21	576
White	51	0	15	55	45	30	11	207
Nonresident Alien	2	0	0	0	9	30	0	41
Two or More Races/Some Other Race	27	0	11	14	6	1	1	60
Not disclosed/Unknown	12	0	0	5	4	2	0	23
<b>Total</b>	<b>332</b>	<b>0</b>	<b>235</b>	<b>203</b>	<b>167</b>	<b>138</b>	<b>49</b>	<b>1,124</b>

## **Institutional Scholarships**

### **UAMS Non-Resident Diversity Scholarship Program**

The UAMS Non-Resident Diversity Scholarship 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. This is designed to allow 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-five non-Arkansas residents were approved for the Diversity Waiver for the 2018-19 academic year.

**The UAMS League of the United Latin American Citizens (LULAC) Tuition Waiver** 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.
- The waiver is provided in the form of matching funds. UAMS matched those funds received by the student as scholarship funds from LULAC.
- Increase the diversity among the Arkansas healthcare professions workforce, specifically targeting the Latino Community
- Eight students received a LULAC tuition waiver for the 2018-19 academic year.

## **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.

Our student and workforce populations are largely female, and the majority of our talented Non-Academic workforce comes from Pulaski and Saline counties. 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 2018-19 (as of November 1, 2018)

As of November 1, 2018, there were 1419 faculty employed by UAMS. The demographic breakdown of faculty is below. The College of Medicine employed the most faculty (1,015) followed the Regional Programs (67).

Faculty (ALL)	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administration	0	0	4	0	0	10	0	0	0	14
Instructor	0	8	7	2	0	92	0	11	4	124
Assistant Professor	5	81	40	12	2	442	0	84	12	678
Associate Professor	1	50	14	7	2	229	0	9	1	313
Professor	2	36	10	6	0	234	0	1	1	290
<b>Total</b>	<b>8</b>	<b>175</b>	<b>75</b>	<b>27</b>	<b>4</b>	<b>1007</b>	<b>0</b>	<b>105</b>	<b>18</b>	<b>1419</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	0	4	0	0	10	0	0	0	14
Instructor	0	8	6	2	0	83	0	11	4	114
Assistant Professor	5	71	33	12	1	367	0	80	12	581
Associate Professor	1	43	9	7	2	188	0	9	1	260
Professor	0	29	10	5	0	192	0	1	1	238
<b>Total</b>	<b>6</b>	<b>151</b>	<b>62</b>	<b>26</b>	<b>3</b>	<b>840</b>	<b>0</b>	<b>101</b>	<b>18</b>	<b>1207</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	0	0	0	0	0
Instructor	0	0	1	0	0	9	0	0	0	10
Assistant Professor	0	10	7	0	1	75	0	4	0	97
Associate Professor	0	7	5	0	0	41	0	0	0	53
Professor	2	7	0	1	0	42	0	0	0	52
<b>Total</b>	<b>2</b>	<b>24</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>167</b>	<b>0</b>	<b>4</b>	<b>0</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.

<b>Faculty (ALL)</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Native Hawaiian</b>	<b>White</b>	<b>NRA</b>	<b>Unknown</b>	<b>Total</b>
College of Medicine	5	137	39	24	2	699	95	14	1,015
College of Pharmacy	0	12	2	0	0	50	0	0	64
College of Nursing	1	2	3	1	0	39	0	1	47
College of Public Health	0	10	10	1	1	27	2	0	51
College of Health Professions	0	1	6	0	0	56	0	0	63
Academic Affairs	0	1	1	0	1	29	0	0	32
Center of Dental Care	0	1	0	0	0	14	0	1	16
Integrated Clinical Enterprise	0	0	5	1	0	23	6	1	36
Jones Eye Institute	0	0	0	0	0	1	0	0	1
Myeloma Institute	1	5	0	0	0	10	2	0	18
NW AR campus	0	0	1	0	0	4	0	0	5
Vice Chancellor for Research	1	0	1	0	0	2	0	0	4
Regional Programs	0	6	7	0	0	53	0	1	67
<b>Total</b>	<b>8</b>	<b>175</b>	<b>75</b>	<b>27</b>	<b>4</b>	<b>1007</b>	<b>105</b>	<b>18</b>	<b>1,419</b>

## Utilization of Minority Non-Academic Personnel

### Non-Academic Workforce by Race and Function 2018-19 (as of November 1, 2018)

The demographic breakdown of Non-Academic staff by full time/part time status and salaried/hourly are below.

UAMS employed 9,792 staff as of November 1, 2018.

Staff (ALL)	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administrative	19	47	467	55	10	1746	29	20	12	2405
Classified	5	17	523	21	1	459	13	7	3	1049
Housestaff	2	116	44	28	1	525	13	87	21	837
Nursing	13	52	275	30	3	1453	35	3	11	1875
Other Academic	3	48	35	5	0	299	5	59	4	458
Other Health Care	15	50	992	58	2	1231	47	11	8	2414
Student	2	10	30	5	0	149	3	37	2	238
Temporary	3	13	125	8	0	338	13	13	3	516
<b>Total</b>	<b>62</b>	<b>353</b>	<b>2491</b>	<b>210</b>	<b>17</b>	<b>6200</b>	<b>158</b>	<b>237</b>	<b>64</b>	<b>9792</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	1	0	14	0	0	0	21
Classified	4	13	489	19	1	403	13	7	2	951
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	12	46	240	25	1	1111	26	3	10	1474
Other Academic	15	39	923	51	2	909	39	9	7	1994
Other Health Care	0	0	0	0	0	0	0	0	0	0
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>31</b>	<b>98</b>	<b>1658</b>	<b>96</b>	<b>4</b>	<b>2438</b>	<b>78</b>	<b>19</b>	<b>19</b>	<b>4441</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	16	47	458	51	10	1676	28	20	12	2318
Classified	1	1	13	2	0	26	0	0	0	43
Housestaff	2	116	44	28	1	525	13	87	21	837
Nursing	0	6	25	3	2	214	4	0	1	255
Other Academic	2	48	30	3	0	242	5	59	4	393
Other Health Care	0	4	30	1	0	194	4	0	1	234
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>21</b>	<b>222</b>	<b>600</b>	<b>88</b>	<b>13</b>	<b>2877</b>	<b>54</b>	<b>166</b>	<b>39</b>	<b>4080</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	1	0	0	0	1
Classified	0	0	19	0	0	24	0	0	1	44
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	1	0	9	2	0	101	4	0	0	117
Other Academic	0	0	0	0	0	0	0	0	0	0
Other Health Care	0	1	31	4	0	66	0	0	0	102
Student	0	0	0	0	0	0	0	0	0	0
Temporary	0	0	0	0	0	2	0	0	0	2
<b>Total</b>	<b>1</b>	<b>1</b>	<b>59</b>	<b>6</b>	<b>0</b>	<b>194</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>266</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	3	0	3	2	0	52	1	0	0	61
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	21	1	0	0	23
Other Academic	1	0	2	1	0	31	0	0	0	35
Other Health Care	0	1	0	1	0	21	1	0	0	24
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>4</b>	<b>1</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>126</b>	<b>3</b>	<b>0</b>	<b>0</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 2018-19 (as of November 1, 2018)

The demographic breakdown of Non-Academic Temporary staff by salaried/hourly are below.

Staff (Temporary /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	1	0	1	0	0	0	2
Classified	0	3	2	0	0	6	0	0	0	11
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	0	0	0	0	0	6	0	0	0	6
Other Academic	0	0	0	0	0	0	0	0	0	0
Other Health Care	0	5	8	1	0	41	3	2	0	60
Student	0	5	14	2	0	61	1	0	0	83
Temporary	3	12	119	8	0	298	12	3	3	458
<b>Total</b>	<b>3</b>	<b>25</b>	<b>143</b>	<b>12</b>	<b>0</b>	<b>413</b>	<b>16</b>	<b>5</b>	<b>3</b>	<b>620</b>

Staff (Temporary /Salaried)	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	2	0	0	0	2
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	3	1	0	26	0	0	0	30
Other Health Care	0	0	0	0	0	0	0	0	0	0
Student	2	5	16	3	0	88	2	37	2	155
Temporary	0	1	6	0	0	36	1	10	0	54
<b>Total</b>	<b>2</b>	<b>6</b>	<b>25</b>	<b>4</b>	<b>0</b>	<b>152</b>	<b>3</b>	<b>47</b>	<b>2</b>	<b>241</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



## **Center for Diversity Affairs (CDA)**

The stated mission of the University of Arkansas for Medical Sciences (UAMS) is to improve the health, health care and well-being of Arkansas and of others in the region, nation and the world through patient-centered education, research, and community service. With diversity and inclusion as an institutional core value, the Center for Diversity Affairs (CDA) seeks to address structural diversity and strives to increase workforce diversity through the recruitment and retention of students from traditionally underrepresented groups (African Americans, Hispanics, Native Americans and Pacific Islanders).

The CDA's mission at UAMS was broadened in 2010 when then Chancellor Dan Rahn established it as the campus' "center of gravity" for diversity and inclusion. In addition, Dr. Billy Thomas was named the first Vice Chancellor for Diversity and Inclusion at UAMS. This was done in recognition of diversity as critical to the fulfillment of the mission of UAMS, as stated in the 2020 Strategic Plan. In June 2019, Dr. Brian Gittens became our first full-time Vice Chancellor of Diversity, Equity and Inclusion.

The CDA operates to serve all components of the entire UAMS institution, including the six academic units, seven institutes, and University Hospital, in its efforts to become a more diverse, inclusive, and culturally competent academic health system, through the provision of leadership, programs, and resources, as well as collaboration and partnerships. The CDA seeks to advance diversity, inclusiveness, equity, and cultural competency in all aspects of campus life. The CDA has been charged by the UAMS administration to take a leadership role in increasing diversity and improving cultural competency across the four domains of the institution's mission: patient and family centered care, education, research and outreach. As the umbrella entity for diversity across the UAMS system, the CDA seeks to develop structures and activities that will provide direction and support for the planning and coordination of related activities across the UAMS system; conduct monitoring, data collection and reporting; make recommendations on relevant policies and practices; promote research and scholarship; facilitate dialogue and understanding; raise awareness about UAMS initiatives, practices and programs; and provide coordination and communication among UAMS entities dedicated to diversity, equity and inclusion, including the Chancellor's Diversity Committee, and the Chancellor's Minority Recruitment and Retention Committee.

**Basic activities of the CDA include:**

- ❖ Developing pipeline programs to ensure adequate educational preparation of underrepresented students in the public and private K-16 educational system.
- ❖ Assisting students in their personal and professional development by providing programs and initiatives that are educational, motivational and challenging.
- ❖ Fostering an institutional environment conducive to the recruitment, training and success of a racially, ethnically, socially and culturally diverse healthcare workforce.
- ❖ Developing and sustaining community partnerships that promote community engagement by students and faculty, community access to health care, and improved community health.

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: Mentoring programs, mentees and mentors, e.g. mentor/mentee program through Translational Research Institute (TRI).

- Minority faculty through the TRI KL-1 awards to minority faculty and the Minority Faculty Development Caucus (MFDC).
- UAMS League of United Latin American Citizens (LULAC) Scholars Program, targeting recipients of LULAC Scholarships. A reduction in tuition in ALL colleges matching the amount of scholarship support provided by LULAC.
- 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 Rainbow Health Alliance, which provides a safe and secure environment for LGBTQ students, faculty and staff, and their allies; helps educate students, faculty and staff on issues facing the LGBTQ population to ensure culturally competent health professionals; and engages with the LGBTQ community at large to develop collaborative partnerships to foster health.

Collection and distribution of job postings – faculty positions from across the U.S. Postings submitted by Group on Diversity and Inclusion (AAMC) members from medical schools across the country.

- Delivery of academic enrichment programs (K-16) and MCAT prep programs.
- Project SEARCH, a program designed to provide internship opportunities to young adults between the ages of 18 to 35 with developmental disabilities to allow the development of competitive, transferable job skills.
- UAMS Diversity Day. This annual event draws students and advisors from across the state. Participants have the opportunity to learn more about our colleges and Graduate School as well as the resources and academic enrichment programs offered by the CDA.
- Delivery of Cultural Humility/Implicit Bias training module, which is available internally to members on campus and externally to members of the community.
- CDA staff's attendance at various academic institutions, community events, and regional and national conferences.

### **CDA Significant events over the past year:**

1. Hiring of Brian Gittens Ed.D., M.P.A., as the first full time Vice Chancellor for Diversity, Equity and Inclusion.
2. Celebrating the 70<sup>th</sup> year anniversary of the matriculation of Dr. Edith Irby Jones, the first African American to attend a predominately white institution south of the Mason Dixon line, to UAMS by co-sponsoring the following events: “The Quiet Pioneer: Dr. Edith Irby Jones, first African American medical student in the South,” “Shattering the Glass Ceiling, Part 2 – A Celebration of the Life and Legacy of the Dr. Edith Irby Jones,” and “Celebrating the Life and Legacy of Dr. Edith Irby Jones Scholarship Luncheon.”
3. Intentional strengthening of 7<sup>th</sup> and 8<sup>th</sup> academic pipeline by:
  - Collaborating with North Little Rock Housing and the Innovation Hub to offer “STEAM Revolution,” a spring break youth experience that allowed students residing in NLR public housing and voucher households the opportunity to learn more about Science, Technology, Engineering Arts and Mathematics.
  - Collaborating with the Little Rock Urban League of Young Professions to offer “FULL STEAM AHEAD”, a Saturday workshop that allowed 70 middle school students the chance to engage with hands-on activities in each of the STEAM areas: science, technology, engineering, art and mathematics.
  - Collaborating with the Arkansas STEM Coalition and the Arkansas Department of Career Education to provide two “Roadmap to Success: UAMS Health Professions” conferences for 8<sup>th</sup> grade students to participate in breakout sessions at which they learned about a variety of

- careers available in health care by UAMS faculty and students and engage in hands-on STEM activities.
4. Collaboration with the Arkansas Medical, Dental & Pharmaceutical Association (AMDPA) to co-sponsor the AMDPA High School and College Student Health Career Symposium, “My Life, My Zip Code, My Destiny,” a half-day educational symposium that focuses on strengthening the leadership skills of high school and college students who are considering careers in health care.
  5. Campus-wide events to promote diversity, equity and inclusion:
    - “Humanity, Tied in a Single Garment of Destiny,” the annual celebration of Martin Luther King Jr. holiday. The event included a keynote address from Tracey Steele, the first executive director of the Arkansas King Commission and former state senator who is now the director of the Health Services Permit Agency. During the event, a Unity Award was given as part of the “Intentionally Inclusive Challenge,” organized by the Chancellor’s Diversity and Inclusion Committee. This challenge required departments or divisions within UAMS to work together across campus both socially and in service. The event also included a volunteer fair, in which a number of local organizations in need of volunteers were invited to provide employees and students an outlet for community service.
    - “Arkansas’ other Trail of Tears: The Expulsion of Free Blacks from Arkansas in 1860,” by keynote speaker Dr. Brian K. Mitchell, Assistant Professor of History at the University of Arkansas at Little Rock, in recognition of African American History Month.
    - “WOW! Women of the World. . . Educating, Innovating, Serving!” This event honored and celebrated Women’s History Month by recognizing UAMS Phenomenal Women, nominated by their division/department/unit.
    - “Our Voices, Our Stories,” in recognition of Asian American and Pacific Islander Heritage Month. This event celebrated the culture, traditions and history of Asian Americans and Pacific Islanders.
    - Veterans Awareness Month – UAMS faculty, staff and students honored those who have served the country. The month-long celebration of veterans is organized by the UAMS Veterans Awareness Committee and sponsored by the CDA. During the month, UAMS veteran, active duty, reserve and guard employees and students were honored. Committee members also delivered 300 care packages at Fort Roots in the Eugene J. Towbin Healthcare Center in North Little Rock, and 50 care packages to veterans at St. Francis House in Little Rock. UAMS Project SEARCH interns helped assemble and deliver the packages. The month also featured “The Interface of Moral Injury and PTSD in Military Veterans,” by Dr. Jeffrey Pyne, professor, UAMS Department of Psychiatry and Behavioral Sciences.

## **CDA Enrichment Programs and Outreach Activities**

### **I. Junior STEM Academy (JSA)**

Junior STEM Academy (JSA) is a two-week STEM (science, technology, engineering, and mathematics) exposure program targeting disadvantaged and underrepresented youth from kindergarten through grade 6. For 2019, JSA accepted 148 scholars.

### **II. Academy of Pre-Health Scholars (APHS)**

This program includes a four-week intensive ACT preparation and a two-week medical professions course, which are combined for a six-week comprehensive high school program targeting outstanding students in underserved populations. A wide variety of health science-related activities, such as a tour of the UAMS Simulation Center and Cross-section Lab, physical exams of the heart, lung, and neurological systems, and dissection of fetal pigs are conducted. Scholars participate in ACT exam preparation and subject reviews, which are facilitated by the Arkansas Extended Learning Center (AELC). They also receive instruction in natural sciences, mathematics, and literacy from highly-qualified instructors. Scholars research colleges of their choice and develop personalized academic and career plans. They also receive training in CPR, First Aid, and Stop the Bleed from certified instructors. Nineteen participants also received a pre-paid ACT Test voucher for the 2018-2019 school year.

We received forty-eight applications for the 2019 APHS program and selected 25 scholars.

### **III. Pre-Medical Summer Scholars (PMSS)/Final MCAT Prep Program**

**The Pre-Medical Summer Scholars Program (PMSS)** is a six-week program with two major foci: to prepare the students for the medical school application process (facilitated by current medical students) and to prepare the student for the medical school entrance exam, the MCAT (facilitated by Kaplan test-prep company). Students review physical sciences (general chemistry and physics), biological sciences, biochemistry, psychology, sociology, verbal reasoning, and critical thinking. Interactive discussions assist about 25 students annually to develop effective study methods, time management, and stress-relieving techniques. Additionally, mock interviews with feedback are provided both by the medical student facilitators as well as current UAMS faculty members. Onsite shadowing and clinical experience opportunities during the course of the program will be provided to all interested students.

**Final MCAT Preparation** is an intense two-week program facilitated by rising second-year UAMS medical students. The main targets are the undergraduate and graduate pre-medical students who are at the final stretch of their MCAT preparation. Students from Arkansas and surrounding states apply to

attend this program. Students are provided with eight-hour daily review sessions and take two practice MCAT exams. FMP provides a comprehensive review of high-yield materials in General Chemistry, Organic Chemistry, Biochemistry, Biological Sciences, Physics/Mathematics, Behavioral Sciences, and Reading/Critical Analysis.

Three participants from our 2018 PMSS program were selected into the College of Medicine class of 2023 at University of Arkansas for Medical Sciences, and one participant was selected into the Masters of Health Science Program at Meharry's Medical College. In addition, 2018 Final MCAT participants reported receiving acceptance to Loma Linda University School of Medicine, University of Connecticut School of Medicine, Meharry College of Medicine, the Arkansas College of Osteopathic Medicine, ARCOM and the NYIT College of Osteopathic Medicine.

In the 2019 applicant period, 76 applicants applied to the PMSS and/or Final MCAT programs. Nineteen applicants were selected to participate in the PMSS program and eleven applicants were selected to participate in Final MCAT program.

#### **IV. Summer Research Internship (SRI)**

SRI offers qualified high school upperclassmen and college students the opportunity to engage in mentored research with UAMS faculty in the areas of biological sciences, chemistry, pharmaceutical sciences, behavioral sciences, and public health. In the summer of 2018, a total of eighteen students participated in the program. Three SRI students submitted abstracts to the 2018 ABRCMS conference in Indiana and presented their research finding in a poster presentation. Additionally, a sophomore at John Hopkins from the SRI program won first place in Neuroscience. In the fall of 2018, a SRI participant and high school senior traveled to Massachusetts to attend the Harvard Science Research Conference and present her research. For 2019, we received over 100 applications and selected twenty students to participate in the 2019 Summer Research Internship program.

#### **V. MedEd Ready (MER)**

This program is in its fifth year, and serves as a bridge for incoming medical and other health professional students. All incoming students are encouraged to apply. However, preferences are given to applicants who provide a compelling statement of interest and/or meet one or more of the eligibility criteria.

Students participate in interactive lectures of the core medical curriculum (facilitated by UAMS College of Medicine and College of Public Health faculty) and laboratory activities (gross dissection and suturing, facilitated by current second- to fourth-year medical students). Throughout the program, the students are made aware of the social determinates that affects the population they will help serve. We also introduce participants to resources such as the Academic Success Center and Student Wellness Center.

### **Health Professions Recruitment and Exposure Program (HPREP)**

HPREP is a one-day conference sponsored by the Student National Medical Association (SNMA) and supported by the CDA. This conference provides high school students interested in health science careers the opportunity to interact with healthcare professionals and professional students through guest speaker sessions and student discussion panels. Additionally, participating students are provided tours of the gross anatomy and cross-section laboratories, simulation center, clinical skills center, and respiratory laboratory to experience a day as a professional student and the educational resources that UAMS offers.

## College of Medicine (COM)

### Recruitment Events

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.

Institutions Visited for Premedical Presentations and Outreach	Location	Institution
UAMS Recruitment Day- Arkansas State University	Jonesboro, AR	A-State (ASU)
UAMS Recruitment Day- University of Arkansas Little Rock November 2018	Little Rock, AR	UALR
UAMS Recruitment Day- Henderson State University October 2018	Arkadelphia, AR	Henderson State
UAMS Recruitment Day- Central Arkansas University October 2018	Conway, AR	UCA
UAMS Recruitment Day- Ouachita Baptist University October 2018	Arkadelphia, AR	OBU
UAMS Recruitment Day- Philander Smith College October 2018	Little Rock, AR	Philander Smith
UAMS Recruitment Day University of Arkansas October 2018	Fayetteville, AR	UA Fayetteville
UAMS COM Presentation to premedical student club, University Arkansas Little Rock October 2018	Little Rock, AR	UALR
UAMS COM Presentation to premedical student club, University Arkansas Fayetteville October 2018	Fayetteville, AR	UA Fayetteville
UAMS Recruitment Day Southern Arkansas University October 2018	Magnolia, AR	SAU
UAMS Recruitment Day University of Arkansas Pine Bluff (UAPB) October 2018	Pine Bluff, AR	UAPB



UAMS COM Presentation to premedical student club, Harding University October 2019	Searcy, AR	Harding University
UAMS Recruitment Day Hendrix College October 2018	Conway, AR	Hendrx College
UAMS Recruitment Day Arkansas Tech September 2018	Russellville, AR	Arkanas Tech
UAMS COM Presentation to premedical student club, UA Monticello September 2018	Monticello, AR	UA Monticello
UAMS COM Presentation to premedical student club, John Brown University September 2018	Siloam Springs, AR	John Brown University
UAMS COM Presentation to premedical student club, Vanderbilt University September 2018	Nashville, TN	Vanderbilt University
Health Professions Fair for Tennessee college students September 2018	Memphis, TN	Tennessee
Arkansas School for Math, Sciences & the Arts College Fair September, 2018	Hot Springs, AR	ASMSA
Lyon College Graduate Fair September 2018	Batesville, AR	Lyon College
UAMS Recruitment Day Arkansas Tech September 2018	Russellville, AR	Arkansas Tech
UAMS Recruitment Day University of Arkansas Fort Smith September 2018	Fort Smith, AR	UA Fort Smith
<b>Special Presentations to Student Groups/ Location</b>	<b>Description</b>	<b>Institution</b>
ASU Arkansas State University, Jonesboro December 2019	AMCAS Personal Statement Workshop	A-State (ASU)
<b>Annual Tour</b> for non- traditional premedical students, UAMS January 2019	Tour and panel discussion	UAMS
<b>HPREP</b> (Health Professions Recruitment Exposure Program Conference) UAMS February 2019	Conference on health profession for 10-12th grade students	UAMS

<b>Diversity Day</b> UAMS March 2019	College of Medicine presentation to AR college students	UAMS
<b>Annual Spring Tour,</b> College of Medicine UAMS March 2019	Undergraduate from all AR universities	UAMS
<b>MAPS</b> (Minority Association of Prehealth Students) Conference presentation March 2019	Annual Minority Association of Premedical Students	UAMS
<b>ASU</b> Arkansas State University, Jonesboro MCAT prep course participants May 2019	Medical School Interview Workshop	A-State (ASU)
<b>ASMSA</b> Arkansas School for Math, ScienceS & the Arts- summer research program for college students June 2019	Served on panel to discuss medical school application process	ASMSA
<b>SIRP</b> UAMS Summer Research Internship program through CDA June 2019	Presentation to college students to discuss medical school	UAMS
Academy of Pre-Health Scholars for CDA - College of Medicine Admission Requirements	Presentation to late high school and early college age students	UAMS
<b>PMSS</b> Premedical Summer Scholars Program	Admission Requirements and Interviewing	UAMS

<b>Student Recruitment Fair</b>		
	<b>Location</b>	
<b>AAMC</b> Association for American Medical Colleges Annual Meeting November 2018	Austin, TX	AAMC Student Fair
<b>AAMC</b> Virtual Recruitment Fair with UAMS Center for Diversity Affairs	online to any U.S. premedical student	AAMC Virtual Fair
<b>UAMS</b> Day University of Arkansas	Fayetteville, AR	UA Fayetteville

In addition to the recruitment events listed above, a representative from 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. The dates for summer 2019 are included below.

<b>Location Students were recruited from:</b>	<b>Host Facility:</b>	<b>UAMS Tour Date:</b>	<b># of Students:</b>
Arkadelphia	Baptist Health Medical Center	6/6/2019	12

Batesville	UAMS North Central	6/25/2019	12
Blytheville	Arkansas Northeastern College	6/20/2019	10
Clarksville	Johnson County Medical Center	6/18/2019	12
Clinton	Ozark Health Medical Center	6/4/2019	12
Crossett	Ashley County Medical Center	6/27/2019	10
DeWitt	DeWitt Hospital	6/12/2019	6
Dumas	Delta Memorial	6/6/2019	12
El Dorado	Medical Center of South Arkansas	6/4/2019	10
Fayetteville	UAMS Northwest	6/18/2019	20
Fordyce	Dallas County Medical Center	6/13/2019	13
Forrest City	St. Francis County Farm Bureau	6/12/2019	12
Heber Springs	Baptist Health Medical Center	6/11/2019	12
Helena	UAMS East	6/12/2019	15
Jonesboro	UAMS Northeast	6/5/2019	20
Lake Village	Chicot Memorial	6/6/2019	12
Malvern	Baptist Health	6/11/2019	7
Magnolia	Magnolia Regional Medical Center	6/25/2019	12
Mena	Mena Regional Health System	6/20/2019	15
Monticello	Drew Memorial	6/4/2019	12
Mountain Home	ASU Mountain Home	6/20/2019	17
Mountain View	Stone County Medical Center	6/20/2019	7
Nashville	Howard Memorial Hospital	6/13/2019	14
Paragould	Arkansas Methodist	6/11/2019	16
Pine Bluff	UAMS South Central	6/12/2019	25
Pocahontas	Black River Technical College	6/13/2019	12
Rogers	Mercy Medical Center	6/13/2019	12
Russellville	St. Mary's Regional Medical Center	6/6/2019	10
Warren	Bradley County Medical Center	6/27/2019	14

## **Admissions**

The College of Medicine ensures that underrepresented minority committee members are included on the Admissions Committee. All Admissions Committee members and other members of the COM Academic Affairs staff have taken part in a Holistics Admissions Training course administered by the AAMC (American Association of Medical Colleges). In addition, the Admissions Committee passed a “Compelling Interest” statement that the COM does have a compelling interest in the recruitment and admission of minority applicants.

## **Student National Medical Association (SNMA):**

Underrepresented minority students in the freshman class were paired with an upper level student for advice and materials. There was also significant input from the faculty pertaining to tutoring.

The Edith Irby Jones Chapter of the Student National Medical Association (SNMA) had a successful year. The chapter coordinated a well-attended regional MAPS conference and a Health Professions Recruitment and Exposure Program (HPREP). Monthly speakers included members from the UAMS-College of Medicine faculty and the AMDPA. Members of the chapter continued to participate in the Raising Exposure and Awareness of Careers in Health (REACH) Delta program sponsored by the Center for Diversity Affairs (CDA). The REACH Program is designed to target high school juniors and seniors at this critical juncture of their academic career allowing them to achieve their professional career goals and hopefully return to their communities as health care providers. KIPP Delta Collegiate High School in Helena, AR was chosen as the pilot site for this program.

In addition the SNMA continued to partner with the Student National Pharmaceutical Association (SNPha) in providing services to local community and intuitional health fairs. This included local churches and Boys Clubs. The two organization provide weekly health care services (glucose and cholesterol check, BMI’s, BP check) in the River Market in downtown Little Rock. Targeting local market visitors and a growing homeless population.

At many of the monthly SNMA meetings, upper level students shared their experience of what to expect at the next level and COM faculty members provided insight into the significance of residencies/clerkships and keys to attaining a successful MATCH.

## **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 deliver on its commitment to recruit and select high quality students with diverse backgrounds. The College exceeded its established benchmark ( $\geq 15\%$ ) of newly admitted students from diverse backgrounds with approximately 28% of the fall 2018 cohort meeting this criterion. This is an increase of approximately 3% from the fall 2017 cohort.

The CHP continues to have an active Committee on Diversity that works closely with the UAMS Center for Diversity Affairs (CDA). The CHP Diversity Committee works to ensure that diversity and inclusion initiatives at UAMS are made available to CHP students, faculty, and staff. This past year the committee has examined the extent to which CHP is currently involved in campus-wide initiatives, explored opportunities for future involvement, and will be providing recommendations for moving forward in an August 2019 report.

### **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:**

In early 2019, the College of Health Professions developed a strategic plan that represented its vision for the future. With input for faculty and staff, five goals were established that are to be accomplished in the next three years. Goal 5 addresses *promoting an environment that fosters diversity, inclusion and equity*. This goal aligns with the institutional goals and objectives related to the recruitment and retention of minority students, faculty and staff. The following is a summary of the objectives and initiatives the College has developed in order to meet this goal.

The first objective is to promote diversity, inclusion and equity among faculty, staff and students through education and awareness. In order to accomplish this, CHP conducted an evaluation of current UAMS diversity and inclusion initiatives in June 2019 under the leadership of the Associate Dean for Student Affairs. This initiative has involved collaborations with the following groups across campus: 1) CHP Diversity Committee, 2) Chancellor's Diversity and Inclusion Committee, 3) Chancellor's Minority Recruitment and Retention Committee and 4) Minority Faculty Development Caucus. From this evaluation, recommendations are currently being developed for ways CHP faculty, staff and students can become more engaged. CHP plans to promote outreach programs, annual events, workshops and

conferences already being conducted by the Center for Diversity Affairs (CDA). Specific activities planned for CHP faculty, staff and students in the coming year include cultural competence training, promotion of CDA student organizations and chapters and promotion of the Chancellor's Diversity Award.

The second objective is to build and advance a diverse student body. Currently, the CHP Diversity Committee is working with the CDA to identify specific strategies to promote a diverse student population. Additionally, the CHP Recruiting Specialist is working with each of the programs in the College to incorporate recruitment strategies that seek applicants from underserved and culturally diverse areas of the state. Other strategies for meeting this objective include partnering with student recruiters in the UAMS Regional Program to promote the allied health professions and review program admission criteria in order to remove barriers. A holistic admissions workshop is being planned for CHP admissions committees for 2020. The goal of the workshop is to encourage programs to consider experience, attributes and academic metrics of the applicants. By broadening the admissions criteria, the College believes the programs will attract a more diverse pool of qualified applicants.

### **Timeline, budget and methods used to assess and monitor progress:**

The strategies described in the previous section will be accomplished over the next three years. The evaluation process for Objective One has already been carried out and the promotion of outreach programs, annual events, workshops and conferences is an ongoing activity for the CHP. Identifying strategies and opportunities to promote diversity in the CHP student population (Objective 2) is underway and will be completed in 2020. The other components of Objective 2 are ongoing and will be assessed annually under the direction of the Associate Dean of Student Affairs.

## **College of Nursing (CON)**

### **Admissions**

For UAMS College of Nursing baccalaureate, master's, and doctoral nursing practice students, the admissions process is the direct responsibility of the College of Nursing. The Graduate School admits the students to UAMS, and the College of Nursing, in turn, admits qualified students to the Doctor of Philosophy in Nursing program. The Admissions and Progressions Committee, chaired by a faculty member, reviews and makes decisions about the admission of applicants to the baccalaureate and master's programs. The Director of Student Services and the Associate Deans also serve as members of the Admissions and Progression Committee.

### **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.

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.

### **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. 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.

### **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.

Group information sessions are held monthly by the Student Services Office 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 made if necessary. This has made the process more efficient and convenient for the student and the recruiter.

The College of Nursing has been featured in the Arkansas Times' Nurses Guide during National Nurses' Week. In addition to providing contact information, the article highlighted the College of Nursing faculty.

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 also have a Breakthrough to Nursing Committee in our Student Nurses Association, which is modeled after the National Student Nurses Association program designed over 40 years ago to recruit more minority students into nursing. We are currently working very closely with historically black universities to establish a pipeline for minority students.

The bigger challenge is recruiting faculty, but we need to first recruit more minority students into our graduate program to prepare them for educator roles. 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(s)</b>	<b>Recruiter</b>	<b>Total</b>
MASH Camp	6/6/2018	A. Coleman	12
MASH Camp	6/7/2018	A. Coleman	14
MASH Camp	6/11/2018	A. Coleman	16
MASH Camp	6/12/2018	A. Coleman	18
CDA Summer Research Internship Conference	6/13/2018	A. Coleman	10
MASH Camp	6/14/2018	A. Coleman	13
MASH Camp	6/19/2018	A. Coleman	9
MASH Camp	6/20/2018	A. Coleman	14
MASH Camp	6/22/2018	A. Coleman	17
UAMS Hospital- Infusion Floor- presentation	6/28/2018	A. Coleman	13
MASH Camp	7/11/2018	A. Coleman	14
MASH Camp	7/19/2018	A. Coleman	9
Jefferson Regional Medical Center	7/23/18	A. Coleman	42
Jefferson Regional Medical Center	7/25/2018	A. Coleman	55
UAMS Shackelford Clinic	7/27/2018	A. Coleman	16
AR Heart Hospital	8/7/2018	A. Coleman	22
ARCare Clinics	8/8/2018	A. Coleman	38
Black River Community College	8/30/2018	A. Coleman	58
Arkansas Tech-UAMS Days	8/5/2018	A. Coleman	28
U of A- Fort Smith	9/6/2018	A. Coleman	26
Northwest Arkansas Community College	9/11/2018	A. Coleman	15
Springdale School District	9/13/2018	A. Coleman	45
U of A Monticello	9/14/2018	A. Coleman	32
Jefferson County School District	9/17/2019	A. Coleman	88
National Park Community College	9/18/2018	A. Coleman	17

Arkansas State University-Jonesboro	9/19/2018	A. Coleman	16
University of Memphis	9/20/2018	A. Coleman	92
AR School of Math & Science	9/24/2018	A. Coleman	4
Central Arkansas Private School Fair	9/24/2018	A. Coleman	6
PCSSD	9/25/2018	A. Coleman	31
LRSD	9/25/2018	A. Coleman	27
Faulkner County	9/26/2018	A. Coleman	19
Lyon College	9/28/2018	A. Coleman	15
UAMS day @ PTC	10/1/2018	A. Coleman	16
UAMS Day @ UAM	10/2/2018	A. Coleman	25
UAMS Day @Hendrix	10/4/2018	A. Coleman	23
Information Session	10/5/2018	A. Coleman	36
Jefferson Regional Memorial Center	10/8/2018	A. Coleman	19
UAMS Day @ SAU	10/9/2018	A. Coleman	12
UAMS Day @ UAPB	10/10/2018	A. Coleman	17
UAMS Day @ U of A	10/11/2018	A. Coleman	6
ASU Beebe	10/15/18	A. Coleman	9
UAMS Day- UCA	10/16/2018	A. Coleman	0
UA -PTC Trio event	10/17/2018	A. Coleman	4
UAMS day -Philander Smith	10/29/2018	A. Coleman	11
UAMS Day- Henderson	10/30/2019	A. Coleman	5
Information Session	11/2/2018	A. Coleman	3
CDA Student Intern Day-NICU	11/5/20108	A. Coleman	4
NWACC College Day	11/13/2018	A. Coleman	16
National Park College Day	11/15/2018	A. Coleman	7
ACH- Education	11/30/2018	A. Coleman	27
Information Session	12/7/2018	A. Coleman	

Information Session	1/11/2019	A. Coleman	8
UAMS Diversity Day	1/16/2019	A. Coleman	32
Baptist Health RN Students	4/2/2018	A. Coleman	49
Information Session	1/25/2019	A. Coleman	38
Information Session	2/1/2019	A. Coleman	12
Information Session	2/4/2019	A. Coleman	2
ASU Beebe- Health Science department presentation	2/5/2019	A. Coleman	8
Maumelle High School Career Fair	2/6/2019	A. Coleman	6
LRSD Career Fair	2/8/2019	A. Coleman	11
ASU Mid -South	2/12/2019	A. Coleman	13
COTO College day	2/19/2019	A. Coleman	17
NPC-Transfer day	2/20/2019	A. Coleman	10
PTC-South- Transfer Fair Day	2/21/2019	A. Coleman	42
SAU Tech Transfer Day	2/25/2019	A. Coleman	13
UACC Hope & Texarkana	2/27/2019	A. Coleman	202
Diversity Day	3/1/2019	A. Coleman	6
UACCB-Transfer Fair	3/4/2019	A. Coleman	12
ASU-Jonesboro Transfer Fair	3/5/2019	A. Coleman	14
UACCM Transfer Fair	3/6/2019	A. Coleman	19
UA PTC-North	3/7/2019	A. Coleman	22
UACCB-Student Panel	3/8/2019	A. Coleman	41
NWACC- Transfer Fair	3/11/2019	A. Coleman	17
Mena High School	4/3/2019	A. Coleman	52
Jacksonville Lighthouse Charter School	4/8/2019	A. Coleman	38
Benton High School	4/10/2019	A. Coleman	27

4 <sup>th</sup> Annual Arkansas Nurse Practitioner Association	4/12/2019	A. Coleman	45
Nursing Expo	4/13/2019	A. Coleman	88
Lonoke High School	4/25/2019	A. Coleman	28
Community Campus Partnership Conference	4/26/2019	A. Coleman	32

## Meeting Institutional Goals for Recruitment and Retention

For the 2018-2019 academic year, CON awarded 108 scholarships, of which, 28 (26%) were awarded to underrepresented students. The total dollar amount provided to students was \$83,725 out of the total \$308,550 scholarships awarded representing 27% of the total funds awarded. 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 completed a grant in 2017 through the U.S. Department of Health and Human Services via the Health Resources Services and Administration Nursing Workforce Diversity focusing on diversity recruitment and retention. The purpose of this grant was to recruit and retain diverse students including students from disadvantaged backgrounds, males, first generation college students, and underrepresented minorities. The grant provided students with scholarships, stipends, nursing equipment, mentoring resources, and exposed them to additional services offered by the University. The grant supported conferences and community events which included students familiar with the nursing profession and high school students who were being introduced to the nursing profession. Although the funding period has ended, the efforts of this grant reached individuals throughout the state and planted the seed for future nursing professionals. 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 20-28.8% of underrepresented students in fall and spring. 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 statement 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 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 69 credit hours) which guides the 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 60% 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 Support Services**

Student services in the COP are provided through the Dean's office and coordinated with centralized service areas such as the Office of Educational Development (OED), the Student Success Center, and the Student Wellness Program. These centralized programs are critical to the success of our students. Dr. Lanita White has served as the Assistant Dean for Student Affairs since December 2018. This position is responsible for coordination of student services.

### **COP Student Recruitment**

Recruitment efforts are a focus of the Dean's Executive Committee; whose members support recruitment visits at 4-year universities/colleges in Arkansas. Efforts in this area were advanced with the addition of a full-time recruiter in July 2011. The current COP recruiter, Alex Holladay, is responsible for student recruitment efforts and reports to Dr. White. The COP recruiter has extended our recruitment reach beyond 4-year universities/colleges in Arkansas to interact with minority students in the states of Kansas, Oklahoma, Missouri, Mississippi, Louisiana, Texas, and California. The COP recruiter intends to



expand recruiting efforts in the fall of 2019 to Puerto Rico where we have had early success in recruiting diverse students. The COP recruiter was also heavily involved in the planning and implementation of the first ever campus wide Diversity Day held at the UAMS campus in February 2015 for all colleges in the State of Arkansas. The student affairs office has also reached out to undergraduate colleges in the SEC to inquire and learn about sports related recruiting strategies and methods. While recruitment for these institutions is markedly different from our recruiting needs, this has produced insight into trends and effective tactics used in aggressive and intentional recruiting.

The Center for Diversity Affairs (CDA) coordinates with the efforts of the College's Assistant Dean for Student Affairs, Director of Admissions and COP Recruiter in order to continue to work toward our goal of a significant underrepresented minority presence in our school and the profession, the CDA and COP recruiter focus on minority students in both high school and early college years.

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. The COP recruiter is also involved with KIPP and preparatory public charter schools in Arkansas to introduce these high school students to the profession of pharmacy. The Director of Admissions (DOA), Dr. Angie Choi 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 COP SNPhA Chapter and the COP recruiter 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 affairs events this academic year.

During 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, seven students participated (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 in recent years, more students are opting for national preparatory programs which allows us to reallocate funds in support of matriculated students.

In addition, 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.

The College of Pharmacy provided six of these scholarships for incoming freshman for the 2012-2013 academic year and three for incoming freshman for the 2013-2014 academic year. There was a total of nine diversity scholarships provided to COP students in the 2013-2014 academic year. The college provided two, 2015-16 applicants with diversity scholarships, four in 2016-17, and three in 2018 and 2019. The COP plans to continue providing these opportunities for future academic years.

## **Student Retention**

### **Mentoring**

The College has continued to develop a mentoring program for our minority students by working with practicing pharmacists who belong to the NPAA, a predominantly minority membership professional organization. A group of students from the local SNPhA chapter attends the national meeting of this organization.

### **Scholarships – UAMS COP**

Scholarships serve as a mechanism to decrease the financial burdens of students from disadvantaged communities. The COP's Dean and Development 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 his discretion, COP Dean Gardner funded three initial scholarships that were awarded April 15, 2007. In the last ten years (2007-2018), COP Deans have provided approximately \$45,000 for the NPAA scholarship awards. The use of unrestricted funds allows all income derived from invested funds to remain invested, thereby more rapidly increasing the capital in the endowment. This 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.

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.

At this time the endowment has \$131,504 in cash and pledges. We also note that COP Dean Olsen, has continued to commit a minimum of \$3,000 annually from general scholarship funds to be distributed as NPAA Scholarships. This allows all earnings to be reinvested, accelerating the growth of the endowed principal. We continue focused efforts to secure additional givers, with a new goal to increase the endowment in this fund to \$200,000 over the next few years.

In addition to the NPAA scholarships, the College awarded three scholarships with an emphasis on diversity. These three scholarships are the Phillips County Endowment, Robert N. Manley & Robert H. Manley Memorial Scholarship, and the Walgreens Diversity 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 Diversity Scholarship is a scholarship that recognizes a student who has made significant efforts towards raising awareness about cultural competency and diversity-related matters impacting the pharmacy profession.

The amount of scholarship and awards received by underrepresented minority students continues to develop each year. The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

The timeline to monitor success is ongoing. The Assistant Dean for Student Affairs and the Director of Assessment meet weekly to track on-time graduation of all students as well as completion and success in individual courses. At this time, we do not have a budget set aside for the recruitment of majority or minority students. In the future, we will continue to request funds for recruitment where the Assistant Dean for Student Affairs could allocate funds for recruitment of highly competitive minority students.

## **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, minority students percentages have exceeded representation in the population as a whole.

Staff – as with our student demographics, minority representation in the COPH staff in general exceeds that of the general population in Arkansas.

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 targeting faculty of color. These efforts have resulted in increased numbers of minority faculty in both non tenure track and tenure track positions.

### **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:**

Through efforts by Associate Dean for Academic Affairs Dr. Amanda Golbeck, the COPH Diversity Committee has been reconfigured and reinvigorated. Co-chaired by Dr. Kate Stewart and newly appointed Assistant Dean for Diversity Dr. Kenisha Bryant (both with primary faculty appointments in the COPH), the Diversity Committee will begin a series of regularly scheduled meetings in August 2019. Comprised of representation drawn from COPH leadership, faculty, student and staff ranks, the Committee will in its initial meetings create a strategic plan that will include objectives, goals and measurable outcomes.

The COPH Diversity Committee Strategic Plan will be presented to Dean Mark Williams and the Dean's Executive Committee (DEC) for approval. The DEC membership includes senior leadership (dean, associate/assistant deans), department chairs, and center directors, and serves in an advisory capacity to the Dean.

Of additional note, the COPH has initiated a writing skill assessment and remediation program. Many educators have reported a decline in student writing proficiency. This has been keenly felt in graduate programs such as ours in which writing plays such an essential role in order to be successful. Notably,

lack of writing skill proficiency is disproportionately demonstrated in minority and disadvantaged students. This program, developed in consultation with the UAMS Student Success Center, has been in development beginning in 2018 and will be implemented in the Spring 2020 semester. Benchmarks will include; numbers of students screened and assessed, number of students successfully remediated, and faculty satisfaction.

In a similar manner, the COPH has begun development of an analytic skills prematriculation assessment and remediation program with potential implementation in the AY 2020-2021.

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

The timeline, budget, and assessment methods related to recruitment and retention of minority students, faculty and staff are in development and will be presented for approval to the Dean in an upcoming DEC meeting.

## **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 2018-19 academic year included the University of Arkansas at Pine Bluff, the University of Central Arkansas, Hendrix College, Lyon College, Ouachita Baptist University, Philander Smith College and the University of Arkansas at Little Rock. The number of recruitment activities at Historical Black Colleges and Universities (HBCUs) increased by 5% during this recruitment cycle and included visits to Mississippi Valley State University and Grambling State University. The Graduate School was also represented at the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) conference in San Antonio, TX and the Annual Biomedical Research Conference for Minority Students (ABRCMS) in Indianapolis, Indiana. The Graduate School also participated in the fall UAMS Diversity Day which exposes undergraduates to UAMS programs. Ronald E. McNair Scholars interested in pursuing a doctoral degree in the biomedical sciences were contacted through the McNair Scholars Directory. Lastly, prospective students were identified using the Graduate Records Exam (GRE) Search Service.

The UAMS Graduate School sponsored the annual Career Day for Biomedical Sciences in October 2018 to introduce undergraduate and graduate students to the various science career options. At this event, speakers from a wide range of career options discuss the job description, advantages, disadvantages, salaries, and opportunities for advancement within each career track. Representatives from each Graduate School program were present to meet with students throughout the day. 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 to Career Day 2018: Alcorn State University, Fisk University, Jackson State University, Lane College, Philander Smith College, Tougaloo College, and the University of Arkansas at Pine Bluff. Since 2008, this event has attracted 274 (36% of all undergraduate attendees) UR undergraduates.

#### **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 seven biomedical science 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. To promote the program to prospective students, Dr. Williams sent letters to McNair Scholars, Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U-STAR) Directors, SACNAS attendees, ABRCMS attendees, additional UR students identified by the GRE Search Service, and a number of HBCUs and other Colleges with diversity initiatives.

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, 8 students are supported by the IMSD grant, with 13 additional students having completed their first 2 years of graduate study. These students are currently in the laboratories of their major graduate advisors. Sixteen (16) students have completed their PhD degree. Of the 41 students who began in the IMSD Program, 90.2% have been retained. This includes students who are still enrolled (19), have completed their PhD (16), completed the program with Master of Science degrees (3), and students who withdrew for academic reasons (3). The overall goals of the funding cycle of the UAMS IMSD Program were to enhance our success in retaining UR students and to refine strategies to recruit additional UR students. Our specific, measurable objectives were to increase UR doctoral student enrollment as a percent of all doctoral enrollment to 20% by 2019 and to graduate 90% of these students. Currently, UR students make up 14.9% (30/202) of PhD enrollment, therefore we are closer to achieving one 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 was put in place. A visiting professor lecture series was also established, where 2 to 3 times a year UAMS and JSU faculty would 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 3 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. In 2018, the average GPA of IMSD students was 3.29 (Table 3). Since 2009, the average GPA of the 41 students attending the program is 3.25. Four students are still in their first year. In 2018, 6 basic science department faculty members participated in the lecture component, providing 14 hours of didactic lectures.

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. All 4 of the entering IMSD students agreed or strongly agreed to the statements “the transition program prepared me for the first year curriculum” and “the content of the transition program was appropriate.” Other comments included “it was nice to get a head start before the rest of the students” and “it prepared me for what was to come in future classes. I also really enjoyed the lab portion of it!”

## **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 a summer undergraduate research program to increase diversity in health related research (06/01/2011-05/30/2021). This program's overall goal is to provide 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. In 2018, 80% of program participants were URM, and the majority were female. The program has been successful at meeting goals and in the first 4 years, 100% of participants completed or were still enrolled in a bachelor's degree program.

## **Additional Activities**

The Graduate School has also worked hard 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. In 2019, a five-year plan was developed and the following goals were included:

1. Continue recruitment and retention activated needed to increase the number of UR applicants by 2024;
2. Modify the IMSD program as needed based on yearly evaluations;
3. Continue UAMS SURP to Increase Diversity in Research and modify program based on yearly evaluations;
4. Identify additional funding mechanisms that partner the Graduate School with the Center for Diversity Affairs; and
5. Continue to support the Graduate Student Association.

There is no separate budget for minority recruitment and retention. Many of the retention efforts are funded by the NIGMS IMSD grant 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 every year.

**UNIVERSITY OF CENTRAL ARKANSAS**

**Minority Recruitment and Retention Report**

**submitted to the**

**ARKANSAS DEPARTMENT OF HIGHER EDUCATION**

July 29, 2019

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

Reporting term: Fall 2018

<b>Race</b>	<b>Number</b>	<b>Percent</b>
Total enrollment	11,177	
American Indian	52	0.5%
Asian	209	1.9%
Black	1689	15.1%
Hispanic	572	5.1%
Native Hawaiian/Pacific Islander	6	0.1%
Two or more races	433	3.9%

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

Reporting term: Fall 2018

Race / Position	Faculty	Archivists/Curators/Museum Techs	Librarians	Library Techs	Educational Services Occupations (Academic, Affairs, Student, Other)	Management Occupations	Business/Financial Operations Occupations	Computer/Engineering/Science Occupations	Community Service/Legal/Arts/Media	Healthcare Practitioners/Technical Operations	Service Occupations	Sales/Related Occupations	Office/Administrative Support Occupations	Natural Resources/Construction/Maintenance Occupations	Production/Transportation/Material Moving Occupations	Total number in minority group
American Indian	2	0	0	2	0	1	0	0	0	0	0	0	0	1	0	6
Asian	34	0	0	0	2	3	0	0	0	0	0	0	1	0	0	40
Native Hawaiian/Pacific Islander	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	3
Black	30	0	0	5	7	15	6	7	23	3	28	0	22	7	2	155
Hispanic	11	0	0	0	2	1	3	1	5	0	10	0	6	3	1	43
Two or more races	11	0	0	0	2	1	0	2	1	0	3	0	5	3	0	28
Minority employees in category	89	0	0	7	13	21	9	10	30	3	42	0	34	14	3	275
Total employees in category	723	1	9	28	90	139	44	69	134	13	169	0	218	108	19	1764

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

Reporting term: Fall 2018

Race	FT Faculty
American Indian	1
Asian	32
Native Hawaiian/Pacific Islander	1
Black	24
Hispanic	11
Two or more races	9
Total minority full-time faculty	78
Total full-time faculty	558

### 4. Number of minority adjunct (part-time) faculty who currently work for the institution

Reporting term: Fall 2018

Race	PT Faculty
American Indian	1
Asian	2
Native Hawaiian/Pacific Islander	0
Black	6
Hispanic	0
Two or more races	2
Total minority part-time faculty	11
Total part-time faculty	165

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

Reporting term: FY 18-19

Category	Count
Faculty	8
Library/Student/Academic Affairs/Other Education Services Occupations	2
Management Occupations	2
Business/Financial Operations Occupations	3
Computer/Engineering/Science Occupations	1
Community Service/Legal/Arts/Media	2

Category	Count
Healthcare Practitioners/Technical Occupations	0
Service Occupations	7
Sales/Related Occupations	0
Office & Administrative Support Occupations	10
Natural Resources, Construction, & Maintenance Occupations	1
Production, Transportation, & Material Moving Occupations	0

## 6. 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.

### a. 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 2014, Fall 2018



<b>UCA First-time Undergraduates (FT+PT)</b>				
	2014		2018	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	2232		2033	
Black	519	23%	354	17%
Other minority	270	12%	275	14%
White	1362	61%	1354	67%

<b>UCA Undergraduate (FT+PT) [includes HS concurrents]</b>				
	2014		2018	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	9,842		9,425	
Black	1,840	18.7%	1,534	16.3%
Other minority	956	9.7%	1,145	12.1%
White	6,411	65.1%	6,235	66.2%

<b>UCA Graduate (FT+PT)</b>				
	2014		2018	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	1,856		1,752	
Black	171	9.2%	155	8.8%
Other minority	99	5.3%	127	7.2%
White	1,504	81.0%	1,395	79.6%

<b>UCA Total Enrollment</b>				
	2014		2018	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	11,698		11,177	
Black	2,011	17.2%	1,689	15.1%
Other minority	1,055	9.0%	1,272	11.4%
White	7,915	67.7%	7,630	68.3%

<b>Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment</b>				
	Fall 2014		Fall 2018	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	83,766		86,081	
Black	10,127	12.1%	9,790	11.4%
Other minority	9,740	11.6%	11,147	12.9%
White	59,609	71.2%	60,295	70%

We were not able to determine numbers for Fall 2018 for the Arkansas Public 4-Year Universities table and so have reused Fall 2017 numbers from our last report; this obviously prevents us from drawing comparisons between UCA's minority enrollment changes during this period and changes in statewide minority enrollment. About changes in UCA's minority enrollments Fall 2014–Fall 2018: as indicated by changes in the proportion of minority to white enrollees, UCA undergraduate minority enrollment has increased over the years represented in these table, whereas graduate minority enrollments show a slight decrease of black students and a slight increase of other minority students.

### Graduation and Retention Rates (Goal 3)

<b>One-Year Retention Rate</b>						
	2008 Cohort			2012 Cohort		
	<b>Cohort</b>	<b>Number</b>	<b>Percent</b>	<b>Cohort</b>	<b>Number</b>	<b>Percent</b>
Total Cohort	2,075	1,480	71.3%	2,130	1,486	69.8%
White	1,435	1,006	70.1%	1,382	985	71.3%
Black	374	271	72.5%	482	322	66.8%
Other minorities	128	92	71.9%	195	127	65.1%
All minorities	502	363	72.3%	677	449	66.3%

<b>Graduation Rate – 150% Time</b>						
	2008 Cohort			2012 Cohort		
	<b>Cohort</b>	<b>Number</b>	<b>Percent</b>	<b>Cohort</b>	<b>Number</b>	<b>Percent</b>
Total Cohort	2,075	927	44.7%	2,130	876	41.1%
White	1,435	677	47.2%	1,382	629	45.5%
Black	374	109	29.1%	482	139	28.8%
Other minorities	128	63	49.2%	195	70	35.9%
All minorities	502	172	34.3%	677	209	30.9%

One-year retention rates for these cohorts show slight gains in white student retention rate but decreases in minority student retention rates. Graduation rates show decreases across all categories, with a particularly large decrease in the “Other minorities” category.

**b. 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 a slight decrease in black faculty members and a slight increase in faculty members of other minorities. (Note: Because of difficulty accessing recent national completer data, this year's report like last year's is not including that data or comparative comments based on such data.)

	UCA Full-Time Faculty			
	2014		2018	
	Number	Percent	Number	Percent
Total	537		558	
White	444	82.7%	460	82.4%
Black	24	4.5%	24	4.3%
Other minorities	43	8.0%	54	9.7%
All minorities	67	12.5%	78	14.0%

	Completers, Nationally		Master's Completers, AR	
	2014–2015		2013–2015	
	Number	Percent	Number	Percent
Total	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Black	N/A	N/A	N/A	N/A
Other minorities	N/A	N/A	N/A	N/A
All minorities	N/A	N/A	N/A	N/A

**c. 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>				
	2014		2018	
	Number	Percent	Number	Percent
Total	450		527	
White	349	77.6%	424	80.5%
Black	65	14.4%	66	12.5%
Other minorities	20	4.4%	27	5.1%
All minorities	85	18.9%	93	17.6%

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:

	Faulkner County		Pulaski County	
	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.

**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>				
	2014		2018	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Total	502		604	
White	395	78.7%	492	81.5%
Black	69	13.7%	66	10.9%
Other minorities	30	6.0%	40	6.6%
All minorities	99	19.7%	106	17.5%

**7. 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 attached as an addendum (p. 11 ff.) the annual report of the Office of Institutional Diversity and related areas: Diversity and Training Initiatives.

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

See attached as an addendum (p. 11 ff.) the annual report of the Office of Institutional Diversity and related areas: Diversity and Training Initiatives.

## DIVERSITY REPORT

### ACADEMIC YEAR 2018/2019

This report from the University of Central Arkansas (UCA) provides a synopsis of initiatives employed by the Office of Institutional Diversity and Inclusion (IDI), the Office of Diversity and Community (ODC), and the Office of University Training (UT). The report also includes selected University and/or cross-campus initiatives and collaborations.

#### **General Campus Initiatives**

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.

Curriculum: UCA offers a variety of undergraduate and graduate level diversity courses and/or programs that help students understand and interact with a host of individuals that have different, lived experiences. UCA also offers a residential college – EDGE – Educating for Diversity and Global Engagement which is a living/learning community for students and faculty with a shared interest in liberal arts, global education, and civic engagement.

Department of Student Transitions: In collaboration with ODC, courses are designed to assist with the transition of African American students into college. One section enrolls a majority of Black Male Achievement Challenge students and another enrolls black females in the Rising Scholars section.

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, the Faculty Senate, and the Staff Senate. DAC also has representation from alumni, the Board of Trustees, 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. DAC committee members and other campus experts participated in the following subcommittees:

- Black Men's Experience at UCA
- Campus Climate
- Data Assessment
- Diversity and Inclusive Excellence Award
- Diversity Key Performance Indicators
- Diversity Strategic Plan
- Funding
- Gender Identity in Technology and on Forms
- Immigrant Experience at UCA
- Institutional Diversity and Inclusion Grant Program
- Political and Religious Acceptance at UCA
- Recruitment and Retention of Faculty of Color

Diversity Strategic Plan: During the 2017/2018 academic year, 30 different departments/units/programs reported 104 diversity activities.

International Engagement Office (IE) – This office coordinates the International Student and Scholars Program, the Intensive English Program, the Study Abroad Program, and the UCA Confucius Institute.

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 sororities as well as a Latino fraternity and a Latina sorority. The Student Government Association, which represents each student classification, 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 is a network created for women, by women, to support women who are seasoned or aspirant leaders in the home, at work, or in the community. The purpose of the network is to provide personal and professional development opportunities and to cultivate connections for women from various backgrounds, in Conway and in surrounding areas. Women in Academic Leadership Learning Community: WALL-C is a forum for women, in Academic Affairs and beyond, to gather and develop as leaders.

### **Institutional Diversity and Inclusion (IDI)**

The Office of Institutional Diversity serves to develop and implement initiatives that foster a diverse and inclusive campus climate where all individuals feel *visible, valued, and validated*. Guests and audiences of all IDI events are encouraged to provide feedback to ensure that the program meets the stated objectives; help the office make necessary modifications; and offer ideas for the future. Overall, survey results offer positive feedback on the events. IDI engaged in the following wide-range of activities this academic year.

#### **Administrators/Faculty/Staff/Students**

Institutional Diversity and Inclusion Grant Program: This initiative offers mini grants to faculty, staff, administrators, departments, colleges, divisions, and UCA Registered Student Organizations to provide support that institutionalizes diversity and inclusion. This year, 12 grants were funded:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Departmental/College Grants	IDI	\$250.00
Faculty/Staff Grants	IDI	\$2,605.00
<b>Total</b>		<b>\$2,855.00</b>

Diversity and Inclusive Excellence Award recognizes a faculty or staff member whose commitment to diversity and inclusive excellence on- and/or off-campus has made a significant impact on various ethnic

groups and diverse communities in a positive way and have improved conditions at UCA and within the community that have enhanced society.

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 on various underserved groups in a positive way.

Both awards support the University's core value of diversity.

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Faculty/Staff Awards	IDI/IDI Foundation	\$3,000
Outstanding Diversity Outreach by a Student	Student Life	\$30
<b>Total</b>		<b>\$3,030</b>

#### **Administrators/Faculty/Staff**

Civility Circles, Conversations about Diversity and Leadership Lens offer the campus community opportunities to learn about various aspects of diversity and engage in discourse around diversity and inclusion. The following table provides additional information:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
A Discussion on Biracial Identities	IDI	\$65
A Discussion on Gender	IDI	\$65
Civility & Politics	IDI/SGA/UT	\$50
Civility & Race	IDI/SGA/UT	\$50
How to Implement the Campus Climate Survey Results	IDI/UT	\$370
Navigating Diversity in Search Committees	General Counsel/ HR/IDI	\$0
<b>Total</b>		<b>\$600</b>

#### **General Faculty**

The Center for Teaching Excellence and IDI collaborate in professional development opportunities for faculty. One of the pillars of the partnership is the Lunch and Learn Series that engages faculty in additional interactions and instructional methods that assist with the retention of students. This academic year included the following activities:



<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Gateway to Completion Conference	Center for Teaching Excellence/IDI	\$2,725.00
Key Elements of an Inclusive Classroom: Climate, Curriculum, and Coaching	Center for Teaching Excellence/IDI	\$107.25
Learning Mindsets: Setting Your Students Up for Success	Center for Teaching Excellence	\$164.45
Lived Experiences of Faculty of Color at UCA	Center for Teaching Excellence/IDI	\$157.30
Lived Experiences of UCA Students of Color	Center for Teaching Excellence/IDI	\$164.45
Making Your Course Accessible for All	Center for Teaching Excellence	\$107.25
TILting Your Class: Transparent Teaching Can Transform Learning	Center for Teaching Excellence	\$78.65
What Is an Inclusive Classroom, and Why Does It Matter at UCA?	Center for Teaching Excellence/IDI	\$114.40
<b>Total</b>		<b>\$3618.75</b>

### **Diverse Faculty and Staff**

IDI continues to take actions to assist in the recruitment, retention, and development of historically underrepresented faculty. Activities for the year were as follows:

- Hendrix/UCA Faculty of Color Professional Development Luncheon
- LGBT+ Affinity-Resource Group
- Minority Faculty Mentoring Initiative
- Minority Faculty Retreat
- Recruitment at the SREB Compact for Faculty Diversity Conference
- The Academic Network posting of open positions

In order to further support faculty of color, IDI secured the Richard J. and Nancy P. Gallavan Grant for Diversity. This endowed fund will assist historically underrepresented faculty in academic endeavors that lead to tenure and promotion.

Of all the efforts, a focus was placed on the Minority Faculty Mentoring Initiative (MFMI) which continued for a second year under the leadership of the Academic Liaison for Institutional Diversity. The program's mission is to pair new or junior-level minority faculty members with senior-level faculty members for the purposes of mentoring and social networking to promote professional development in both mentor and protégé groups and support the community integration and retention of minority faculty members. These efforts align with UCA's broader mission and strategic planning goals associated with diversity.

The academic liaison continued to identify new potential mentors and protégés, and to coordinate the mentoring relationships among faculty who stated a preference for remaining in the program. Of the 13 faculty mentoring pairs that participated in the program's first year, 8 pairs requested to remain in the program for a second year. Three of the returning protégés requested new mentors who would better match their professional or personal goals; each request was successfully met. In total, the MFMI program organized 17 mentoring pairs. This total was reduced to 16 pairs in December when one of the protégés moved out of state for family reasons.

In addition, the academic liaison contacted participants several times throughout the year, both informally and formally, to monitor program progress and to share information on mentoring and related professional development themes. Participants' feedback indicated that the mentors and protégés were having positive experiences in the program.

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Hendrix/UCA Faculty of Color Professional Development Luncheon	IDI	\$305
LGBT+ Affinity-Resource Group	IDI	\$106
Minority Faculty Mentoring Initiative	IDI	\$1,224
Minority Faculty Retreat	IDI	\$957
Recruitment at the SREB Compact for Faculty Diversity	Office of the Provost / ID	\$3,000
The Academic Network	IDI/The Office of the Provost	\$1,200
<b>Total</b>		<b>\$6792</b>

#### **IDI Efforts for Undergraduate Students**

With a focus on academic success, IDI engaged undergraduate students through the Academic Bridge Connection (ABC) Center and Program. The ABC Center offers presentations, a quiet place to study and learn with computers, printing, copy services, mobile charging stations, and books. Students are also invited to participate in a professional conference. This year's presentations were as follows:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
All About Graduate School	Graduate School/IDI	\$14
Alley Scholar's Summit	Alley Foundation/ IDI	\$4,521
Careers in Occupational Therapy	OT/IDI	\$14
Emergency Financial Support	Student Services/IDI	\$14
Financial Literacy	Financial Aid/IDI	\$14
Interview Do's and Don'ts	Center for Leadership Development/IDI	\$14

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
<b>Total</b>		<b>\$4,591</b>

### **IDI Efforts for Graduate Students**

IDI works with and advises the Black Graduate Student Association (BGSA), which provides community and professional development to Black and African American students.

UCA hosted another HBCU Outreach (Historically Black College/University) to recruit students to graduate programs at UCA, in partnership with the Graduate School.

Black Graduate Student Association	IDI	\$280
HBCU Outreach	Graduate School/IDI	\$527
<b>Total</b>		<b>\$807</b>

### **Community Outreach**

Amigo Fest & Health Fair: Roughly 300 individuals from Central Arkansas were on the UCA campus for the Amigo Fest and Health Fair.

Arkansas Black Hall of Fame: UCA continued to support this annual event that celebrates African American Arkansans who have reached the pinnacle of their respective professions.

LULAC: UCA continued to support the annual gala of the League of United Latin American Citizens. Several of UCA's Latinx students receive scholarships at this event. Parents of the students and UCA staff are available to honor students at the gala.

Minority Vendor Partnership Initiative: This year, UCA hosted a session titled "There's a Grant for That" for minority vendors throughout the greater Conway and Central Arkansas area. There was a record attendance of over 100 minority business owners, making history for the five-year program.

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Amigo Fest Health Fair	ODC/IDI	\$7,878
Arkansas Black Hall of Fame	UCA Foundation	\$2,000
LULAC	UCA Foundation	\$2,500
Minority Vendor Partnership	Outreach & Community Engagement Finance & Administration	\$3,373
<b>Total</b>		<b>\$15,751</b>

### **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 a goodly number of their key activities to ensure that programming is meeting the needs of the students. In the majority of cases, students provide leadership for their programs and they provide insight for future inventiveness. Overall, survey results offer positive feedback on the events.

Key initiatives include the Black Male Achievement Challenge (B-MAC), Latinx Outreach Initiative, Minority Mentorship Program (MMP), Project X: Early Arrival Program, Slice of UCA, and Women of Excellence (WOE). Their activities and impact follow:

### **Black Male Achievement Challenge (B-MAC)**

The Black Male Achievement Challenge is in place to provide targeted intervention, critical socialization and bridge services, and enriching educational experiences for black men as, historically, they have been the least persisting, least graduating student community, demographically. During the 2018/2019 academic year, students experienced programs that focused on student success whether inside or outside the classroom, attended leadership conferences, engaged in community service activities, enjoyed an educational incentive trip, and served as diversity ambassadors for the department.

#### **B-MAC Activities**

- Alley Scholars Summit
- Arkansas Children's Hospital Community Service Project
- Arkansas Summit on African American Males Conference
- B-MAC Kick-Off: Keys to Success at UCA
- Bridging the Gap IV
- Fresh Prince of Conway (Welcome Week Session)
- Gentlemen's Brunch (Etiquette/Networking/Branding)
- GQ Tuesdays (Dress for Success Day)
- MLK Prayer Breakfast Hosts
- Memphis Heritage Educational and Cultural Tour
- Minority Graduation Dinner Hosts
- Monthly Mass Meetings
- Slice of UCA Panel Participants
- Southwestern Black Student Leadership Conference
- UCA Day of Giving Promo Video

**IMPACT:** Retention rates track first-time, full-time freshmen students participating in this group. Freshmen students who participated in B-MAC during fall 2018 were retained at a rate of 89% to the spring 2019 semester. Fall-to-fall retention rates are not currently available.

### **Latinx Outreach Initiative**

UCA students were fortunate to work with a full-time Coordinator whose primary focus was to serve as primary advisor to the Latino Student Association (LSA) and Sigma Iota Alpha Sorority. In addition to advisor duties, the Coordinator served as office liaison for the ENGAGED initiative for Latinx students which was powered by Career Services Department, provided leadership for various departmental events, and served as featured speaker for University Training's "Understanding and Valuing the UCA Latina/Latino Population" seminar.

During the 2018/2019 academic year, students participated in a variety of social and educational programs as well as assisted with departmental events.

### **Amigo Fest and Health Fair**

A more extensive account of this event was described in the Community Outreach section of this report. It is important to note that, the Amigo Fest received the 2018-2019 Cultural Program of the Year during the UCA Student Involvement Awards Ceremony.

Other activities include:

- Dia de los Muertos Exhibit
- ENGAGED Initiative
- Latinx Graduation Celebration
- LULAC Scholarship Gala
- Memphis Heritage Educational and Cultural Tour
- Minority Graduation Dinner Hosts
- MLK Prayer Breakfast Hosts
- Bi-Monthly Latino Student Association Meetings
- Move-in Day and Welcome Week
- Slice of UCA Panel Participants
- Saul Flores: The Walk of Immigrants Lecture
- UCA Day of Giving Promo Video

**IMPACT:** Retention rates track first-time, full-time freshmen students participating in this group. Freshmen students who participated in LSA during fall 2018 were retained at a rate of 73% to the spring 2019 semester. Fall-to-fall retention rates are not currently available.

#### **Minority Mentorship Program**

Since 1991, the Minority Mentorship Program (MMP) has put forth freshmen retention efforts by fostering a culture that supports the holistic development of both mentee (incoming) and mentor (upper classification) students. This program provides academic resource connections as well as introduce students to faculty and staff members. 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.

#### **MMP Activities**

- Alley Scholars Summit
- Bridging the Gap IV
- Civility Circle Program
- MLK Prayer Breakfast Hosts
- MMP Executive Board Recruitment
- MMP Fall Training
- Memphis Heritage Educational and Cultural Tour
- **Mentors Moving People** Move-in Day Crew
- Minority Graduation Dinner Hosts
- Monthly Mentor Meetings
- Monthly Programs
- Pajama Jam Lock In
- Slice of UCA Panel Participants
- Southwestern Black Student Leadership Conference
- Spring Mentor Recruitment
- Transitions Week

- MMP OlyMMPics
- Mentor Mayhem Cookout
- Motivational Monday and Freshmen Dinner with the Provost
- Showtime with MMP (Provides awareness about student organizations and campus involvement)
- Transitions Greek Expo (Increase awareness of UCA's Black Greek Organizations)
- Ying Yang Twins Back to School Concert
- UCA Day of Giving Promo Video

**IMPACT:** Retention rates track first-time, full-time freshmen students participating in this group. The retention rate for 153 MMP students from fall 2018 to spring 2019 was 95%. Fall-to- fall retention rates are not currently available.

### **Project X: Early Arrival Program**

The Office of Diversity and Community launched this program in August 2016 under the auspices of the Black Male Achievement Challenge (B-MAC) to give historically underrepresented male students of color a head start on their UCA academic journey. Project X exposes students to campus resources and 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. At the completion of the program, each participant receives a professional blazer to wear on B-MAC's GQ Tuesday and on other professional occasions.

### **Project X Activities**

- 4-H Center Ropes Course
- Community Service Project
- Memphis Heritage Educational and Cultural Tour
- Minority Graduation Dinner Hosts
- Southwestern Black Student Leadership Conference
- Team Building/Game Night at Dave and Busters
- UCA Move In Day Fast Movers Crew

**IMPACT:** Retention rates track first-time, full-time freshmen students participating in this group. Freshmen students who participated in Project -X during the fall 2018 semester were retained at a rate of 89% to the spring 2019 semester. The fall-to-fall retention rate is not currently available.

### **Women of Excellence**

The Office of Diversity and Community launched the Women of Excellence (WOE) initiative 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 2018/2019 academic year, students experienced programs that focused on pressing the restart button, financial independence, student success, and leadership.

### **WOE Activities**

- Alley Scholars Summit

- Bridging the Gap IV
- Colorful Women Female Leadership Summit
- Fall Kick Off: Let's Talk About...
- MLK Prayer Breakfast Hosts
- Memphis Heritage Educational and Cultural Tour
- Minority Graduation Dinner Hosts
- Monthly Programs
- Slice of UCA Panel Participants
- Southwestern Black Student Leadership Conference
- Women's Tea Time: 5<sup>th</sup> Edition

**IMPACT:** Retention rates track first-time, full-time freshmen students participating in this group. Freshmen students who participated in WOE during fall 2018 were retained at a rate of 95% to the 2019 spring semester. Fall-to-fall retention rates are not currently available.

#### **Slice of UCA Event**

This transitional program, developed by ODC, provides services that make students aware of some of challenges and possible hurdles of the high school to college transition. This annual event gives historically underrepresented minority students the opportunity to receive information on topics such as Academic Scholarships, Financial Aid, Housing and Residence Life, Learning Communities, Strategies for Success, Student Accounts, and Student Life. In addition, students and parents/guests meet with UCA students, administrators, faculty, and staff to learn more about the campus environment, expectations, their partnership, and opportunities for student involvement and leadership.

#### **Additional Diversity and Community Activities**

- Academic Achiever Dinner
- Bridging the Gap IV
- Central Arkansas LGBT Pride Fest
- Finals Survival Kit Distribution
- Homecoming Greek Show
- Latinx Graduation Dinner
- Lavender LGBT Graduation Dinner
- LGBT University of Central Arkansas Pride Walk
- Memphis Heritage Educational and Cultural Tour
- Minority Graduation Dinners
- Miss Essence Scholarship Pageant
- MLK Prayer Breakfast
- Southwestern Black Student Leadership Conference
- Triumph Over Adversity: Rise Above – Tuskegee Airman Exhibit
- UAMS Info Day
- UCA Day of Giving Featured Fund

**ODC Programming Expenses**

<b>Event</b>	<b>Budget</b>
Academic Achiever Event	\$1,200.00
Black Male Achievement Challenge/Project X	\$4,616.00
Bridging the Gap IV	\$800.00
Conference Travel	\$4830.00
Hispanic/Latino Programming	\$1,536.00
LGBT+ Programming	\$1,461.00
MLK Prayer Breakfast	\$3,312.50
Minority Graduation Celebrations	\$4,187.00
Minority Mentorship Programming	\$4,143.00
Finals Survival Kits	\$750.00
Slice of UCA	\$2,258.00
Special Events and Services	\$21,101.00
Women of Excellence	\$3,373.00
<b>TOTAL</b>	<b>\$53,567.50</b>

**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 and met the needs and high standards of the Office. 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 particular 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 a sampling of the diversity-related enrichment seminars and provides attendance and the corresponding monetary investment.

#### **Diversity - Faculty/Staff/Student/Department/Athletics**

The annual on-site campus-wide DIVERSITY seminar offers opportunities for all employees to be educated on an important topic related to diversity. The 2018/19 topic was ‘Connecting to the World: Understanding our International Populations’ Content included personal reflection exercises as well as a ‘global themed’ group activity. Below are the Diversity seminars presented campus-wide and in the community. Topics range from privilege, cultural identities/filters, to generations, race, and difficult conversations.

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
<b>Campus-Wide International Populations 8 Sessions #197</b>	University Training	\$500.00
<b>3 Lunch and Learn Diversity Sessions # 100</b> * <u>Generational Differences in the Workplace (28)</u> * <u>Understanding &amp; Valuing the Latinx Population (34)</u> * <u>Spirituality (38)</u>	University Training	\$1421.00
Community Development Institute #60	University Training	-0-
FACS Dept Grad Students #15	University Training	-0-
Minority Mentors #70	University Training	-0-
OT Faculty and First Year Students # 47	University Training	-0-
PT Third Year Students # 40	University Training	-0-
Professor Hendrix Class #8	University Training	-0-
Golf Team #9	University Training	-0-

PT Students - Generations #60	University Training	-0-
Student Government #55	University Training	-0-
Financial Aid #55	University Training	-0-
Financial Accounting #41	University Training	-0-
Admissions #10	University Training	-0-
UCA Ambassadors #60	University Training	-0-
College of Business – 2 classes #200	University Training	-0-
Active Minds #8	University Training	-0-
College of Business -3 classes #150	University Training	-0-
Student Mobilization # 36	University Training	-0-
Civility Circle #10	University Training	-0-
SOS #80	University Training	-0-
<b>Total - #1346 On-Site</b>		<b>\$1921.00</b>

#### Online Diversity

Since 2009, UCA has collaborated with *Workplace Answers* to offer online education seminars for employees. This year's (2018/2019) **Diversity** online completion for employees is #2,262.

<b>Workplace Answers Online</b>	<b>Sponsor</b>	<b>Budget</b>
Diversity, Harassment, Title IX, and Child Abuse Seminars	University Training	\$14,833.00

#### **Faculty/Staff/Students/Department/Athletics**

The annual on-site campus-wide **HARASSMENT** seminar offers opportunities for all employees to be educated on the important topic of workplace harassment, which includes modeling professional behavior and respect in the midst of individual differences. Therefore, diversity plays a key role in the seminar's exercises and discussion.

Campus-Wide Workplace Harassment 8 Sessions # <u>161</u>	University Training	\$564.00
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Family and Consumer Science #25	University Training	-0-
Math Department Employees #14	University Training	-0-
New Faculty Employees #40	University Training	-0-
Communication Sciences and Disorders #75	University Training	-0-
Dr. Peppers' Biology Classes (2) #39	University Training	-0-
<b>Total - #354 On-Site</b>		\$564.00

### Online Harassment

Since 2009, UCA has collaborated with *Workplace Answers* to offer online education seminars for employees. This year's (2018/2019) **Harassment** online completion for employees is **#2,192**.

<b>Workplace Answers Online</b>	<b>Sponsor</b>	<b>Budget</b>
Diversity, Harassment, Title IX, and Child Abuse Seminars	University Training	\$14,833.00

### Diversity Website

IDI updates the diversity website ([www.uca.edu/diversity](http://www.uca.edu/diversity)) as needed as it serves as a clearinghouse for diversity and inclusion initiatives and opportunities. The primary links on the website are as follows:

- Institutional Diversity and Inclusion
- Office of Diversity and Community
- Diversity/University Training
- Advisory Committee
- Initiatives and Support

### Diversity Awards

- 2018: Minority Access, Inc. awarded UCA with a *Commitment to Diversity Award*. This was the third year for this award. A total of \$3,231 was invested in the conference and travel.
- 2018: The League of United Latin American Citizens (LULAC) Council 750 Little Rock, Arkansas, designated UCA as a *Latino Destination Campus*.

**NON-PARTICIPATING  
ENTITIES**

*ADMINISTRATIVE OFFICE OF THE COURTS*  
*SUPREME COURT OF ARKANSAS*

MARTY SULLIVAN, DIRECTOR



*"Supporting Courts,  
Ensuring Justice"*

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

October 15, 2019

Dear Mr. Robinson:

Thank you for the information your provided on the reporting requirements set forth in Arkansas Code Annotated § 21-3-101 regarding equal employment hiring programs. The statute requires every constitutional officer, as defined in Arkansas Constitution, Amendment 56, § 1, to adopt an equal employment hiring program and report its efforts to Legislative Council.

Amendment 56, § 1 lists the state agencies that comprise the Executive Branch: Governor, Lieutenant Governor, Secretary of State, Treasurer of State, Auditor of State, Attorney General, and Commissioner of State Lands.

Because the Administrative Office of the Courts (AOC) is part of the Judicial Branch and is not included in the executive agencies defined by Amendment 56, we have determined that A.C.A. § 21-3-101 does not apply to the AOC. Therefore, the AOC, in the interest of separation of powers, respectfully declines to submit the reporters envisioned by the statute.

My best,

A handwritten signature in cursive script, appearing to read "M. Sullivan".

Marty Sullivan



## Supreme Court of Arkansas

JOHN DAN KEMP  
CHIEF JUSTICE

JUSTICE BUILDING  
625 MARSHALL STREET  
LITTLE ROCK, ARKANSAS 72201

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

October 15, 2019

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

Re: Arkansas Code § 21-3-101 Request

Dear Mr. Robinson,

I have been made aware of your letter dated August 26, 2019 and addressed to "Constitutional Officers, Department Secretaries, Agency Directors, Presidents and Chancellors." In the letter, you request the annual reporting of equal-employment data pursuant to Arkansas Code Annotated section 21-3-101. While the court is firmly committed to the goals identified in that statute and to a policy of equal-employment opportunities for all, it appears that the reporting requirements of section 21-3-101 have no applicability to judicial branch agencies or officers.

Sincerely,

  
John Dan Kemp

JDK:srs



**Valerie Denton**  
Chief Staff Attorney

**State of Arkansas**  
**COURT OF APPEALS**

Justice Building  
625 Marshall  
Little Rock, Arkansas 72201

(501) 682-7463  
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email: [valerie.denton@arcourts.gov](mailto:valerie.denton@arcourts.gov)

October 15, 2019

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

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

Dear Mr. Robinson:

Thank you for the information you provided on the reporting requirements set forth in Arkansas Code Annotated section 21-3-101 regarding equal employment hiring programs. The statute requires every constitutional officer *as defined in Arkansas Constitution, Amendment 56, § 1* to adopt an equal employment hiring program and report its efforts to the Legislative Council. Amendment 56, § 1 in turn lists the state agencies that comprise the Executive Branch of government: Governor, Lieutenant Governor, Secretary of State, Treasurer of State, Auditor of State, Attorney General, and Commissioner of State Lands.

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

Best regards,

  
Valerie Denton